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TEACHER-TRAINING IN HIGH SCHOOLS

Submitted in partial fulfillment of the requirements for the degree of Master of Arts.

by

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I. INTRODUCTION.

I. Purpose:- It is the purpose of this paper to make a study of the efforts being made in the United States to train rural-school teachers in the public high schools and county training schools.

An interest in this study ,on the part of the writer, has been awakened by a growing conviction that the normal schools are not functioning in furnishing a force of teachers that love the business of country teaching well enough to stay with it until they can effect permanent improvement, even if the number of normal graduates were equal to the demand; and that normal schools ,in the main, are training away from country life instead of for it; and, furthermore, that city dominated normals will never produce the needed number of rural teachers and leaders; by a conviction ,also, that rural teachers need less training that will advance them toward graduation in college and more training that gives knowledge related to country life and that can be used in building up neglected country schools and communities.

To even a casual observer the need of the rural districts is apparent and that, for the sake of our country that is being empoverished and for the sake of rural humanity that is being denied its educational rights, some effective remedy ought to be applied.

A personal observation of school work in rural counties for the past fourteen years has brought a growing conviction

to the writer, of the need for Teacher Training in High Schools.

It is the final purpose of this paper to try to gain from a Study of Teacher Training something worthwhile as a suggestion to be added to what Tennessee, a rural State, is already doing to train teachers for her rural people.

It is not the purpose to suggest ideal school conditions but what is rudimentary enough to function, in building upon what we already have, toward the ideal.

2. Definition-

The Training of Teachers is a subject of constant legislation and therefore one whose standards are constantly changing.

It is difficult ,then, to define just what is meant by "Teacher Training." The states have many points in common, yet each has her own plan for training her teachers and has a curriculum, the comprehensiveness of which increases respectively for her summer schools, high schools, normals, and educational department of her university.

Teacher Training in High Schools is the professional work given to prospective elementary and rural teachers in the standard four year high schools in the counties of the several states, but this training is not uniform. Even in counties within the same state where there is an attempt to bring each county up to the standard set by the state, the type of training given depends so much upon the teacher giving the training that there cannot be uniformity.

This subject must necessarily be considered in the

broader sense, as that of teacher training in secondary schools, a system including the various types of training courses in high schools, incorporated academies, and county training schools. It is the purpose of this paper, however, to emphasize the work that is being done in the teacher training schools of rural towns and communities to train teachers for the rural schools.

The teacher-training high schools may be classified according to the proportions the professional work has assumed in the highschool course. There are three predominant classes: Iowa, Oregon, South Dakota, and Tennessee represent a class that give over a part of the third and fourth years of the high school course to professional work and give high school credits for this work; Iowa calls this work "Normal Training High Schools"; Oregon, "Teacher's Training Courses for the High Schools"; South Dakota, "Normal Training in High Schools;" and Tennessee "Teacher Training in High Schools."

Another class is illustrated by the schools in Minnesota and Wyoming who give over the entire fourth high school year to teacher training and give high-school credits for the year's work.

Ohio, New York and Michigan represent a group that use a fifth year for teacher training, usually allowing only graduates of a four-year high school to take the teacher-training course. This group considers the fifth year's work as their "County Normal Training School" as it is a separate department from the four-year high-school course but is given in the high -school building.

Wisconsin belongs to this last group in that she has a fifth year training course in 27 of her high schools but this State has also a system of "County Training Schools" which are separate teacher-training institutions having training courses varying from two to four years and using their separate school plants.

This paper will treat, as far as data are available, the county-training schools along with teacher-training high-schools as each is an important part of the great movement of recent years for the training of rural teachers at home.

3. Some Explanations.

(a). Source Of Data:

The data used in this study were gathered from letters, courses of study, and other bulletins from 40 States, from personal letters, from letters and bulletins from the Bureau of Education, and other available educational literature given in the Bibliography. A letter was sent to each state in the Union asking about teacher training in that state and requesting literature. Forty states replied through letters, bulletins, or both.

(b) The Bibliography is referred to by numbers, the first being the place that the reference holds in the list; the second, the page of the reference ; thus, (67:10-) Wyoming's Course of Study, 10th page.

(c) Statistics have been difficult to obtain, since succeeding

reports, biennial surveys etc. seldom give the same tables, making a comparative study difficult.

(d) Nomenclature:

The variability in the terminology of teacher-training work in secondary schools makes it necessary to select. Terms are used as follows: Teacher-Training High School in this study means the high school in which there is a department for training rural teachers .

Training -Teacher is the teacher in charge of this training department.

Critic-Teacher does the supervising of the practice-teaching but is usually the same person as the Training-Teacher.

Student-Teacher is the person in training for rural teaching. Practice-teaching is the actual teaching done by the Student-Teacher while in training.

Rural and country are used as synonyms in adjectival use.

II HISTORICAL SKETCH.

I. Development of the Teacher Training Idea.

In America Secondary Education has appeared successively under three type forms: (I) the (Latin) grammar school of the Colonial period. (2) the Academy of the early Republic, and (3) the public high School since the Civil War. (39, Vol. I) and (29).

The grammar school grew up usually as a religious institution and was local in its patronage. Its chief function was to fit boys for the University; accordingly, its curriculum consisted chiefly of Latin and Greek; Latin being, in the first stage of these schools, the language of the school room and play ground. English was introduced along with arithmetic to qualify for business.

After the Restoration (I660) in England, the academy arose as a demand of the non-conformist and in America it was the outgrowth of a somewhat analagous circumstance. The old grammar school was exclusive in its aim; the academy was democratic, suited to the demands of a people in a new country, the majority of whom could never hope to go to college; while, on the other hand, the academy was the preparatory school for college. Flexibility to meet local needs was an essential.

The first academy in reality and in name, was the academy and charitable school of Philadelphia, I756- proposed I743 under the auspices of Benjamin Franklin. Some credit the

free school, or academy , of Charleston (S.C.), I7I2, as being the first academy in America. (39).

By the time the Revolutionary War came on, there were many secondary schools established by religious bodies, especially in the Middle and in the Southern Colonies, and they were often called Academies. They were usually semi-private, the states assisting in the founding and in the support.

Davidson Academy, at what is now Nashville, Tenn., was chartered by the legislature of North Carolina, I785; forty years later I825, it became the University of Nashville. (29:86). North Carolina chartered Martin Academy in Washington County, Tennessee I783. It grew into Washington College in I795. As an Academy, this was the first educational institution in the Mississippi valley.

The first legislation furnished for a system of county academies was by Georgia, I777; followed by New York, I783, and by Massachusetts, I789. Other states rapidly followed: Kentucky I798 and later Maryland, Louisiana, Tennessee(I838), and Indiana. The Academy took over the grammar school and tried to supply a curriculum suited to those who did not go to college.

In the South, Academies did highly creditable work from I800 to I860. Between I865 and I890, amid improved public schools, the Academy began to be replaced by high schools which was a recurrence to the Democratic type which the Academy had abandoned, and the high school became the predominant secondary school of America, though many of the better endowed Academies remain today as preparatory schools. (29:72-I09).

The teacher training idea in America is not a new one. One reason given by Franklin for the establishment of his Academy of I756 (proposed I743), was that "A number of the lesser sort will hereby be qualified to act as schoolmasters in the country." (39. vol. I: 23).

The academy came to be the chief source of supply of elementary teachers. School leaders of America began to discuss, as early as I820, the how to teach as well as what to teach. Throughout the period dominated by the academy, this was the only source of trained teachers - trained only in the sense that they had received a more advanced course in the subject matter they were to teach.

In I830 specific preparation of common school teachers was undertaken at Phillips, at Andover, Massachusetts, founded I778, and at Exeter, founded, I78I. The curriculum at this time was changed by introducing an English course specifically for training teachers for the common schools. New York, however, took the most prominent part in the training of teachers. Here there was a rivalry between the academies and the monitorial high schools (founded on the Lancasterian system) for acceptance as the state system of training schools for teachers. Governor Dewitt Clinton favored the establishment of these high schools in each county but academies were too well established and local interest too much in their favor to be supplanted. (I4: 374)

From I827 in New York, teacher-training classes were established in specific academies. From I834 such courses were organized into a definite system of teacher-training institutes. This law of I834 was the first in any state making provisions

for the training of teachers for the "common schools" (I8:I5). It was not until I845, after a long period of agitation that the establishment of a Normal School was secured from the legislature to be located at Albany- Others followed, all of them being converted Academies.

It is well to note at this point that New York was the first state to introduce the present system of teacher training in High School in I894. (38:40).

Massachusetts led New York in the establishment of a Normal school which was in I839; this year one was established at Lexington for women and one at Barre for both sexes . (39 vol. V: 5I5)- There had been many advocates for Normal schools as early as I825- New York followed Mass. establishing a Normal school at Albany in I844 and in most of the academies stopped the teacher-training classes (I4:379).

Connecticut followed in I849; Michigan, I850; New Jersey, I855 at Trenton.

In I859 a normal was founded at Philadelphia, Penn. The same year Minnesota established one. The sentiment for State teacher training schools grew rapidly; many private normals also flourished.

At this point it is well to remember the dates of the admission of the Southern States into the union. In I800 there were only five Southern States. All of the Southern States except four made constitutional provision for education on admission to the Union (29:II9) and rapid educational advancement was made in the South. Before I860 (ante bellum) her schools

were very much like those in other sections but Reconstruction days for reasons well known almost killed the schools in the South and very little was accomplished, especially in rural schools from I875 to I900 although heroic efforts were made during these years for educational improvement. (29:4I5)

In I868 there was not a Normal School in the South; but before I900 there were fourteen State Normals: each Southern State having one, except Georgia, whose first was begun in I895 (I4: 37I-8) Seven years before this date (I900) Alabama had three State Normals having been begun respectively in I873, I875, and I883, Mississippi having led the South in I87I. After help from the Peabody Fund could be had, numerous teacher training departments- many in denominational schools- sprang up. In Tennessee, Nashville Normal College was established I875 and the Peabody Board gave a number of scholarships for two years at $200 a year, and from this, the George Peabody College was incorporated in I909; this same year the law establishing Tennessee's four State Normal School's was enacted.

The year Nashville Normal College (Tenn.) was established, I875, there were seventy state normals in the United States, five of which were in the South. (I4: 399); in I885 there were I03 state normal schools in the United States and eighteen in the South; in I905 there were I48 normals with thirty in the then fourteen Southern States. In I920 there were in all, 37I normal schools and teacher's colleges (7and 8) of which I38 were State normal schools; 45 teacher's colleges;

33 city normal schools; 95 county normals, and 60 private.

The State's legislatures of 1921-22 added 12 to the combined number of 371. In 1923 there are 320 normal schools and 63 teacher's colleges, 17 of which have been changed this year (1923) from normal schools to teacher's colleges as follows: Illinois two, Minnesota six, Rhode Island one, and California eight. Many normal schools are striving to become four year teacher colleges; as an example Tennessee's normals have a three years course which was allowed instead of the four years asked for. (22,23 and 53)

In 1923 there are state normal schools in all the states except Deleware and Wyoming, the latter having county normal schools. Nevada calls her four-year educational department at her State University the "State Normal College," otherwise she has no State normal. (7 and 8).

Eighteen years before Massachusetts founded the first State normal, she opened the first public high school in the United States at Boston in 1821 (14:171) yet the academy remained the dominant secondary school for many years. In 1849 there were 114 incorporated academies and eighteen high schools. The high schools evolved from the free elementary schools and after the Civil war they developed rapidly. The report of the U.S. Commissioner of Education in 1889 gave 800 public high schools in the U.S. in 1890, 2526; in 1900, 6005; in 1918, 16300 (6:11&15) . In 1918 the public high schools had increased 425% since 1890- a concrete idea of the rapid increase is gained when it is noted that more than one high school has been es-

tablished for each day in each year from 1890 to 1918.

Today the public high school is the States preparatory school for those who go to college. In its incipiency it was hoped that the high school would be "The Finishing College for the common people" (39, IV: 262) and it is the finishing school for thousands who cannot go to college, or do not wish to go.

2. Status of Teacher Training in High School.

The high school not only prepares the masses for college and "finishes" those who do not go to college, but it has become through its teacher-training classes almost the sole normal school for the rural teachers. The task of preparing rural teachers is being pressed upon the secondary schools because one third of the rural teachers in service have no professional training of any kind (18:5), and because only about four per cent of the normal graduates in the United States go into rural schools to teach. (3:II74). While this training in secondary schools is not usually considered ideal, it, at least, insures that some of the rural teachers will be partially trained and that the courses given will train for rural life instead of away from it.

The beginnings of teacher training in high schools lie in the teacher-training classes in the academies of New York and have been operative since 1834; the academies eventually became public high schools, retaining their early normal-school privileges. In 1894 these schools were authorized by an act of the legislature in New York (38:40).

This was a new impetus given to teacher training in secondary schools, as fifty years before, when New York established her first normal school, she began to stress this training in her academies less. (I8:I5) The reason for this redirecting of teacher training to the old source of secondary schools is given in the preceding paragraph.

During the last few years, the growth of teacher training in county normal schools and in high schools has been rapid.

At the present time, teacher-training in secondary schools is carried on in twenty nine states; legal provision for this work has been made in: Arkansas ,Florida, Georgia, Illinois, Iowa, Kansas, Kentucky, Maine, Maryland, Michigan, Minnesota, Mississippi, Montana, Missouri, Nebraska, Nevada, New York, North Carolina, Ohio, Oklahoma, Oregon, South Carolina, South Dakota, Tennessee, Vermont, Virginia, West Virginia, Wisconsin and Wyoming. (22,30,28,20 etc.) This includes the county training schools,teacher-training departments in connection with high schools, teacher training as a part of the regular high school course, and in incorporated academies in Maine as a part of the secondary course.

In this group of 29 states, Wisconsin is the only state that has the genuine county training schools in every respect, separate from the public high schools. These schools give courses ranging from two to four years.(5I) Michigan, New York, Nevada, Ohio, Vermont, Virginia and Wisconsin, in 27 of her high schools, have what are called county training schools or classes, separate departments, connected with the public high

schools, using the high school building and equipments for their work. This is usually given as a fifth year allowing only high school graduates to enter.

Minnesota and Wyoming have a training course to which the fourth year of the high school course is given over entirely, allowing high school credits for the year's work. The teacher training is given as a part of the high school course in the third and fourth years in the greater number of states: viz: Arkansas, Illinois, Iowa, Kansas, Maryland, Montana, Nebraska, North Carolina, Oklahoma, Oregon, South Carolina, South Dakota, Tennessee and West Virginia.

Maine's teacher training is like the last group given, except the work is given in thirteen incorporated academies. Florida gives a two year's course beyond the elementary grades, entirely separate from the high school course, but in the high school building and as a part of the same school. (I5-I6) Georgia gives one unit of professional work extending through the fourth year of the high school course for which a professional certificate is given. The law was enacted I920- 2I (20)

Mississippi enacted a law in I9I8 which specifies that a teacher's certificate may be granted to graduates of Agricultural high schools who have two units of education provided they attend a summer normal of not less than 25 days following their graduation. (28) Kentucky is beginning the work of teacher-training in high schools, having enacted the law in I922, but the course is not definitely planned. ~~After~~ She uses, in I923, only the amount left from a $50,000 appropriation after running the county summer schools, which are held for training rural teachers.

(30)

In addition to the above 29 states, Utah requires applicants for teachers examinations to review the common school branches in high school before taking the examination. (53) Although North Dakota has no legislation upon the subject she has been giving, since 1915, teacher training in some of her high schools that are recognized by the State Board of Education. This is a four-year's normal course beyond the eighth grade (13) Idaho and New Hampshire also grant elementary certificates at graduation from some of their high schools provided a stipulated amount of professional work has been done.

The Biennial Survey of Education 1916-18, Table 62, reports (4) teacher training in high schools in all the states in the Union except Arizona and Nevada, but since Nevada's legislature enacted a law in1911, establishing normal training classes in connection with her high schools (18: 21) and has reported graduates each year since, (6, 18 and 43) the omission of Nevada in 1918 report is probably a failure on part of Nevada to report that year to Bureau of Education. Then Arizona alone fails to report teacher training in some of her secondary schools.

In the 18 states (Arizona being left out) that do not have legal provision for teacher training in secondary schools, there were 137 schools with 6, 407 students reported in 1918. Even little Rhode Island who boasts in a letter, (30) that she discontinued these classes 50 years ago, has one high school with teacher training. (4: Table 62) California has 29 such schools; Massachusetts, 16; New Jersey, 11; Pennsylvania, 15; Texas, 18. The number of schools in the other states range from one to eight.

The actual status, then, of states giving teacher training in high schools is that 29 states have legal provision for this work but that teacher training classes are actually in high schools in 47 states (Arizona alone not reported) and the number of high schools training teachers in a state range from 212 in Kansas to one in Rhode Island and one in Utah. (4) When we add to this information the fact that the number of these departments is annually increasing and that state legislatures are increasing their appropriations for the work each year, we see what value is being placed on training teachers in high schools. (16, 27, 30, 37, etc.)

III ARGUMENT FOR TEACHER TRAINING IN HIGH SCHOOLS.

I. Purpose of Teacher Training in High Schools as given by States.

In the United States four types of schools are entrusted with the work of training teachers; namely, colleges and universities, normals, high schools, and a special type known as county training schools or county normal schools. The existence of the last two types suggests that the normal schools and the educational departments in universities and colleges are not supplying the demand for trained teachers for rural schools, and that people are aroused to the fact that teachers for rural schools should be specially trained, and also to the fact that higher standards cannot be imposed without providing opportunity to meet them.

In 1917, 21 states had teacher training in secondary schools. (18: 9) The following letter gives the purpose for which these states maintained such teacher-training departments.

LETTER OF TRANSMITTAL.

Department of the Interior,
Bureau of Education,
Washington, June 1, 1917.

Sir: The number of new teachers required annually to fill vacancies in the public and private elementary and high schools in the United States is estimated to be approximately 130, 000, of which more than 85, 000 are required by rural schools. The number of graduates from our normal schools and from classes, schools, and departments of education in our colleges and universities is less than 35,000. This leaves nearly 100,000 positions to be filled each year by teachers who have not had the educational and professional training of these schools. Most of the graduates from the normal schools and of the graduates in education from the colleges and universities find

positions as teachers in high schools or in the elementary schools of cities and larger towns. Only a small per cent, therefore, of the teachers in the rural schools of most States have any adequate professional training.
As a partial remedy for this evil, nearly half the States have provided for some degree of professional instruction and training of teachers in county normal schools of elementary grade or in public high schools.
The growing recognition of the need that teachers in rural schools should have at least some kind and degree of professional training has resulted in a rapid extension of this policy and a desire on the part of school officers, legislators, and students of education for information in regard to its results. That this information may be available I am transmitting herewith for publication as a bulletin of the Bureau of Education a manuscript on the status of rural-teacher preparation in county training schools and high schools, which has been prepared at my direction by Harold W. Foght, specialist in rural-school practice in this Bureau.

Respectfully submitted.

P.P. Claxton,
Commissioner.

The Secretary of the Interior.

Mr. Foght, after showing that one third of the rural teachers have no professional training of any kind, (I8:5) says ,

"The fact remains that until the normal schools and the schools of education graduate annually much larger numbers of men and women than they now do the great majority of these 8,500 new teachers must go into their field of activity professionally unprepared or other institutions than those mentioned above must come to their assistance- i.e., secondary schools must undertake the task."

Note that this same idea is substantiated in the reasons quoted from some of the state bulletins for teacher training in high schools: Tennessee (62:I):

"The aim of teacher training in high schools: A professionally trained teacher for every elementary rural school in Tennessee; equal opportunity for all the children of all the people."

Georgia (20:33): "The shortage of teachers and the inability of the normal schools and other higher institutions to supply the demand, force upon the State Department the duty of arranging a plan for teacher training in high schools, beginning with the school year I920-2I."

Iowa (27:3) "It is the intention of normal-training departments in high schools to train teachers who are interested in rural activities, who love country life, and who desire to teach in rural schools and to become community leaders. Approximately one half of the children of our state are in one-room rural schools and they are entitled to , and should have, teachers who are especially trained for the work.
It is for the purpose of improving educational conditions for these children, that the normal training department is conducted."

Missouri(2:5): "Teacher-Training Courses- for the purpose of increasing the facilities for training teachers for the elementary and rural public schools."

Nebraska (35:3): "The purpose of these courses is primarily to train young men and women in the local high schools for teaching in the rural schools ------ an opportunity close at home to secure some professional training for teaching is thus afforded young people who are ambitious to teach and who for various reasons are unable to go to a normal school or college."

Vermont (64:2): "For the purpose of training teachers for the public elementary schools."

South Dakota (45:2): "The purpose of this Act (I9I8, amended I92I) is to provide facilities for the training of teachers for the rural schools."

West Virginia (I9: 5 &7): L.L.Friend, State supervisor of high schools, after saying that the university and normals turn out annually less than one half enough trained teachers for the high schools, (and of course leaving none for the rural schools) says that the act of the legislature (I92I) authorized the establishing of ten additional normal training departments in high schools- Fifteen such schools were reported in I9I8 from W.Va. (6)

Wisconsin (5I:2) who already had a system of county training

schools: "The aid of the high schools is imperatively needed at this time to supplement the county training school - normal school out-put of country teachers."
"To furnish a supply of at least partially trained teachers for the rural schools" (38:39) expresses the purpose of the legal provision in the 29 states for teacher-training high schools.

The importance that the states are placing on training

their rural teachers in rural high schools is shown by the

increased appropriations for this work in 1921 (22:16) by seven states, viz: Iowa, Minnesota, Nebraska, North Carolina, Ohio, Wisconsin and West Virginia. Missouri appointed a state inspector for Teacher Training in High Schools and Kentucky passed an initial law for the work and appropriated $50,000 for it and county summer training schools . (30--a)

2. Where Normal Schools fail-

When we come to consider the arguments for Teacher Training in High Schools, it is only natural to consider first of all the contributions that the normal schools make toward fulfilling the demands for rural teachers. If the normal schools are found to be meeting the demands, there would, ofcourse, be no argument for the establishment of teacher training departments in high schools. But this is not the case; there never has been a time when normal schools and higher institutions of learning supplied in any appreciable degree the full measure of trained teachers. We have for years been holding out a normal training as a rather unrealized ideal; whereas from their legislative existence they are supposed to function in a practical way in the supply of teachers so that all pupils in the state may be possessed of an equality of opportunities in education. Let us consider summarily, therefore, the points wherein the normal schools fail to function:

a. They Train Away From Rural Life--

The normal schools tend to attract their educands away from the country. In Tennessee especially, and pretty generally in other states, the prospective teacher in attendance upon a full normal school course looks forward to a position in a high school. In nearly every state, legislation providing for the certification of normal school graduates for high school instructorships, has been enacted. Under such conditions

the one-room school is still a neglected quarter.

What is needed in training for rural teachers is a spirit unfostered in most normal schools which are often far removed from the conditions they are preparing people to improve. We must look upon the teacher-training schools in their relation to their field of service. Since the normal schools ignore their field of service in their training by centering attention on more or less ideally organized model schools, we may expect their graduates to know little of how to cope with the inconveniences of the one-room rural schools, to say nothing of the distaste that is often engendered for such schools. We may seriously ask the question whether or not the training of teachers can at all be satisfactorily carried on away from close touch with practical rural community life.

The very location of most normal schools means that they are city dominated. Normals placed in cities insure many city-raised graduates, who, even if they go to the country to teach, usually fail from lack of interest and from ignorance of country conditions. On the other hand, the placing of teacher-training classes in high schools of rural sections is a significant tendency. It lends its influence to the argument for country-raised,country-trained teachers for country schools.

Edward Hyatt(24) says: "What is so natural, so easy and so cheap as for swarms of city girls who graduate from city high schools to enter at once a normal school right at home? They are not ready to marry, they want a little more schooling, they would like a job that pays real money- so why not? Taking

the normal course is cheaper and easier than staying at home. They do not choose the teaching profession. They drift into it.

"How different the case of the young people in the remote rural regions,- after graduating from a local school, it is well nigh impossible for them to go to a normal school. They do not have the money; they cannot leave home; they cannot break up their old associations. Only an occasional one with a fixed ambition to be a teacher can ever overcome the inertia necessary to break away and go to the city to enter a normal. Consequently the great body of normal graduates are city girls. City girls do not go to county high schools for training. Therefore the county training of teachers will insure country-raised teachers. The normal graduates who teach first in the country, if they succeed, in two years usually get a city position. The result is the rural school is taught by a body of young women who have never been in the country before. If they do the best they can, they will fail from ignorance of environment. They can do nothing toward inducing children to stay on the farm,- their pleasures are in the city. Again: the country bred teacher who goes to a city normal or college gets his head full of the city. He has succeeded there,he wants to return for future success."

Too often the instructor is ignorant of conditions to be met in rural schools. Even in summer schools, in courses in rural education, where short cuts to effective teaching in rural schools would be expected, the young teacher is often drawn away from rural teaching. Who has not heard a lecturer on primary teaching consume the whole period giving attractive plans and devices used by teachers who teach one grade. A girl with a noble passion to go back home and teach those eight grades in the one-room school begins to see that what she knows will be a misfit in the rural school so she seeks work else where.

Can we see in such experiences as these the reason for the "County Summer Schools" in so many places?

H. T. Lewis (31) says:" The rural teacher must specialize

in reasonable limits", and that the teacher in training should have supervision "by one who is whole hearted in rural problems." If a specialized program is necessary in training a grade teacher, it is eight times more necessary for the teacher of the one-room school; and for successful training a sympathetic atmosphere must foster love for rural life. Teacher-training classes in rural high schools have at least the environment that leads countryward.

C. E. Benson, Dean of Education, Univ. of Okla.(3:1175) says:" Many teacher-training institutions have become training schools for the cities of their districts."

A report on the Colorado school system, 1917, shows that normal schools and teachers' colleges had not produced one tenth of the trained teachers needed for the State and (50:79) "That the majority of trained teachers go into the cities and towns." Then says, "This is due partly to superior attractions of city positions, but also to the fact that few teachers are trained for rural-school work".

If the specialized rural courses in normal schools have ceased to serve the field for which they were created, then it is time to place these courses where they will serve. "Rural mindedness" is necessary for the teachers who are to improve rural conditions: leaders must be sympathetic who would lead the people, who possess the land and till it, to be a happy intelligent citizenship.

b. An Over- Emphasis On Advanced Courses.

The normal has often, especially in its academic courses, encouraged persons to pursue their courses of study when the person so trained had no particular vocation in mind. It is perfectly easy for a person to pursue the courses in a normal school for one, two,or three years and then proceed to another institution of college grade and receive full credit hours for their school study. Or, as it often happens, a student may take a normal school course which is perhaps only one-half as long as a college course and in so doing equip himself academically for the necessary prerequisites for law, medicine, business, etc. With the differentiation of the courses of study together with an elective system in a school that attempts to educate one thousand or more people, it is easy to see how one may choose with almost as much freedom as any college such subjects as he wishes to pursue and arriving at substantially the same goal as would his attendance upon a college or university schedule of studies. To be sure, in order to counteract this tendency, normal school authorities have exacted in many places a pledge of the applicant to teach in the public schools of the state for a minimum number of years. The student thus pledging himself is allowed all of the rights and privileges of free tuition and other stipends that go under the term of state aid. By such pledges on the part of the students, the normal school instructors are carrying out a mere perfunctory program. Where the pledge on the part of the graduate is not carried out, the state has no legal re-

course. The normal school, therefore, becomes a public school and not entirely a vocational school; it too often becomes a school where courses are pursued for college credits and not for teacher training. The energies of the normals are spent but the force of rural teachers is neither improved nor increased.

To object to teachers taking advanced courses would be unreasonable. There certainly should be a reasonable degree of scholarship for all successful teaching. This scholarship for the rural teacher need not be so broad as that for the teacher of higher grades but it should be as thorough and as definitely fitted to the needs of those taught. Training for rural teaching may be only a little more advanced than the grades to be taught provided the c ourse for these grades has been enlarged and enriched.

A.J. Mathews, Pres. State Normal, Tempe,Ariz.(34;793) says:"Rural teachers should be well prepared in general academic education, but it is more essential that they should be well prepared in the art of teaching and in scientific knowledge of the physical and mental development of the child, even if some forfeiture has to be made along other lines".

Pres. Mathews quotes from G. H. Palmer, of Harvard Univ., who says:(34;794)

"It is well for a teacher to be a fair scholar but that is not the main thing. What constitutes the teacher is the passion to make scholars; and again and again it happens that the great scholar has no such passion whatever".

A great fault with high school, normal and college graduates is that for teaching, especially in rural schools,they

are "top-heavy"; through the method of selection, the subjects needed in rural teaching often having been neglected; while this is not the case with those who have had simply a training in an enriched elementary course, or a teacher-training course in high school.

An elementary teacher should know enough about courses of study to be able to decide what parts of given subjects should have special attention and what subjects in the course of study should be most stressed. This is especially true for teachers preparing to teach in one-teacher schools where so small amount of time can be given to one subject.

Here it is also more necessary to be thorough and exact. The ability to write correctly an English sentence is worth more to the teacher than to be able to translate indifferently a sentence from Cicero or Horace. It is worth more to the rural community that he be able to interest a class in practical problems.

J.L.Merriam of Columbia University (36), from data collected and studied from the elementary schools of Massachusetts and New York, reached some interesting conclusions in a study of the extent proficiency in scholarship means efficiency in teaching. Some Conclusions:(36;52)

(1)-Between normal school records and ability to teach "The correlations are low".

(2)-"College graduates and those who attended college have a rank,(p-105) below the average in the schools in which they

are teaching."

(3)-"Normal school graduates do not stand emphatically above the average teacher."

(4)-"There are only a few college graduates in the elementary course(36:112)---. It is strongly asserted that this more advanced study tends to suppress that sympathy with child nature so much needed in elementary schools".

Mr.Merriam in commenting on the conclusions being surprising (36;52) says: "A Study of high school teachers would probably give different results,since there can be little doubt that scholarship enters more directly into the success of the high school teacher, who usually deals more with particular subject matter and less with general human nature than the teacher in the elementary school".

Such a conclusion would be all the more significant in this discussion since the teacher-training in high schools attempts to train only rural elementary teachers.

A report of Indiana schools makes an argument (48:67) on this same point in showing how her two-year specialized courses for elementary teachers began in her normals in 1870 have, since 1906, been given over mainly to training high school and special teachers. The college idea has been so dominant that the elementary course has been crowded out and given place to a four-year college course and, that students edged in all the college credits allowed.

It says:(48;68) "Not only are the major energies of Muncie and Terre Haute normals now devoted to the preparation of high school teachers,but its elementary teacher training is weakened by the amount of conventional college work permitted and ennouraged, and by the failure to provide the specialized courses nowadays needed by elementary teachers".

(p.70):"Under the existing system of election, the courses actually taken by elementary teachers graduating in 1921-22

did not prepare them for elementary school teaching--the part of the school vitality necessary tothe proper preparation of elementary teachers is woefully neglected."

(p-243)"The total supply of of fairly well trained elementary teachers in 1921-22 was one for every six new elementary teachers needed. The normal schools have lost sight of their real job; College education is over-empbasized; the state has been misled into supposing that one huge State normal school can take the place of several so located as to be within easy reach of all citizens".

Although Indiana does not have teacher-training classes in high schools, This seems a good argument for them.

The tendency of normal schools to become training Institutions for teachers of advanced courses, or to become degree-conferring institutions is strongly shown by the legislation on education in 1921-23. Seventeen state normals schools have been changed to four-year teacher colleges; eight of which were in California, two in Illinois, six in Minnesota, and one in Rhode Island (7,23,53,58)

Facts indicate that Tennessee's normals, have nearly "lost sight of their real job", also: They are striving to become four-year teacher colleges, and are already giving a three-years' Course (10:341). In 1922, There were only 22 normal graduates in Tennessee's 3505 one-teacher schools or 3/5 of one per cent, and 418 normal graduates among the 10,102 rural teachers in elementary and high schools or less than 4% (10:34-38). There were, in 1921-22, in Tennessee 40 teacher-training high schools from which 378 teachers, with one year's training, graduated (62:4); 80 percent of these graduates have been teaching this year in one- and two-teacher rural schools. Tennessee's, legislature

appropriates more than eleven times as much money(10:342) for her three normals as it does for the teacher-training departments in high schools. (60:3) If the rural schools of Tenn. are to have trained teachers soon, it seems that they will have to look to the teacher-training high schools, and certainly the returns for the amount of money invested are many times greater.

Striving after college Credits brought about by the so-called "higher st[illegible]" set for teachers in "Standard Institutions of learning is causing an over-emphasis on <u>what</u> to teach to the neglect of <u>how</u> to teach and often a stressing of facts that will not improve the quality of teaching. This neglect of preparation for a definite task in teaching works the greatest hardship on the rural schools- as a remedy for which the teacher-training, classes in high schools have been established.

C. Normals Fail in the Number of Graduates.

The two points, already discussed, in which normals fail to supply teachers for fural schools are those that cannot be reduced to figures; however, they are real conditions that are most seriously affecting over 53% of America's school population-that part taught in the rural schools.(71:102).

If the normals fail to produce the number of teachers needed, it is a physical impossibility, under present conditions for them to serve all the schools. According to the Biennial Survey of Education in the United States in 1918-20, the graduates from all teacher-training courses in normals and teachers' colleges were 21,012(7:3); the number of teachers in elementary and secondary schools was 679,533(9:5). On the basis of one fifth of the teacher personnel being new each year (17:102), 135,906 new teachers were needed for elementary and secondary schools. Had all the normal graduates gone into these schools there would have been furnished less than 16 percent of the trained teacher supply needed.

The following table is compiled from Biennial Survey of Education 1916-18 Bulletins,1920,nos. 31 and 81=(5:6), (8:4); and from Statistics of State School Systems Bul. 1922 no.29 = (9:4); and from H.W. Foght Report on Rural Teacher Preparation, Bul. 1917,no. 31 = (18:9).

Table 1. Teachers in Service & Graduates from Teacher-Training Schools.

In the United States	1915-16	1917-18	1920
Rural Teachers in Service.	365,000	409,360	
Public School Elementary & Secondary Teachers	630,207	650,709	679,533
Graduates from Teacher-Training Classes in High Schools.	11,000	16,622	
Graduates from all normals and Teachers' Colleges-Public & Private	24,534	24,501	21,012
Total Teacher-Trained Graduates	35,534	41,123.	

H. W. Foght, Rural School Specialist, Bureau of Education, says(17:102) that the average rural teacher remains in the service less than four years; then (from Table 1) in 1918 from the 409,360 rural teachers, 102,340, new teachers were needed. If the entire graduate body of 41,123 from every kind of teacher-training institution in the United States had gone into rural schools, there still would have been needed 61217 teachers trained for the rural schools.

A. C. Mohanan, Bureau of Education, Bul.1913 no.3, says (38:8) that the average length of service of all teachers is five years. From the 650,709 teachers (Table 1) in the elementary and secondary schools in 1918, 130142 new teachers were needed; but as there were only 41,123 graduates from all teacher-training institutions, 89019 untrained teachers were employed in elementary and secondary schools. That is, the number of 41123 teacher-trained graduates in 1918 is shown, from table 1, to be only 46% of the trained teachers needed that year for the vacancies in the public schools

from the first through the twelfth grade.

All the teachers in the United States(5:6) in 1918 were 769,763; on the same basis of one fifth new teachers, the output of 41,123 from all the teacher-training institutions was only 26% enough trained teachers to fill the 153,952 vacancies in the United States. Or using only the number of 24,501 graduates (Table 1) from the normal schools and teacher colleges, only 16% of all the vacancies were filled with trained teachers.

In 1918 the total enrollment in all normal schools (8:4) was 138, 174; all new teachers needed that year were 153,952; had all the students enrolled in normal courses left the normals at the end of the year and gone into the schools to teach, there would have been needed still 15,778 trained teachers.

With this great deficiency in trained teachers, it is not strange that teacher-training classes have been established in secondary schools where the output can go only to elementary schools, where the greatest percent of untrained teachers are employed. (18:5)

C.E. Benson, Dean of education, University of Oklahoma quotes (3:1174) percentages given in Table 2, from a survey of teacher-training schools:

Table 2 see next page.

Table 2.

Percent of Graduates from a Selected Group of Typical Training Institutions Entering the Different Fields of Teaching-

Year	Number of Graduates	Percent entering rural schools	Percent entering village schools	Percent entering city schools
1910	1600	9.7	28.4	41.8
1915	2353	9.	36.4	42.
1920	2079	6.	29.1	49.1

Mr. Benson also says that in 1920 there were 12,266,915 children enrolled in the rural schools and 8,586,601 in the city schools. (3:1174) From these figures it seems that rural schools should have had at least one half of the output of teacher-training institutions. A selected group of graduates 1920 showed 5.2% entering one-room schools to teach where over 50% of the school population is housed (55:350). Mr. Benson says again that in 1920 a supplementary investigation was made of 55 teacher-training institutions in all parts of the country, ranging from those sending no graduates into the one-room rural school to those sending one half there. (3:1174) The 55 schools graduated 5524 students; 444 or 8% entered one-room schools; he also says that from an investigation made of teacher-training schools with a two-year curricula only 4.3% of male graduates entered rural school work of any kind and most of these became either principals or manual training teachers. It is evident that children of rural communties do not receive a just proportion of trained teachers.

Where legislative bodies are made up of rural people, this fact, if made known, might lead to serious results.

Men who are in a position to know their states as a whole see most keenly the deficiency of trained teachers in their state's schools and are more alert in suggesting remedies for the shortage of the normal schools' annual product. At this point, quotations from a few of these school leaders will suffice. From West Virginia (19:5) the State Supervisor of high schools, L.L.Friend says:

"Our State University and other institutions of college grade in the state turn out less than half the number of graduates available for high school teaching that are needed each year to fill new positions and to make up the loss occasioned by those who leave the profession. Approximately 60 percent of the new high school teachers needed each year must be brought in from other states."

This condition gives a reason for West Virginia's establishing (19:7) ten additional teacher-training high schools in 1921 with an additional appropriation of $28,000 for these ten departments and the increase of $600 for each of the 30 departments (16:146) already receiving $400 each, and reported in 1918. This makes for West Virginia a total of 40 teacher-training high schools with an appropriation of $40,000.

State Supt. F.L.Shaw of South Dakota, says: (45:2)

"There is a large shortage of teachers for our rural schools and this act provides state aid for the year of 1920 of $60,000 to provide facilities for the establishment of normal Training Departments in High Schools. This year we want at least 50 such departments; 26 schools took advantage of this last year"

(40:66) Dr. P.P.Claxton says: (in 1920)

"No amount of money will enalbe us to obtain teachers for the schools in sufficient numbers until there are means of preparing them.---The normal school graduates of last spring are only sufficient to supply about 20 per cent of the teachers needed to fill the vacancies in the elementary schools this fall. There are still needed 110,000 for the elementary schools."

State Supt. C. G. Schulz of Minnesota (18:17) reported in 1917:

"The State High School Board ruled, 1915, all new teachers in elementary departments of high schools and graded schools must be advanced course normal-school graduates. This ruling means that the state normal schools and other institutions of higher learning which in the past, have sent some though very few, teachers into the rural schools are now obliged to devote practically all their attention to preparing town and city teachers. The hope for well prepared rural teachers, therefore, lies with the training departments organized in connection with the state high schools, 121 of which have such departments at this time.

Supt. Hayes of Nebraska (18:35) reported in 1917 that before the training departments were begun in 1907 in high schools that the state "had practically no trained teachers for the rural schools." That higher professional institutions had been unable to prepare teachers for the rural schools because of the great demand "made for their teaching product by the towns and villages."

State Supt. M.S. Stone of Vermont (18:4) reported in 1917 that the normal schools had been unable to provide teachers "for the open country," therefore she had placed teacher-training departments in high schools. Vermont's last legislature (64:29) made legal provisions for improving the teacher-training high schools in 1922-23

In fact, no state reports a sufficient supply of graduates from her teacher-training institutions of higher learning to supply her rural schools-40 of the states being heard from directly through letter or bulletin or both, and all of them through reports made by the government.

California reports (30-2) greatest percentage of trained teacher supply, it being 85 per cent, but does not say her own schools furnish them. Her salaries and other reasons probably draw some, at least, from other states.

The Report of Colorado schools (50:80) by the Bureau of Education in 1917- a state which does not have teacher training in high schools-reports the number of teachers from the normal departments for training rural teachers as "Insignificant compared to the number needed;" adding, "It is clear that one of the most pressing needs of the state is an extension of facilities for training teachers for rural schools." It also stresses the need for locating normal schools within reach of portions of state remote from the already established normals.

This problem of getting the training schools near the people, in the attempt to approach the number of trained teachers needed for the rural schools, is being solved in the teacher-training high schools.

d. Teacher-Training High Schools an Expediency.

It is clear that school men believe the Teacher-Training High School the most immediate remedy for the shortage of trained teachers. After its having been tried out since its beginning in New York in 1894 (38:51) a new impetus was given to the practice of training teachers in high schools in 1914 at The Chicago Conference on rural-teacher training,called by the United States Commissioner of Education, P.P. Claxton, attended by rural educational leaders.

At this conference (18:7) it was agreed that the professional schools had all they could do to prepare teachers for town and specialized preparation of rural teachers. The delegates were unanimous in their belief that the secondary schools should be used for teacher training until the normal schools could supply the demand for trained rural teachers. This conference passed a resolution which reads as follows:(18:7)

"Resolved that it is the sense of this conference that all educational institutions which can readily lend themselves to such a purpose be utilized to train teachers for rural schools.---- That the preparation of teachers for rural schools in county training schools and in teacher-training classes in high schools is approved as a policy where more extensive preparation is at present not feasible".

H.W. Foglet(38:60), in 1817, says:

"Educators differ greatly in their opinions as to whether the new kind of teacher preparation will become permanent or is to be considered as a mere temporary expedient. The majority opinion seems to be toward the latter----. There seems to be general agreement that it may continue for many years to come, or until the great demand for rural teachers shall have been satisfied some way".

He again says:(17:104)

"The professional invasion of the secondary school is

a question of expediency, rather than of wisdom, which confronts us. Probably the use of the high schools for this purpose marks only a step in the evolution of teacher training in our country. In time the normal schools will be able to look after rural-teacher preparation to the exclusion of other institutions."

He also says, (18:5) in discussing the wisdom of preparing rural teachers in high schools, "The real thing to concern us is the expediency of teacher training in high schools." We are forced to ask "when" on this last statement since in nine decades the normals have not been able to reach this efficiency.

The report (1817) from Iowa (18:28)gives 85 per cent of her 12,500 rural teachers coming from high schools, with 51 per cent as graduates without professional training. The report reads:

"Iowa like many other states has introduced (1912) teacher-training into high schools because well prepared rural teachers had to be provided somehow, and because the state normal school and other schools of education were not providing them--The new form of teacher-training is doing much to remedy the evils of meager academic and professional training."

After eleven years experience of teacher training in high schools Iowa is still appropriating (27:3) $150,000 annually for this work. H.H. Seerley, (57:4) Pres. of Iowa State Teacher's College, on normal training high schools writes:

"The reason given for such work being temporary and emergent until something better can be done"----p-6-"They must be regarded as emergent and temporary rather than suitable and commendable.----Experience shows that the success secured is for beyond the financial expenditure made by the state and that the stock of elementary teachers with a modicum of preparation is thereby much increased."

3. Does It Function? Quotations from School Men.

In determining the importance of Teacher Training in High schools, effort has been made to discover whether it functions or not, whether the departments established for this work answer the purpose for which they were created.

It is interesting to note what State Superintendents of Public Instruction in nine states said about it in 1913. Eight out of the nine (38: p.49) think the plan a wise one and think the standard of teaching in their states has been raised. Supt. Smith from Maine objects to the plan. The Superintendents favoring are from: New York where the work has been carried on in 1913, nineteen years; Michigan, for ten years; Minnesota and Neb. for eight years, each; Kansas for four years; Iowa , Oregon, and Wisconsin for two years each; Excerpts from six reports follow: (38:49)

Supt. Fairchild of Kan., says:

"The plan has proved an eminent success in this state. In my judgment no more practical or practicable plan for the training of teachers for the rural schools has ever been devised."

Supt. Tonning of Minnesota ,says:

"Nearly thirty more schools have training departments this year. We consider these departments a success."

Supt. Delzell of Neb., says:

"County superintendents throughout the state are saying that those teachers fitted in our high-school normal training classes are much more competent in every way than those who came to them formerly from various sources."

Supt Finegan of N.Y., says:

"We obtain each year through these classes about 1,000 teachers for the rural schools. The plan has

been successful in this state."

Supt. Wright of Mich., says:

"The wisdom of the plan for the establishment of these training classes is now apparent. When the law was enacted which authorized the carrying out of this plan less than two per cent of the teachers in the rural schools of the State had received any training to fit them for the work. Today 25 per cent of them have had at least one year of preparation."

Supt. Mahannah of Iowa, says:

"I thoroughly believe that the interest the pupils are manifesting in these professional subjects will be the means of increasing rather than diminishing the number that will go on and take more thorough training in the advanced normal schools."

Four years later, 1917, from letters received by the Bureau of Education written by educators from states where rural teacher-training courses are in operation, about the same opinion of the teacher-training departments is expressed. (I8:47) From the eighteen state superintendents quoted, ten are unreservedly in favor of the system, four wish to take more time for forming opinions, three do not wish to commit themselves and one opposes it because he believes the normal schools of his state can provide a sufficient number of rural teachers . Following are excerpts from some of these letters: (I8:48-50)

Supt. Stone of Vermont:

"The teacher-training courses through proper encouragement will be able to place a trained teacher in every rural school in less than three years. These teachers will be as well equipped, if not better, through the special training received to teach the rural schools as the graduates from the one-year course of the normals schools who have received only general training."

Supt. Stearnes, Virginia:

"We have been very much encouraged with the results of the normal -training departments. We have 25 normal

training classes in high schools and the last legislature increased the appropriation from $15,000 to $25,000".

Supt. Churchill, Oregon:

"The county superintendents, in general, speak very highly of the work done by these teachers in the rural schools of the state. The very fact that we require fifteen weeks practice teaching makes the course of especial value to the rural schools, as the teachers prepared under such a course go into the rural schools with certain standards which otherwise they would not have."

Supt. Schulz, Minnesota:

"These training departments have proved their usefulness beyond any question. The county superintendents are unanimous in their approval of this method of training teachers for rural schools.
Since practically the whole output of the State normal schools is absorbed by the village and city schools, the high-school training departments constitute virtually the only source for the training. I believe I am safe in saying that these results of the training departments in Minnesota high schools have exceeded the anticipations of the school authorities and that these departments have come to stay as a practical and satisfactory method of training rural teachers."

Many have supposed that the Presidents of Normal schools would object to the teacher-training in high schools as an infringement upon their field of work but this is not entirely so. In 1917 the Bureau of Education received communications from twelve such presidents (18:50-2) nine of whom expressed themselves as favorable to this work. Four Presidents believe that the causes in high schools have had a stimulating effect upon the attendance at the normals.

It is the opinion of the twelve that the teacher-train-ingin high schools is a temporary expedient and will be abandoned as soon as the normal schools can get their departments for rural education organized more thoroughly.

The opinions of the normal school Presidents are followed by quotations from state inspectors of high schools and

rural schools,not one of whom is entiraly opposed to the system of training teachers in secondary schools.All but one are enthusiastic about results already realized.

Since these people came into personal touch with the work of these training departments, their opinions should have great weight.

Following the opinions given by the Inspectors, quotations are given from 18 county superintendents (18: 53-59) whose opinions should be ertiraly unbiased since their chief business is to supply the schools of their counties with efficient teachers.

As a whole they declare the teachers from the teacher-training high schools better than the old teachers whom the schools employed on the local certificate. A few even say they are as efficient as those having come to them from the normals.

Following are a few interesting lines quoted by States:

F.L.Mahannah, Ex-Inspector of normal training high schools,

Iowa: "Concerning the permanancy of the high school normal training course, I will say that it is probably as permanent as the one-room rural school. We now have in Iowa (1917) 12,000 one room rural schools. From the very nature of the case the one-room rural school must of necessity look to the high school for its supply of teachers. If the time should ever come when it would be possible to put the one-room rural school graduates of higher normal, I would say that the normal training high schools should then be abolished as being unnecessary. But the thing that confronts us in Iowa is a condition and not a theory."

Teacher-trainer Inspector Neale, Missouri:

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

Normal Training Inspector Gregory, Nebraska:

"This puts a large number of good teachers in the rural schools. It costs the State about $ 40. per normal training pupil, prepared to teach. It costs over $100 per pupil to put them through state normals."

State Supervisor of County Normal Schools, H.G.Williams, Ohio:

"These certificates are valid only in rural and elementary schools of the State. The result is that no students enter the county normal schools who are not willing to teach in the rural and village schools of the county. In this way we secure young people who are in sympathy with rural life and with the problem of rural schools."

Dallas County Supt. Forgrove, Iowa:

"It is helping us to solve the problem of better teachers for our rural districts."

Supt. Johnson, Boone Co. Nebr:

"I wish to state that the graduates of the normal training course of our high schools make our strongest rural teachers."

Supt. Myers, Cook County, Oregon:

"The new teachers take more kindly to agricultural tendencies, to nature study; they are inclined to encourage the closer union of home and school; they are willing to work in the country and have done much to bring the standard of the little rural school up to the near efficiency of the town school."

Supt. Baldwin, Chennago Co., N.Y.:

"The teachers in my district from training classes are, as a whole, better than teachers without this training. They are more progressive in many ways."

Supt. Eddy, Union District, Vt.

"In our classes we have trained during the past three years thirty one teachers; thirty of these have gone into rural school work in Vermont."

From the above quotations it seems conclusive that the majority of officials in the Education world who are dealing with teacher-training secondary schools are convinced that these schools are efficiently serving the rural schools.

School men in 1923 are in a better position to judge the efficacy of the teacher-training classes in high schools and they seem more enthusiastic about the results of this work than those forming opinions in the earlier stages of the work.

Below are opinions of some who have had opportunity to observe the work of these teacher-training classes and the teaching done by the teacher-students after they went into rural schools to teach:

In a letter of Nov. 11, 1922, Dr. J.C.Muerman, Specialist in Rural Education, Bureau of Education, says:

"Some time ago I was visiting the rural schools of Oklahoma. I observed in one county six or eight very excellent teachers in one-room schools. Investigation showed that the teachers were teaching only their first term and that they were all high school graduates who had received during the last two years of their high school course good instruction in the teacher training class given there by a very good and experienced teacher who was formerly a teacher in the rural schools."

Dr. Muerman also says:-

"Mr. McBrien, who was formerly connected with the rural division of the Bureau of Education, has always been a very strong advocate of teacher-training in high schools. He gave as an example the success of this training in the high schools of Nebraska. I believe it was under his administration as State Superintendent of public instruction of this state, that teacher training in high schools was first attempted."

J.B.Brown, State Supt. of Tenn., says:

"Hundreds of graduates of the teacher training course in County high schools are employed in the rural elementary schools. Superintendents report that the work of these high school graduates with special training has been most satisfactory. No better service can be rendered by the high schools in the rural counties than to supplement the efforts of the normals and colleges of the state in the training of teachers for the rural elementary schools."

Mr. Joe Jennings, Director Teacher Training in High Schools, Tenn., says:

"The teacher training courses in high schools not only furnish a very satisfactory method for supplying professionly trained teachers for the smaller schools, but a most inexpensive method as well."

J.H.Jarvis, Supt. of Schools, Lenoir City, Tenn., says:

"Last year we enrolled thirteen in the teacher-training course, seven of these taught last fall in the county schools. I am told by the County Supt. that all these did excellent work and were the best teachers he had in the rural schools . Two members of the class have been in higher institutions of learning this year. One of those who taught last fall is now (April 1923 enrolled in the East Tenn. Normal. I consider the results of the work last year highly satisfactory."

When states enact laws appropriating money for a movement, at least some of the people favor the movement; but the increasing of that appropriation from time to time gives evidence that the people generally think the money well spent. The States are spending larger sums each year (23; 22;2; 16;46etc) for teacher-training in secondary schools,because they see the immediate benefit from the expenditure, through the better equipped teachers that these schools are sending out to rural schools

This is also shown by the new states that are being added to the list of those having legal provision for the work. The number of states has been doubled in the past ten years.(23, 6,20, and 30) In 1913 there were fourteen states having laws authorizing teacher-training in secondary schools; (38:39) in 1923 there are twenty nine states having laws authorizing this work and forty six states actually giving the training the number of schools to the state ranging from one to 212- R.I. to Kansas. (6: Table 62)

Chapter IV.

THE GREAT FACTORS IN TEACHER -TRAINING DEPARTMENTS.

I. The Training--Teacher

The controlling factor in a seccessful teacher-training department is the teacher. To be a teacher of teachers- and especially of rural teachers- means an opportunity for great service but also for great responsibility and hard work. Should the student teacher or her training teacher consider the task commensurate with the needs of the rural schools, unless whole-hearted in the work she would seek another field of service. The neglect of the rural schools makes the task great for the training teacher, and also the importance of educating the rural people.

Dean Bailey of Cornell University (5I:56) says ,

"The man who tills the soil must be educated. There is more need on the side of the public welfare, to educate this man than any other man."

R.C.Monahan, specialist in rural education, Bureau of Ed., says:

"It is not beneath the dignity of education to take a direct part in the things of daily life. Study is necessary in any occupation and it should be of those things which go to make up the occupation" (38:7) He says again (38:8) "The school can never become more efficient than the teacher."

Since the efficiency of the rural teacher is, in a great measure, the result of the kind of training she received for her special work when in school, the responsibility of the training teacher is very great. Her influence is as far reaching as the combined influence of all the student-teachers that she trains.

If her students are to teach those things "which go to make up theoccupation, the training teacher must know county schools and county conditions, and she must actually get out into the country in order to have this knowledge.

E.G.Dexter (I4:93), in speaking of the influence of the old academy, says:

"As a rule they were manned by young men full of zeal, who inspired the pupils with a desire for the best in life, and who sent them out to occupy positions of trust in the State and Church."

When we remember that teachers were first trained,in Americ, in the Academy (I4:374) we see that the training-teacher was regarded them, as now, as a person who should wield wholesome influence.

Certain teacher qualities can be transmitted from teacher to pupil. How the person, seemingly unfit for a teacher, may be trained by an efficient training teacher, is shown by A.F. Mathews ,Pres . State Normal, Tempe, Arizona when he says(34:797)

"Most characteristics can be achieved, if not naturally possessed, by earnest teachers, with the proper ideal and knowing where they are deficient. I have known beginners who taught with harsh, disagreeable voices, with unhappy faces, with a nervous irritability when approached by children, having the defects brought to their attention by a kind and tactful critic-teacher , have overcome the deficiences; and the interest taken in the process of overcoming them developed an interest an enthusiasm in the whole work which led them to success."

It takes wisdom on the part of the training-teacher to see latent teacher qualities; and tact and skill to bring them out.

"The teacher is the soul of the school." (53:289) The greatest problem in the successful administration of the teacher-training high schools is finding teachers who not only fill the

legal requirements but have the innate qualities that cannot be designated in legal phrase. So much depends upon personality, professional spirit, experience, devotion to work and interest in pupils that, in selecting teachers, it is impossible to have a rule that is an infallible guide. On the importance of this selection, Miss Mabel Carney (I2:590), says:

"Teachers for the normal training departments in high schools should be endorsed by the state and selected with greatest care. All else depends on this. Normal School graduation plus one plus one year of university study in education and five years of teaching experience, at least two of which have been done in a one-teacher rural school, is recommended as a minimum standard for this indorsement."

Dr.J.C. Muerman, Specialist in Rural Education, (Bu. of Ed(3ob) says:

"I think it entirely depends upon the instructor who may be employed in the high school to conduct these classes. I have seen work in teacher-training classes in high school that I thought was simply a waste of time for the pupils; and I have seen work also in other high schools where I believed that teacher-training classes were the most interesting, instructive, and profitable classes in the entire school - all depending upon the teacher."

The States are almost a unit in the requirements named for this teacher on the two points of scholarship and experience, though they differ in the wording of these requirements where one says "it is required" another says "it is preferred" leaving the approval of the qualification of the teacher to the State Department of Education."

Nearly all the states require the equivalent of a four year college course with special training in education.
Thirty semester hours of education, is the maximum requirement, where the hours are mentioned, and eighteen the minimum. Five years of experience, two of which have been in rural schools, is

the maximum experience required and two years, with one in rural schools, is the minimum where the years and place of experiance are mentioned.

Iowa's requirements illustrate the maximum (27:II) scholarship and training and South Dakota(45:7) the minimum. However the exact years in education and experience are not mentioned in many of the states. Nebraska says "well qualified in experience;" and Oklahoma, "much experience in the grades."

From a standpoint of real service strict adherance to recommendations for these two qualifications is probably of less impostance than seeking after personal traits and natural endowments that would inspire in young people an interest in rural activities, a love of country life, and a desire to teach in rural schools and to become community leaders.

Then, wisdom would suggest that the states requirements not be too binding as they could be a hinderance in the wisest selection of a teacher and so defeat the very purpose for which they were made; a strict adherence to the letter of the law would probably have to give preference to a few hours in the study of education or a few month's of indifferent experience against a strong personality or a personal knowledge of rural conditions. Thus a small point of technicality could cause the loss of the best teacher in sight.

Florida, after saying (I6) "preference shall be given to those having had successful experience, probably wisely tempers the regulations for the teachers of the training departments in high school by providing, "That if it be necessary to employ

teachers for such departments with less qualifications than above prescribed, every such teacher shall be a holder of a valid First Grade Florida Certificate and a special professional certificate."

Quotations from a few of the state bulletins will show some of important qualities desired in the "Training Teacher". Wisconsin(5I:52) recommends :

"Not only scholarship but an outlook and sympathy broad enough so they can do their work easily and not feel the drudgery of it ---Right attitude toward country life --- Should know country conditions first hand because of having lived in the country and had some experience as country teachers . They shouldhave vigorous health and personalities which attract students. They should be inclusive in their sympathies and democratic in their attitude."

Minnesota (37:I3) recommends :

"Such teachers as possess special fitness and personality for this work and must show a proper spirit of professional growth and cooperation."

Missouri (2:4) in addition to the college and professional training asks for "good personality and evidenceof special fitness for the work" and later says they must be "capable and devoted."

Iowa (27:II) would have the training teacher be "rural - minded with definite interest in normal-training work," and recommends that teachers be selected who have such qualities as professional spirit, devotion to duty, and special interest in the work.

Wyoming (67:4), says: "The law provides that teachers in normal training departments shall have been specially trained for the instruction of teachers in rural schools."

Nebraska (35:3) is more explicit in stating the qualities

desired:

"Great care should be exercised in the selection of a normal-training teacher. She should not only be well qualified by experience and training to teach teachers but she should also have a knowledge of rural life problems. It is also imperative to have strong teachers with special professional training in their work, not only in all the high school departments but in the grades as well, if we are to have efficient schools for the training of teachers. Graduation from an approved teachers curriculum, tested teaching experience, and recognized personal and moral fitness determine the proper basis upon which teachers should be selected."

It will be noticed that the training teachers is usually referred to as a woman; the reason for this seems to be that the student teacher is being trained to teach in the grades with special emphasis on primary work in which women seem usually more efficient. Mr. Foght (I8:70), says:

"Every training department should have at least two instructors-the director of the class; the other, the critic teacher."

With a capable woman as critic teacher, for the first four grades especially, it seems that some men would make splendid training teachers, even in secondary schools.

However, chiefly from lack of funds , in teacher-training high schools the training-teacher is also critic-teacher; except in rare cases where a capable teacher can be found in charge of a practice school, or sometimes a county supervisor can assist. This condition makes it all the more necessary that the training-teacher be wisely chosen.

Evidently, nothing would pay such large dividends in any line of work as sufficient funds to place the best talent in the teacher-training departments. The training teacher must not only have a liberal store of academic knowledge at her disposal but she must know how to present this knowledge and to

lead young student-teachers into right methods of teaching.

Such a position calls for a mature person with a varied experience, broad scholarship, and a great measure of human kindness and good common sense. She should know how to direct young people to understand growing children and to be interested enough to study their home conditions in directing their activities. She should know from her own experiences the needs of rural schools and rural people.

She should be a judge of personality and have tact enough to eliminate the unfit from the teacher-training department by directing them in choosing a line of work for which they are naturally fitted; however this same tact should enable the training-teacher to help the student to overcome faults and in a kind way to bring out the best in each.

The teacher should be an example for the students in dress, habits, language and general bearing ; and to direct them into right channels of habit, for it is from these seemingly small things that the writer has seen young teachers fail.

Finally, the teacher's genuine love for the open country and its people should beget a kindred love in the students that would send them out sympathetic teachers and enthusiastic leaders.

2. The Student-Teacher.

Who is this student-teacher or how efficient will she be when she shall have finished the teacher-training course? Certain requirements are made in each state of schools in which the teacher-training classes are taught and of the student-teachers entering those classes. First, a school must have the required number of students applying for the training work before it can qualify as a teacher-training high school. States whose teacher-training classes make a department separate from the high school course (given in Chapter II) require a larger number of students; the minimum average number of students in schools where the teacher-training work is a part of the high school course ranges from five to twelve; e.g. Nevada requires five students for each teacher-training school; Vermont, eight; Wisconsin, ten; Tennessee, twelve. The age limit at graduation from teacher-training classes in each state is the same as the minimum teacher age, ranging from sixteen to eighteen.

Each state requires applicants for entrance to teacher-trainings class to subscribe to a pledge, a good example of which is here quoted from the New York handbook for teacher-training classes (4I:5):

"We, the subscribers, hereby declare that our object in asking admission to the training class is to prepare ourselves for teaching; and that it is our purpose to engage in teaching in the public schools of New York, on the completion of such preparation. We pledge ourselves to remain in the class during the year unless prevented by illness or excused by the President of the University."

New York requires further (4I:5), "Candidates must be at

least I7 years of age at time of entrance; must possess good health, good character, freedom from physical deformity, and capacity for training.

Few states make as many requirements as are here quoted; moral character is not usually mentioned. Katherine M.Cook (I3:6) says , "It is universally accepted that every teacher must be of good moral character.

Each state makes a requirement of each applicant for scholarship covering grades up to the grade in which the teacher-training is given, except for those who hold a teacher's certificate of any kind in the state.

Such a student may take teacher-training work in one grade and high school work in another.

As the purpose of the teacher-training classes is that every elementary teacher may have some professional training, it is evident that the requirements for the teachers work in the training classes should not be greater than those for entrance to the examination for the lowest grade teacher's certificate granted in the state.

This means that eighth grade graduates can take the teacher-training work and carry the part of the time allotted to high school work in a lower grade, in some of the states- that is, in the I7 states, which have legal provision for teacher training in high school. from the 25 that grant certificates on examination without any educational prerequisite (I3:2I).

As has been said, Florida whose training course is separate from the high school work, allows eighth grade graduates to take teacher-training classes.

As the requirements for entrance to teacher's examinations shall be increased, the standards for entrance to teacher-training courses in high school can also be raised.

The proof of the importance of teacher-training classes in high schools is the product they furnish- the student teacher who goes forth as a rural teacher. Her degree of efficiancy above that of her fellow elementary teacher who has not taken the teacher-training work is a measure of the importance of the teacher-training classes.

The ideal graduate from the teacher-training classes in each state would satisfy the qualities asked for in the teachers of the standard rural schools of that state. The same qualities sought for in the training teachers are also desireable in the student. If any difference the love for rural life should be more emphasized in the student-teacher since her teacher service is to be entirely for rural people.

In Wyoming's standard rural schools (68:I2) teachers are scored by the county Superintendents on eight points: classroom teaching, discipline, professional attitude, acquaintanceship in her community, community leadership, educational progress of pupils, working attitude of pupils, and housekeeping which includes cleanliness of school building and grounds. The third point, "Professional attitude," covers numerous points; as, whether the parson is a teacher or a time-server; whether she is intelligently interested in educational movements; whether she reads professional books and magazines; her attitude toward her co-workers ."

West Virginia in Standard One-Teacher Schools (69:16) scores the teacher on eight points: education, ranking, interest and growth, creditable participations in teacher activities, living in community where she teaches, supervision of playgrounds participation in community activities and direction of home projects.

True interest in a community would show itself in a voluntary compliance with point five which says, "The teacher is necessarily a leader in many of the community movements and she cannot occupy this position if living in another locality."

Vermont in Rural Schools and Their Improvement (65:57), scores rural teachers on almost the same points as those given for Wyoming and West Virginia, giving them as subdivisions of Training and Experience, Efficiency, and Professional Spirit. Under efficiency, co-operation with parents and homes visited are discussed. That a teacher could succeed apart from the homes is impossible and greatest efforts seem to be put forth to effect a plan by which teachers will exert wholesome influence on the rural communities through the home.

Iowa (26:2) in Outlines on Rural Schools, says:

"Every live teacher, interested in the upbuilding of the school, covets the power of leadership in the community. Leadership may be defined as the ability to get others to help do what the leader thinks should be done----- The successful community leader keeps himself in the background as much as possible and stimulates others in the community into active participation that they may share more largely in the benefit of that activity."

An effort is being made by rural-school leaders to rid the rural schools of teachers whose interests and pleasures are all in town and who arrive in the community at nine o'clock

Monday morning and rush away as early as is allowed Friday. Teachers must find pleasure in the country to be leaders there. Getting desired facts to the children is not all. This ideal of the teacher robs the profession of its highest meaning.

It is expected that a rural teacher has acquainted herself with social and economic problems related to rural life and has a desire to be a helpful leader in the school and community - a willingness to give some time and energy toward improvement of the home and community life. It is the "teacher spirit" that succeeds at this point more than a knowledge of text books and methods of presenting this knowledge.

An understanding of the fundamental problems to be met on the farm and in the home is necessary, too, if the teacher's work is to be very effective- here again the teacher raised on the farm has the advantage.

A person with first hand knowledge of crops, soils, gardening, breeds of stock, and country home making can prepare children through education to enjoy country life and profit by it. This teacher will co-operate with agricultural workers and county Agents from the Extension Departments of the Universities of the states in carrying on farm clubs that make farm people more intelligent and more prosperous.

But the rural teacher has still a greater task. It has been shown (chap II-c) that the rural schools do not get their share of trained teachers and that a large percent of the children in each state are taught in the one-room school. The remedy for this has to come from a demand for better conditions on the part of the farmers themselves . "Where there is no vision the people

perish."

This teacher's greatest task then is to arouse interest latent in all communities so that the communities themselves will demand trained teachers and a better system of schools. People usually get what they want when they are willing to contend for it. The trained rural teacher should be able to show farm people that they can make some demands on the State's school funds and forces and that it is an injustice to their children and to all concerned to continue to passively take what comes to them.

The student-teacher, therefore, is co-equal in importance with the training teacher, since it is through her that the rural improvement is to be finally done.

Her's should be a thorough training for a definite, great work, the greatest part of which is a willingness to undergo some inconveniences to be a real teacher and leader until, through the rural schools, the people as a whole shall be more intelligent and more alert to their own needs and possibilities .

The Curriculum.

Another great factor in the teacher-training department in high schools is the curriculum, a specialized rural course of study with some actual practice in applying the state course of study to the rural schools. There is a belief that rural teachers should take in place of some of the usual academic studies, courses in elementary agriculture and nautre study, domestic economy, sanitation, rural economics and sociology. A special effort is made to adjust the course of study to rural conditions by studying country life in the section where the school is located and if possible in the community where each teacher is to teach. Under the expert rural teacher instruction is given in classifying pupils, arranging a daily program, making reports and in problems peculiar to the one-room country school.

The minimum requirement in the professional course, in a regular teacher-training high school, is three units of education. Below are given typical courses of study:

1. Iowa's course of study (27:16) illustrates the professional work, given as a part of the high school course in the third and fourth years, for which high school credits are given:

(Third Year)

First Semester	Second Semester
Rural Education	Elementary Psychology

Observation Work- limited amount.

Fourth Year

First Semester	Second semester
Elementary school management	Methods-as applied to subjects for rural schools. Review of Common school branches. Practice teaching-at least 15 complete exercises.

2. Wyoming's Course of study (67:5) illustrates the teacher-training work, given as a part of the high school course in the fourth year, for which high school credits are given:

Fourth Year Course

1 Education
a. Elementary Psychology ½ year
b. Principles of Teaching ½ "

2. Rural School Management ½ year

3. Reviews & Methods 1 year

a. Arithmetic	9 wks.
b. Reading	9 wks.
c. History & Civics	6 wks.
d. Language	6 Wks.
e. Geography	6 wks.

4. Practice and Observation ½ year

5. Agriculture & Nature Study 1 ye

6. Secondary subjects ½ year

a. Music	1 period per wk.
b. Physical Education	" "
c. Story Telling	" "
d. Penmanship	" "
e. Industrials Arts	" "

Education and Agriculture may be elected in the third year and Biology taken as other half in Agriculture-This leaves a period for English in the fourth year.

Practice teaching and observation work one hour a day for eighteen weeks is required.

3. New York's Course of study (41:13) illustrates the teacher-training work given separate from the high school course in a fifth year, for which a three years teachers certificate is given.

First Term

First Period: Arithmetic, 3; Drawing, 2
Second Period: Phychology and Principles in Education-5
Third Period: Methods and instruction in Reading, Spelling and Writing, 3;

School Management, 2.

Fourth Period: Language, Composition and Grammar, 3: Drawing, 2.
Fifth Period: Training classes, United States History with Civics, 5.
(The numeral after each subject equals the number of recitations per week.)

Second Term.

First Period: Arhithmetic, 4; Library Course, 1.
Second Period; Geography, 3; Nature Study & Agriculture, 2.
Third Period: Language, Composition & Grammar, 5.
Fourth Period: School Law, 2; Physiology and Hygiene, 3.
Observation Work; twice a week.
Practice Teaching; Two weeks actual work for each pupil.

These courses of study are sufficient for showing that the rural phase of school work is emphasized, but not strongly enough. More biology, nature study, and agriculture would better equip for rual teaching. Some schools- Tennessee as an example - are adding mental tests and measurements to the course of study. Some shcool men advocate making actual rural surveys.

Some of The Strongest Features of the Teacher-Training Work:

1. The study of the state elementary course of study, until each student-teacher knows exactly what is to be taught in each grade; practice in keeping the school record and in making reports.

2. Observation Work: This precedes practice teaching and should be closely correlated with text-book subject matter. A number of well taught lessons in company with and under supervision of the training-teacher. Beofre hand the students need to have a clear understanding as to what they are to look for; the principles involved, methods to be used, and results to be obtained - they should be taught to go as learners rather than as critics. Recitations under highly efficient teachers should be observed first and discussions afterwards had as to the merits with the critic teacher. Observation trips to rural schools should be made early in the course.

3. Practice Teaching: This is given in the senoir year of high school and usually in the last semester. Substitute teaching in the grades is often permitted in this semester. The class should be drilled in each lesson plan before teaching it. There are several plans for practice teaching:

a. In a special room in the high school where pupils from the grades may be assembled.
b. In small schools the student may take regular classes, displacing the regular teacher for the time.
c. In an adjacent rural school (or schools) plans may be arranged. If the teachers of these schools are of superior ability they may act as critic teacher, reporting results to the training teacher.

4. Follow-up-work: The ideal follow-up work is done by the same training-teacher in visiting her graduates after they become teachers and giving help where it is needed. As this will, in many cases, have to be done by the county superintendent these student-teachers should make his acquaintance during the training year and have him with their class as often as possible.

5. The Library: The number of books required by the State Departments for a teacher-training department range from thirty to one hundred and it is preferred that they be kept in a room set apart for the teacher-training work. Missouri(2:12) requires that the school must add $15 to $25 worth of books and educational magazines each year to the original 100 required in the outset. Wyoming (67:7) asks the Boards of trustees to purchase for each teacher-training department 3 classes of books: (1)-textbooks; (2)- a professional library for teachers, and (3)- a library of supplementary reading for children. The third class is especially helpful in training that will aid in teaching rural children to form the reading habit.

The above points are gathered from the teacher-training courses of study from fifteen representative states doing teacher-training work. In order that the teacher may help County teachers who have not had training, Wisconsin (51:60) requires, when possible, that the training-teacher of the high school use stated Saturdays for a meeting to help alumni and after county teachers; also that this teacher make at least one visit a week to a county school taking with her one or more student-teachers until every student-teacher has an opportunity to visit a country school with their teacher. The program should be arranged for a certain time each week to be vacant for these visits by the training teacher. In this way she not only follows up the alumni and helps in forming

right habits of teaching but has a most wholesome influence on the county as a whole. In South Dakota (45:10) student-teachers are often assigned as Assistant teachers to the regular grade teachers for a part of each day during a period of two or three weeks, helping also to make the daily lesson plans. This method could be used by the training-teacher in her follow-up plan for the alumni, where they teach close enough for the student to help certain days and on certain occasions. They could plan together at each week end the school work for the next week. By these follow-up plans and regular occasions for helping county teachers the work of the teacher-training high schools can soon improve rural schools throughout the counties.

There are some things not laid down in a curriculum that are very necessary to a young teacher's training. Supt. Baker of Missouri (2:59) says there should be special training for leadership since the rural teacher is looked to as the logical leader of community activities. That through extra curricula activities of a wide awake school, a training teacher can find opportunities to give this training. He suggests that through the medium of teacher-training clubs, practice in public speaking, debating, dramatization and parliamentary practices, the student- teacher can gain self possession, poise and ease of expression which are valuable assets to any teacher. Literary Societies of the high schools could be used for debating rural questions that would aid these student-teachers, also. These qualities will be needed in talks to the masses in social meetings to convince and bring about reform.

Certain social forms should be taught through wholesome parties suitable for rural communities or the serving of tastily prepared meals. These can be given in a room of the school building or in a student's home. Preparing for these affairs gives opportunity for lessons in dress and manners.

One other phase of the student- teacher's training that must not be neglected is loyalty to the county and to the County Superintendent. They should be taught that cooporation is the best service they can render, and that only through cooperation can any system of county schools succeed.

Chapter V - Tennessee.

1. Status of Teacher-Training High Schools in Tennessee.

Tennessee's provisions for teacher- training schools is comparatively recent, until 14 years ago having depended upon summer schools and private normals for her trained teacher force. The fact that Peabody Normal School is in Tennessee made this lack of state teacher- training schools less serious and also may have caused Tennesseans to feel that the necessity for State normals was not urgent. As Peabody was founded in 1875 when only two Southern States had State Normals - Mississippi and Alabama - compared with other states (14:377), Tennessee was not so late in having some means of teacher preparation.

Even since the establishing of Tennessee's normal schools in 1909, the supply of trained teachers has been a small percent of that needed. The Schools that have suffered most on account of this lack are those that represent nearly 75% of the States' population - the rural schools. The scholastic population of Tennessee in 1920 shows 73.9 percent of the population to be rural (70:2); 11.6% of this rural population was classed as illiterate (70:4). Of the rural scholastic population - those between the ages of six and twenty-one 17.9%, cannot read and write. From the number enrolled in rural schools only 6.6% ever go to high school and of this number only .7% reach the fourth year of high school; this is, of all Tennessee's children that once start to school - and all of them don't start- only 2/5 of one percent reach the fourth year in high school. The rural schools do not seem to teach but 88.4 of the people in Tennessee to even read and write, and the inspiration to go on through school, gained in the rural schools seems to be very slight - only two-fifths of one percent

of what it should be.

We can see the relation between this small percentage of people going on to high school and the small number of trained teachers; a poorly taught school does not inspire children to go on to school but rather drives them from school. In 1922, as shown by the Biennial Report (10:38), the percentage of trained teachers was very small, the one-room rural school having only 3/5 of one percent of its teachers normal graduates. From the 8,628 rural elementary teachers 232 or 2 3/5% were normal graduates; from the 10,102 rural teachers, elementary and high school combined, 418 or less than 4% were normal graduates. Or even in high schools alone, where many such graduates would be expected, 13% were normal graduates, or 186 from the 1,474 county high school teachers. 40% of these high school teachers were college graduates or 566; but from the 8,628 elementary teachers only 37, or less than 3%, were college graduates.

It is seen that the rural elementary schools, especially the one-room schools, have to suffer most from the lack of trained teachers. To help save the rural schools, teacher-training departments in high schools have been established in Tennessee. While the training is not of as long duration as is desired, it is far better than no training and has the advantage of training rural people in a rural atmosphere.

In 1917 legal provision was made (49:34) for giving one unit of professional training to Seniors in first class high schools for which would be granted an elementary teacher's certificate good for one year, renewable for three courses taken in summer school. Under the provision of this act many high schools have

established one-unit professional courses. (62:3). "To encourage teacher-training in public county high schools" (49:8) the legislature set aside about $25,000 in 1921. Under the provision of this act the State Department of Education outlined a three-unit professional course.

This appropriation for Teacher-Training High Schools is small but it is a beginning. The fund has been insufficient to help a number of high schools requesting state aid (62:4), forty schools having had teacher-training departments in 1920-21 and forty-two in 1923,(60 and 62) - $500 being the minimum aid for one school.

In order to secure the State Aid to help establish a teacher-training department, twelve pupils must be enrolled; the school must furnish a separate room for the department with at least 60 professional books selected from the State List. (62:6)

The training-teacher must be a college graduate, with at least 18 semester hours of education, with two years of successful teaching, preferably in rural schools. "Good personality and evidence of special fitness for the work", are required. This teacher must teach all the professional subjects in the course unless a Smith-Hughes Agriculture instructor teach the Rural Sociology.

The twelve student-teachers, or more, must be of good moral character and may be junior or senior students in high school, or holders of a second grade certificate, or persons having taught one year successfully, or high school graduates. Each student-teacher (62:7) must sign a pledge that she is preparing to teach and will remain in the class unless prevented by illness or excused

by the State Superintendent. Below is given the Curriculum for the teacher-training departments in Tennessee high schools (62:8):

"Three professional units are required: Psychology, Methods, and Management and Administration. Observation and Practice in Teaching must be given as part of the course in Methods. Rural sociology must be taken by all juniors.

Any student who has completed the first two years of any of the curricula outlined in the high school manual may elect the teacher training curriculum.

Those who elect to take this work must take the curriculum outlined below:

Third Year

Fall Term	Spring Term
1. Psychology.....5	1. Psychology-- Tests and Measurements-.....5
2. Rural Sociology.....5	2. Rural Sociology.....5
3. English.....5	3. English.....5
4. Plane Geometry.....5	4. Plane Geometry.....5
5. Exercises,	5. Exercises,
a. Exercise	a. Writing
b. Writing	b. Current Events.
c. Current Events.	c. Spelling.
d. Spelling.	

Fourth Year

1. Methods in Elementary subjects. Observation and Practice Teaching...5	1. Methods in Elementary subjects. Observation and Practice Teaching-----5
2. Management and Administration.....5	2. Management and Administration.....5
3. English.....5	3. English.....5
4. American History.....5	4. American History.....5
5. Exercises.	5. Exercises
a. Writing	a. English
b. Current Events	b. Current Events
c. Spelling.	c. Spelling.

Note--Any student, with the consent of the Principal, may elect an additional unit in the third year and also one in the fourth year. This would entitle the student to the maximum number of 18 credits."

The writer suggests for these two units that students be encouraged to elect biology, nature study, and agriculture with special reference to rural problems of the county in which the school is located; also that under "Exercises" half the time be given to drawing and public school music; and that the classics

in English used as collateral reading by these special students be selected from books that stress nature and give love for the open country.

Credits are given on Tennessee's teacher-training course by the State Normal Schools, Peabody, and the State University. (42:4).

Observation and Practice-Teaching are intended to give skill in teaching; while the courses in psychology, school management, and methods give the underlying principles of the teaching process. Observation precedes practice-teaching and both come in the senior year. Observation should begin in a month or two after school opens and if possible in grades and rural schools where the teachers are normal graduates. The training teacher may teach groups of children assembled in a room arranged for the purpose and later practice teaching may be done in the same way.

Tennessee's regulations (42:31) on practice-teaching are: that the teaching be done under supervision for benefit of the student and protection of the child; that a wide range of grades be covered with special emphasis on the first three grades; that each student teacher teach 80 minutes each week of the last semester which would be about 24 clock hours; that the lesson plan be required of the student several days before the class is taught; that the work proceed from the simple to the more difficult; that where the class room teacher has acted as a critic-teacher, a conference be had with her, the student, and training-teacher after school hours to point out merits and errors - at this point great wisdom and tact should be exercised by the training teacher. It is also suggested that toward the close of the school year each student-teacher act

as assistant to some efficient teacher for a week, observing the first day and by the last day take entire charge of the work under the observation of the regular teacher.

The writer has seen wonderful results from earnest students acting as substitute teacher when the regular teachers had to be absent from school. This has the advantage of the student's feeling that she is doing a service and not practicing. She often employs sound methods in her attempt to keep the classes up to the standard in the teacher's absence. This can be done especially well when the elementary grades are in the same building as the high school and when one of the regular teachers will help by advising when the student needs help.

Tennessee's regulations (42:32) also ask that follow-up work be done by the training-teachers with the alumni of the teacher-training department by visits to their schools as often as possible, and that their schools be used as demonstration schools when practicable.

The writer recommends that the training-teacher's program be arranged to give her as much as one half day a week for getting out among the county schools and that each student-teacher be allowed to take some of these trips with her; also that stated Saturdays be used for meetings and conferences with the alumni and other county teachers.

2. Does it Function In Tennessee?

(a). What Statistics Show.

Almost two school years have seen the work of the teacher-training in high school since the three-unit professional course has been

in operation in Tennessee; and six years, since the one-unit course from which 784 high school graduates received elementary teacher's certificates. Forty high schools gave the two-unit course in 1922 from which 378 high school graduates received elementary certificates (60 and 62), making in all 1,162 high school graduates with elementary certificates. Statistics in 1922 showed (10:250) that 1,648 new teachers were needed in the elementary schools of Tennessee, and that 1,354 of these were needed in one- and two-teacher schools. The high school graduates with elementary certificates were 85% of the number needed in the one-and two-room schools, and 70% of the whole number of new elementary teachers needed. This explains why Mr. Joe Jennings, Director Teacher Training in High Schools, says (10:250) that, in five years with adequate State aid, the teacher training high schools will be able to supply a sufficient number of professionally trained high school graduates to fill the vacancies in the one- and two-teacher schools. When we note from the Biennial Report of Tennessee's schools in 1922 (10:36) that there were only 1516 high school graduates from the 6188 teachers in the one-and two-room schools teaching, the number of these graduates with professional training looks still more hopeful for the elementary schools.

The next question would be: do these graduates really go to these one-and two-room schools? The Tennessee Educational Bulletin of December 1922 gives (60) a detailed report of 26 of the 40 high schools turning out the 378 graduates in 1922 with three units. The 26 schools graduated 259 of these young people,

from which 173 taught in the fall, or 70%, most of whom went to one-and two-room schools; 50 graduates or 19% went to normals and colleges and the remaining 11% remained on farm or at home. J.H. Jarvis, Supt. of Lenoir City Schools reports (30:b) that from his thirteen graduates, seven taught in one-and two-room schools and one taught in the grades of his school; three of the class went to higher schools of learning. His teacher-training class has fifteen student-teachers in 1923.

In 1923 fifty counties applied for State aid to put in departments of teacher-training in high schools but funds were inadequate; forty-two schools received aid (10:250) and have 866 students enrolled in the professional courses. Mr. Jennings thinks there will be 447 graduates in 1923. Fifty of these students are high school graduates; 692 have lived on the farm and have first hand knowledge of rural conditions.

(b) Quotations From Tennessee School Men:

Without an exception every training-teacher from the teacher-training high schools with whom the writer has talked has been heartily in favor of not only continuing the work but of its being increased in the state; likewise letters from these teachers have endorsed the work. Supt. Wilson New of South Pittsburg, Tenn. gives the following points from his observation of Teacher-Training in high schools.

"Teacher-Training in high schools is the partial solution of the problem of the shortage of trained teachers..

Juniors and Senoirs have done practice-teaching under the primary supervision. Students of the course have read voluntarily out of school; Pittman's "From Martha to Hilda", Quick's "The Brown Mouse", Dewy's "New Schools for Old", and a number of books on methods besides the required study."

75% of students are enthusiastic over the course and want to come to U.T. for the summer term.

Mental and Standard tests havebbeen explained and then administered by students.

More efficient teaching has been done by the majority of the class under the primary supervisor than by the average county teacher with 10 years experience."

Theory and methods are studied and discussed in the class. Practical teaching in the class room under the primary supervisor who is a University graduate in education."

Prof J.H. Jarvis of Lenoir City, after giving the statistics quoted above says:

"There is no doubt in my mind that the work is justifiable and will meet a long felt need in our county, and will be the solution of the problem of a more efficient teaching force. I am agreeably surprised that the work functioned so readily the first year. The course here is appealing to some of our very brightest students. Several of the class here contemplate teaching next fall. I would recommend an extension of the work."

The Director Teacher-Training in High Schools, Mr. Joe Jennings, sent a blank, in 1922 to Principals and Superintendents asking for facts and opinions about teacher-training in high schools; the replies are unanimously to the effect that the work is the solution of the question of rural teachers at this time. Below are excerpts from some of the replies:

"No one outstanding educational fact in Henry County is so conspicuous as the Teacher Training work at our central high school-- The E.W. Grove, Henry County High School.

We most heartily favor this law and believe more extensive provisions should be made by our Legislature to further this movement. Per observation the past year has taught us the following advantages of this timely movement:

First, It gives to the county a better grade of teachers than it could otherwise hope to have.

Second, It offers an opportunity to many to get this work that here-to-fore was impossible under existing conditions.

Third, It almost entirely eliminates the theory of trying out and experimenting, at the expense of the child, with teachers without any other preparation other than that of scholarship.

Fourth, It awakens a sleeping consciousness to duty in many who otherwise would never have even dreamed of something to do.

Fifth, It means the building up of a better and higher type of rural schools.

Sixth, It will bring to our Normals a larger and higher class

--- J.H. Bayer, Prin. Grove High School, Paris, Tenn.

"All of the graduates of last year who are teaching remained in the county (Crockett). Most of them took the state examinations and made certificates. They are all making good to the extent that the county superintendent is begging for more and trying to put the teacher-training work in another high school of this county at public expense. He wants teachers with professional training. I think it would be a calamity to let the work be discontinued, especially in such counties as this where it is every difficult to finance the the schools anyway, and where, until recently, there was practically no school system. I am using two of my last year's graduates because we did not have the money to get trained, experienced teachers. This is the situation in counties like Crockett. -Ernest C. Ball, principal, Alamo High School.

"Those of our graduates who are teaching are doing well. Those in college are making good."-W. E. Rogers, principal, Central High School, Savannah, Tennessee.

"I am sure the teacher-training has been very helpful to the teachers who have taken it and they seem very grateful."-H. J. Cox, principal, Jackson County High School.

"County Superintendent Donnelley says he has visited all schools of Johnson County and finds that the graduates of the teacher-training department of this high school are getting excellent results. Not a one has failed." -J. H. Pierce, principal, Johnson County High School.

"Those who took the teacher-training course in the Sequatchie County High School last year are a credit to the teaching force of Sequatchie County. Their work is eminently successful. Every one of them is making good." -W. B. Freiley, superintendent, Sequatchie County.

"The graduates of the teacher-training classes who are teaching are making good. Their schools are considered the best among our rural schools. They are doing community work of a most effective kind.

We have seventeen enrolled in our class this year." --R. N. Chenault, City Superintendent, Hartsville, Tennessee.

"All the graduates of the teacher-training department of the Huntsville High School are making good." --C. W. Wright, principal Huntsville High School.

"We have made frequent inquiries as to the success of the young ladies teaching who finished the teacher-training course last year and have had favorable reports.

This year we have an enrollment of twenty-one in the teacher

The Director of Teacher- Training in High Schools says(10:249): "The teacher training courses in high schools not only furnish a very satisfactory method for supplying professionally trained teachers for the smaller schools but a most inexpensive method as well."

3. Recommendations for Tennessee.

After studying teacher-training in high schools in the different state, it seems that Tennessee has many fine points in her program for this work, and that no state has made more rapid strides in the progress of the work. However, it seems that the following recommendations are wise for procedure in Tennessee:

1. That the five year program for placing professionally trained high school graduates as teachers in all the one-and two-room schools, as mentioned by the Director of Teacher Training in High Schools (:255), be planned and entered upon at once.

2. That for the carrying out of this prggram $100,000 be set aside by the State for placing one department of teacher training in each of the 90 counties that do not have one of the State institutions for training teachers; that each of these 90 counties receive, annually-provided its leading high school can meet the requirements specified in the state provisions-- $1,110 to be used as follows: $1000 for the teachers salary, $60 for her traveling expenses, and $50 for the professional library. Provided also that the county add at least $500 to this teacher's salary, $50 for the library and a lock case for the books.

The state by paying the major part of the salary can better control the teacher-training work in each county and will be assured of sufficient salary to secure a competent teacher.

3. That the State Department of Education give greater recognition to the certificates to the graduates from the three-unit teacher-training departments by making them two year elementary certificates; or if the graduate has made an average of 85 for the year's work that the certificate become first grade after eight months of successful teaching.

4. That the training- teacher have three years of experience one of which must have been in the elementary grades, preferably in a rural school; and that the rural experience be required unless she has studied in the rural elementary schools.

5. For a system of extension work the following is recommended:

(a)- That the training- teacher be employed for six days in the week.

(b)- That one of her Saturdays each month be given to conferences with teachers, including former graduates and those who need training, some of these conferences to be held in other parts of the county than that in which she teaches.

(c)- That stated Saturdays be given to community work, such as school rallies, farmer's institutes, farm club meetings, and health campaigns.

(d)- That stated office hours be had for talks with teachers and informal conferences.

(e)- That she be allowed at least one half day of each week for visiting country schools and in follow-up work with alumni. One or more student teachers to be taken on these trips until all visit country schools in company with her.

6. That the following changes be made in the Curriculum:

(a)- That each girl graduate, in addition to her home economics, be required to have one unit of agriculture or botany, and that each boy be required to have one of agriculture and one of botany.

(b)- That where one unit is elected in third and fourth year students be encouraged to increase their units in biology, agriculture and nature study, stressing problems relative to local rural life.

(c)- That drawing and public school music be given half time under "Exercise" in the course of study.

(d)- That in English the collateral reading for these students be selected from classics that give love for rural life and the open country and that a list of such classics be placed in the State High School Manual.

(e)- That certain time under "Methods "be allotted to reviews of the elementary subjects with proper methods of teaching each, that the "State Course of Study for Elementary Grades" be used by each student-teacher each day during these reviews and study of methods; that the text book adopted for each subject and grade also be used so that each student may have practice in just what ground is to be covered in each grade.

(f)- That under "Management" the student-teachers study the School Register, making reports, and using the State Score Cards for rating a school, stressing especially part IV, that rates the teacher.

7. (a)- That each professional library have full set of the adopted texts for each of the elementary grades and student-teachers be taught how to assign lessons from these books, how much to cover in a given time, what to stress and what to slur.

(b)- That some Child Literature be in the Library and lists of classics suitable for each elementary grade be furnished and studied.

(c)- That credit be given for reading at least one book each month of nature study or romance in rural and farm life, written in lighter vein that the usual professional books.

8. That a law be passed requiring all teachers after 1928 to have at least three units of professional training and that this be increased as rapidly as possible.

Vl. Conclusions.

l. Teacher-Training in High Schools was begun because trained teachers for rural schools are needed; because less than one-third of rural teachers have any professional training. The normal schools have not been able to furnish town and city schools which could offer better inducements; the teacher-training high schools will insure rural teachers with some professional training.

ll. The importance of teacher-training in high schools is emphasized because it serves:

1. People who otherwise get a very small percent of trained teachers.
2. People who till the soil are important in a nation's civilization.
3. Most of the states are rural and large areas are controlled by the legislation of rural people.
4. It offers a specialized rural course which normal schools through a system of election are allowing teachers in training to set aside.
5. It has the advantage of training rural people in a rural atmosphere.

lll. The Length of Time needed for Teacher-Training in High Schools: Perhaps many years.

1. Until higher institutions can produce numbers sufficient to fill the teaching positions in America.
2. Until rural conditions can be improved by these young graduates from teacher-training classes in high schools well enough to make an acceptable home for graduates from higher institutions.
3. Until higher institutions through a specialized rural course can engender in their students love for country life and for teaching country people.

lV. A suitable course of study must be pursued by those trained to give intelligence for rural conditions and sympathy for rural people; that an increase of the rural element in thecourses of

Study, even in teacher-training high schools, would educate more completely for rural teaching.

V. As 25 states grant certificates on examinations without any educational prerequisites, many will teach without any professional training, holders of certificates should be encouraged to take teacher-training work by giving a bonus in salaries for this training; also that requirements for admission to teacher-training classes cannot be raised until greater requirements are made for obtaining teacher's certificates.

Vl. Statistics show that teacher-training in high schools increases the desire for a higher professional training and sends students to normal schools; also the terms on which the certificates from teacher-training classes are renewed encourage teachers to better equip themselves.

Vll. The success of teacher training classes depends upon the training-teacher and the co-operation of school officials, principals, and grade teachers where practice-teaching is done; upon the earnestness of those trained and upon the financial support given the work by legislatures.

Vlll. The economy of the teacher-training departments commends itself. "Teacher-Training in High Schools not only furnishes a very satisfactory method for supplying professionally trained teachers for the smaller schools but is a most inexpensive method as well". (10:249).

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