Normal training in the high school

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NORMAL TRAINING IN THE HIGH SCHOOL

A Thesis
submitted to the
Graduate Faculty of the State University of Iowa
in partial fulfillment of the requirements
for the
Degree of Master of Arts
in the
Department of Education.

by

Ashley Van Storm

Iowa City, Iowa.
1912.
ERRATA

Page 6. Under X, place the following: ARGUMENTS FAVORING NORMAL TRAINING IN HIGH SCHOOLS.

Page 14, line 5. Insert the words "of that state" after the first word "legislature" in that line.

Page 19, line 11. "Co-occurent" should be "concurrent."


Page 45, line 12. "Principle" should be "principal."

Page 63, line 4. The last word should be "adept.

Page 80. The last four lines should read as follows:
"They also report pedagogy in only four of the fourteen schools the largest amount of work being reported under methods. These are the schools where ninth grade students may enter the."

Page 82, line 9. "Lage" should be "large". Line 22, "Teacher's should be "teachers."

Page 87, line 5. "Under table D." should be "end tables."

Page 116, line 14. "28" should be "42" and "29" should be "43."

In the last line "english" should be "English."

Page 117, lines 6 & 7. "Some states" should be "same state."

Page 144, line 19. "Unitiated" should be "uninitiated."
NORMAL TRAINING IN THE HIGH SCHOOL.

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NORMAL TRAINING IN THE HIGH SCHOOL.

I. INTRODUCTION.

The writer was led to investigate this subject because of the great need manifest in this and other states for some suitable means of supplying better prepared teachers for the rural schools and for the elementary grades of the town and village schools. Other agencies originally intended to meet this need have proved ineffective either because of insufficient facilities or because of having abandoned their legitimate field for one more gratifying to their pride. This has led those most concerned in the development of our elementary schools both rural and village to turn for assistance to the public high school, the "people's college," with its reputation for successful achievement.

The purpose of this thesis is to discuss the origin, growth, development and present status of normal training in the public high schools, and to state arguments for and against the use of the high schools for this purpose and thus, if possible, assist in bringing this new factor in our education to greater efficiency. The investigation has been limited to public high schools operat-
ing under general statutory provisions and does not include training schools in large cities organized for local purposes without regard to statutory provisions. In carrying forward the work of investigation assistance has been received from histories of education, reports of the commissioner of education, state laws, regulations of governing boards, questionnaires to state superintendents and to city superintendents and principals, courses of study, catalogs, periodical literature, correspondence, N. E. A. proceedings and personal interviews.

Effort has been made to so organize the material from questionnaires and other sources as to draw some sound general conclusion but this is sometimes difficult owing to the fragmentary character of some of the reports.
II. BEGINNINGS OF NORMAL TRAINING IN SECONDARY SCHOOLS.

A. IN MASSACHUSETTS, PENNSYLVANIA AND NEW YORK.

In America the honors for the early movements looking toward the general training of teachers lie with the states of Massachusetts, Pennsylvania and New York. In the year in which the government began under the constitution (1789) "Elisha Ticknor had urged in the Massachusetts Magazine—-the establishment of a system of "county schools to fit young gentlemen for college and school keeping." During the next decade Andrew Bell and Joseph Lancaster developed their plan of monitorial teaching in Great Britain and during the first decade of the next century the fame of the system had spread to America and was in use in some of the states, particularly New York and Pennsylvania. In 1818 Lancaster visited the United States and lectured in some of the states. The most significant results naturally followed in those states where the greatest interest had existed before, Pennsylvania and New York. The Public School Society of New York had already (1810) organized a school for the preparation of girl monitors (pupil teachers) and later (1816) one for the boys. Two years later on the occasion

of Lancaster's visit to Pennsylvania a training school was established in Philadelphia by the legislature. This seems to give to Massachusetts the honor of first proposing the training of young people in secondary schools for school keeping, to New York the first for local action in creating such a school, and to Pennsylvania the honor of the first legislative action in establishing a school of that kind. The training of teachers was a new movement in the young states and for a time it was uncertain whether this work should be assigned to the secondary schools or whether special schools (normal schools) should be established for the purpose.

The influence of the European normal school idea spread here through such men as Brooks, Stowe, Bache, Mann, Barnard, Gallaudet¹ and the tendency to create new agencies through legislative enactment won the day for the normal schools and but for one state, as we shall show, the use of the secondary schools as teacher-training schools must wait about three quarters of a century.

American education has developed from two nuclei. The colleges, universities, grammar schools, most of the academies and in a less degree the normal schools are of aristocratic origin and have developed downward toward the

¹Boone-Education in the United States, p. 129.
messes. Primary, elementary and high schools are democratic and have grown upward out of the demands of the people. The normal training classes in the high schools is a triumph of the later democracy.

Massachusetts.

Massachusetts established the first normal schools (two) in America in 1839 and since that time has continued to increase the number and has given no attention to the establishment of teacher training courses in high schools.

Pennsylvania.

The early history of Pennsylvania shows a longer period of uncertainty as to which of the plans to pursue. In addition to the Lancasterian academy mentioned above there are other evidences that the earliest movement was toward the use of secondary schools. It is claimed that even this early attempt was preceded by the establishment of a special department for the preparation of teachers in the Moravian school at Nazareth Hall, Bethlehem, Pennsylvania in 1807.

The Academy first chartered in 1753 which afterward became the University of Pennsylvania was intended according to the words of Benjamin Franklin one of its principal
founders to prepare competent school masters. The Westtown boarding school, an institution of the Society of Friends established in 1799 claimed in a report in 1824 as one of its advantages the preparation of qualified teachers. In 1838 Lafayette College created a model school and established a teachers course. The Lancasterian school with its model department continued until 1836 and in a modified form till 1848. In 1831 the legislature gave $500. state aid to Washington College and later other similar assistance to other institutions for preparing teachers for the common schools. However as in Massachusetts the trend of the times was in the other direction and the establishment of the first state normal school at Millersville in 1859 (1857?) has been speedily followed by others until Pennsylvania now has thirteen and discourages the preparation of teachers in high schools.

New York.

It is to this state we must look for the credit of having kept the fires burning on the altar of secondary school teacher-training classes. almost continuously for the entire time from the first movement to the present.

Seven years after James G. Carter of Massachusetts, the Father of Normal Schools, published his pamphlet on institutions for the training of teachers but ten years before he introduced his normal school act into the legislature the legislature of New York (1827) passed an act "to promote the education of teachers". That the movement had a measure of success is evidenced by the confidence of the regents shown in their report of 1826 and in the fact that in 1831 two academies had "principles of teaching" in their courses, increased the next year by two more and two years later by one other. In 1832 the regents again expressed their satisfaction with the plan and the special appropriations were continued until 1844 when a bill was passed establishing the first state normal school at Albany.\(^1\) Unfortunately Mr. Dexter leaves the impression that secondary teacher-training schools closed their career in New York at this time; but from other sources we gather a most interesting story of pioneering, progress and success in this now popular field.\(^2\) In 1834 the legislature had taken a very definite stand in its provisions for state aid to the academies that would prepare common school teachers, granting to each $500. for books and apparatus and $400. annual aid. However the wave for

\(^1\) See Dexter History of Education in U. S. pp. 374-5.
\(^2\) See Address of F. H. Wood before Michigan Superintendents, 1901, republished in advance pages, Nineteenth Biennial Report, State Superintendent, Nebraska.
the establishing of normal schools was gaining force (Massachusetts already had 3) and academies were slowly giving way to public high schools. This led in 1844 to the withdrawal by the legislature of state aid to the academies for this purpose and the establishment of the first New York state normal school. However after six years the aid to secondary schools was restored and has continued to date an uninterrupted period of sixty two years and a total period of seventy nine years, extending from 1827 to 1912 with a six years interim. Important changes have been made from time to time but the fundamental purpose has never been hidden from view. In 1889 for many reasons that conditions had developed the management was taken from the regents and placed in the department of public instruction. This led to the courses taking a less academic and more professional character. In 1895 a law requiring teachers to have had a certain amount of professional training greatly strengthened the work of these schools. In 1906 according to the state commissioner's report there were 2,921 students in these classes. In 1904 the legislature passed the Unification Act joining the regents and the department of public instruction which has served to allay the bitterness that formerly existed
between these two educational factors and to give the schools of the state the benefit of the best characteristics of each. This has redounded to the benefit of the normal training high schools. According to the 1910 report there were eighty nine schools receiving full state aid with 1,369 students. Besides these there were six schools receiving partial state aid.¹

B. IN OTHER STATES.

1. New Hampshire. One of the earliest attempts to provide training for teachers occurred at Concord, N. H. where the Rev. S. R. Hall opened a private school for those wishing to teach in 1823. Being a strong, brilliant man, he made his influence felt in this work for the next seventeen years,—seven years at Concord, seven at Andover, and three at Plymouth, N. H.² But his work so well begun has not been continued there as later statistics will show.

2. Wisconsin. The next state to be credited with a move in this direction is Wisconsin the state that has done so much pioneering in education. According to Sies³

¹. State of New York, Education Department, Annual report, 1910, p. 771.
². Booco Education in United States, p. 129.
Wisconsin passed a law providing such work in 1875. A later pamphlet\textsuperscript{1} shows that according to the statute of 1901 each \textit{free} high school shall offer at least twelve weeks work in theory and art of teaching, management, etc. which must be open to all students. Later information from the state department shows five schools designated as normal training high schools.

3. Kansas. In 1886 Kansas passed a law providing for some professional work in their county high schools,\textsuperscript{2} but the real beginning of the efficient work of the high schools in preparing rural teachers began with the passage of the Normal Training Act of 1909 and the Supplementary Act of 1911, the detailed provisions of which will be found in subsequent pages. So successful was the work of the first two years that after 1917 the universal minimum requirement for teaching will be high school graduation.

4. Minnesota. Minnesota was one of the early states of this region to provide definite normal training work in her high schools which she did in 1895,\textsuperscript{3} though the

\textsuperscript{2} Sies in The School Review, Nov. 1908, p. 610.
\textsuperscript{3} Sies, op. cit. p. 612.
appropriation even in 1906 amounted to only $10,000 for the entire state. Some disappointments had been felt but on the whole the results had warranted the efforts. In 1906 there were thirteen schools while in 1909-10 there were twenty-eight, in 1910-11, fifty-six, and in 1911-12 over eighty.¹

5. Vermont. In 1896 Vermont passed a law providing for the introduction of the study of education into the secondary schools with the purpose of arousing their normal schools, but their real high school normal training law was not enacted until 1911.

6. Nebraska. Normal training in secondary schools was foreshadowed by the act of 1905 which provided that after September 1, 1907, holders of certificates must have at least twelve weeks normal training "in a high school of Nebraska approved by the state superintendent as being equipped to give such normal training." At the state association in December, 1905, the rules and regulations arranged by a committee appointed by the state superintendent were unanimously adopted. In 1907 the legislature enacted

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¹ Eighteenth Annual Report, Inspector State High Schools, July 3, 1911, p. 50.
more fully than it had in 1905 a regular law for state aid to high schools providing normal training courses, the conditions and results of which are set forth in the pages following.

7. Iowa, North Dakota, Oregon and Arkansas. These states followed rapidly with their laws in 1911 although the aid in North Dakota is not strictly for normal training work.

By this it will be seen that the introduction of normal training classes into the high schools of the largest number of the states where found is co-occurrent with the great interest manifest in the improvement of rural conditions. Should this movement for rural betterment continue, we may confidently look for the adoption of similar laws in many more of the states.
III. PRESENT ORGANIZATION OF NORMAL TRAINING IN HIGH SCHOOLS.

It would be interesting to trace the development of other educational agencies influencing the training of teachers professionally such as private normal schools, normal or professional departments in colleges and universities and in teachers' colleges. It would also be interesting to study the history of pedagogical journals, teachers associations, normal institutes, reading circles and other continuation agencies but time prevents. It should be said, however, that after years of experience the practically unanimous opinion is that these continuation agencies while very valuable in maintaining professional efficiency are insufficient to take the place of actual normal training. As a consequence those states that find themselves with inadequate normal school facilities are looking for some other institutions in which to prepare teachers.

Since the normal schools, colleges and universities are bending their efforts toward the preparation of teachers for the high schools and the best paying positions in the elementary city grades it becomes largely a problem of the preparation of teachers for the rural schools and the elementary grades of towns and villages.
In order to know what progress has been made recently in establishing normal training courses in high schools and to discover the present status and past success of such courses the writer sent a questionnaire to the state superintendent of public instruction in every state in the union asking whether the state had any law regarding such courses and also asking other questions regarding its provisions if there were one. The results of this investigation as it applies to those states not having any law will be found below under A 1, 2, 3, and 4.

A. GENERAL CONDITIONS IN THE STATES HAVING NO STATUTORY PROVISIONS.

1. A List of States. The following states replied that they had no law regarding the teaching in their public high schools of any subjects dealing with professional training of teachers; viz., Alabama, California, Colorado, Connecticut, Delaware, Georgia, Idaho, Illinois, Indiana, Kentucky, Louisiana, Maine, Massachusetts, Michigan, Missouri, Montana, New Hampshire, New Jersey, New Mexico, North Carolina, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Washington, Wyoming and West Virginia; total 32.
Remarks by State Superintendents. Of the thirty-two states responding eighteen respondents gave no explanations of why no such law had been enacted. Fourteen respondents, even though the request had not been made, added explanations and interesting data regarding conditions in their states from which the following have been excerpted:

Colorado: "Colleges (only?) give professional courses."

Connecticut: "Pedagogy and psychology are not taught in any of our high schools."

Georgia: "No, except in two normal schools."

Illinois: "I am urging the high schools to give a part of the senior year to such work as will better prepare their graduates for entering into the teaching business."

Indiana: "Professional subjects are not taught in our high schools. We require a four year high school course for entrance to our accredited normal schools, and twelve weeks professional training in an accredited normal school is required of all persons who teach in Indiana."

Kentucky: "Our public high schools do not teach the subject mentioned save and except in an academic way."
There are a few high schools in the larger towns and cities which include in their course of study elementary psychology but so far as my information extends no attempt yet has been made to direct it along professional lines. That work is left to our normal schools."

Louisiana: "High schools do not attempt any work dealing with professional preparation for teaching. The prospective teacher secures his professional training in the state normal school after his completion of the high school course."

Maine: "This state does not make provision for teaching pedagogy in high schools. A special law provides for the maintenance of such course in incorporated academies."

Massachusetts: "We have no such work. There are 10 state normal schools all of which require high school graduation for admission. As a rule high school graduates do not attempt to teach in the public schools except in a few remote localities where the superintendent is unable to obtain regularly trained teachers."

New Hampshire: "The secondary schools of this state do not take up in their courses the professional subjects of teaching. This is left entirely to the state normal schools."
Pennsylvania: "We have no law in regard to the teaching of pedagogy in our high schools and discourage the practice as much as we can. We have thirteen state normal schools."

South Dakota: "There is no provision in our law regarding normal work done in high schools except that by regulation of this department not to exceed two units work may be submitted for college entrance. We are starting a campaign for normal training in the high schools of the state and for state aid for the same."1

Utah: "Our State Board of Education is of the opinion that a student should have at least a standard high school education before he concerns himself about professional subjects. It has ruled that these subjects shall not be taught in the public high schools. The University of Utah does not accept credits in professional subjects secured at high schools."

West Virginia: "We have no law in this state relating to teaching pedagogy, methods, didactics or psychology. ...."

1. February 1912.
3. Relation to State Normal Schools. Believing a study into the conditions in the states having no normal courses in high schools might shed some light on why they have none the writer procured data from government reports as to the number of normal schools, the normal school enrolment, and the number of teachers employed in each of the states. This is found in a table below:

A Table Showing the Relation of Normal School Enrolment to the Number of Teachers in Those States Not Having High School Training Classes.

(The first column of figures shows the number of public normal schools in each state; the second the total annual enrolment in the normal schools; the third the number of teachers in the state; the fourth the number of teachers in the state for each person enrolled in the normal schools of the state; and the fifth refers to explanatory paragraphs below the table.)
<table>
<thead>
<tr>
<th>State</th>
<th>Number of Normal Schools</th>
<th>Enrollment</th>
<th>Number of Teachers in State</th>
<th>Approximate Number of Teachers for Each Student in Normal Schools</th>
<th>See Foot Note</th>
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<td>8,061</td>
<td>3</td>
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</tbody>
</table>

" = " 1907 " " " " "
* Delaware pays for having her teachers prepared, and has no normal school.

Notes:--
1. Low public sentiment.
2. Lack of funds.
3. Received large numbers prepared in other states.
4. Long tenure.
5. Private normals or other institutions assist.
6. Lose to other states.
4. Some Deductions As To Why They Have No Law for High School Normal Training. Some interesting figures are shown in the above table. In only twelve of the states does the enrolment in the public normal schools equal one or more for each three teachers in the state, and in each of these excepting one (Rhode Island) there are five or more public normal schools. The ratio is maintained in Rhode Island (probably) by the schools being almost entirely in towns and cities and the tenure unusually long. In many of the states where the number of teachers in the state for each student enrolled in the normal schools is large, conditions are probably not so bad as they seem because of such states receiving into their schools large numbers of teachers prepared in other states. This probably applies to Colorado, Idaho, Montana, South Dakota, and Washington. However, in some of the other states the large number of teachers compared with the normal enrolment doubtless shows the large number of non normally trained teachers in the state; viz., Georgia, New Hampshire, North Carolina, South Carolina, and Texas. Some of the others showing similar ratios may be accounted for by long tenure of service which makes a much less demand for normally trained teachers.
to fill vacancies annually. In this class we can probably place Connecticut, Indiana, Maine, Massachusetts, Michigan, New Hampshire, Pennsylvania, and Rhode Island. There are still other states that may find a partial explanation for their lack of normal enrolment compared with number of teachers employed in the fact that private schools and colleges furnish this training. In this class might be placed Indiana, Maine, and Ohio.

Regardless of the above explanations any state whose number of teachers in service is more than two for each student enrolled in public normal schools would do well to discover the cause and to consider carefully the value of placing normal training in their public high schools.

B. GENERAL CONDITIONS IN STATES HAVING STATUTORY PROVISIONS.

Turning now from a consideration of conditions in states not having high school normal training courses and the attempt to account for their failure to have such courses, let us examine the conditions in those states where such laws have been enacted and are in operation.

1. A List of States. The superintendents of the following states reported that they had such laws: viz.,—Arkansas, Iowa, Kansas, Minnesota, Nebraska, New York, North Dakota, Oregon, Vermont, Virginia and Wisconsin.
The following did not reply; viz., Arizona, Florida, Maryland, Mississippi, and Nevada.

2. Relation to Public Normal Schools. Arranging the data as in the preceding table, we have the basis for some interesting deductions.

A Table Showing the Relation of Normal School Enrolment to the Number of Teachers in Those States Having Laws for Normal Training Courses in High Schools.

(The first column of figures shows the number of public normal schools in each state; the second the total enrolment in the same; the third the number of teachers in the state; and the fourth the number of teachers in the state for each person enrolled in the public normal schools of that state.)

<table>
<thead>
<tr>
<th>State</th>
<th>Number Having Training Law</th>
<th>Number Normal School Enrolment</th>
<th>Number of Teachers in State</th>
<th>Number of Teachers for Each Normal School Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arkansas</td>
<td>2</td>
<td>554</td>
<td>8,113</td>
<td>17</td>
</tr>
<tr>
<td>Iowa</td>
<td>1</td>
<td>2,861</td>
<td>28,508</td>
<td>10</td>
</tr>
<tr>
<td>Kansas</td>
<td>3</td>
<td>3,376</td>
<td>12,036</td>
<td>4</td>
</tr>
<tr>
<td>Minnesota</td>
<td>6</td>
<td>4,082</td>
<td>13,928</td>
<td>3-1/2</td>
</tr>
<tr>
<td>Nebraska</td>
<td>2</td>
<td>2,696</td>
<td>9,639</td>
<td>4</td>
</tr>
<tr>
<td>New York</td>
<td>18</td>
<td>10,400</td>
<td>41,197</td>
<td>4</td>
</tr>
<tr>
<td>North Dakota</td>
<td>2</td>
<td>981</td>
<td>6,109</td>
<td>3</td>
</tr>
<tr>
<td>Oregon</td>
<td>2</td>
<td>472</td>
<td>4,228</td>
<td>9</td>
</tr>
<tr>
<td>Vermont</td>
<td>3</td>
<td>271</td>
<td>3,984</td>
<td>4</td>
</tr>
<tr>
<td>Virginia</td>
<td>4</td>
<td>2,835</td>
<td>9,468</td>
<td>3-1/4</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>15</td>
<td>3,560</td>
<td>14,491</td>
<td>4</td>
</tr>
</tbody>
</table>
3. Some Deductions As to Why They Have Such A Law.

The question naturally arises "Why have these states enacted laws providing for normal training in high schools?"

There are too many factors involved in such a problem to give it adequate treatment in this limited space but some suggestions may be made that will aid in understanding the situation. The statistics above show that in no one of the states is the ratio between the number of teachers and the public normal enrolment as low as three and in all but two states it is four or above while in three it amounts to eight, ten, and seventeen respectively. This shows that there is a distinct need for more prepared teachers. But in a former table showing those states having no such laws, there were many states where the need was equally great. Some other reason for the progressiveness of these eleven states must be found. The writer ventures the following suggestions as a partial solution.

Arkansas: This state has only two normal schools and has the appalling ratio of one normal school student to seventeen teachers. Over against this is an aroused public sentiment, an agricultural and economic awakening due to emigration from the northern states.
Iowa: Iowa has only one normal state and although it was established thirty-six years ago and has been thrifty, it has been impossible to get the legislature to establish others. Innumerable attempts have been made only to end in failure. This probably accounts for the ratio being 1 to 10, - the fifth worst in the United States. The loss of prepared teachers to other states makes it necessary to prepare a class that will not be so mobile. The state is also undergoing an educational, economic and agricultural revival with special emphasis on the improvement of the rural schools.

Kansas: Kansas is full of the most progressive of the inhabitants of a former generation in states to her north and east and has their high ideals more fully developed by the initiative born of a new and prosperous land.

Minnesota: The ambition of the German, Scandinavian and other northern European emigrants and their descendants for education and advancement coupled with general prosperity and an enormous school fund wisely applied has placed this state in the forefront of the states in practical education.
Nebraska: Conditions similar to Kansas.

New York: Two very effective factors for progress in this state are the strong centralization of educational administration in bodies of educated men and a strong local sentiment for social and educational self betterment as shown by the immense popularity and activity of the Grange and other club movements.

North Dakota: Similar to Minnesota.

Oregon: This is the only state west of the Rocky mountains giving normal training in the high school and for that reason is interesting. Filled with the best people from the east and middle west we would expect her to be awake to her own needs. One of these is easily shown in the table above, where her normal student to teacher ratio is 1 to 9 while her neighboring states are as follows: Washington, 1 to 4; California, 1 to 3; and Idaho 1 to 4. With the balance so badly against her it is not surprising that she should seek some means of improving the professional training of her teachers in addition to the two normal schools.

Vermont: While Vermont has three normal schools, their total enrolment is scarcely that of one good high school, - 271. With this condition and a ratio of 1 to 14
it is not strange that a normal training law should have been enacted.

Virginia: This southern state surprises us somewhat for she has four normal schools and ratio as low as some of the most progressive states. Her activity in the high school normal training work is due to a general awakening in education in the state due in no small part to a wide awake state superintendent whose vigor and vision have accomplished wonders.

Wisconsin: The advancement in education here has behind it a highly developed local pride in education and a long period of combined central and local aid for educational institutions.

In addition to the above briefly stated reasons there are probably many others peculiar to each state that could be found by much research into the history of the educational development of the state.


It now remains to study carefully the conditions in those states where laws for normal training in public high schools are in operation. These conditions will be
presented under two general topics. First we shall find the general conditions that prevail in each state; and second the particular conditions that are found in certain of the schools in each state. The information for the former has been obtained from questionnaires, reports, statutes, general regulations, manuals, correspondence with state officials and school superintendents; the latter from questionnaires, courses of study, reports, pamphlets, correspondence and interviews.

Table Showing General Provisions of the Several States Having Laws for Normal Training in High Schools.

<table>
<thead>
<tr>
<th>State</th>
<th>Number of Schools</th>
<th>Minimum Professional Work</th>
<th>Special Financial Aid Each School</th>
<th>Total Annual Expenditure</th>
<th>Source of Money</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arkansas</td>
<td>11</td>
<td>1 year</td>
<td>900</td>
<td>$9,900</td>
<td>3 mill tax</td>
</tr>
<tr>
<td>Iowa</td>
<td>42</td>
<td>1 year</td>
<td>500</td>
<td>25,000</td>
<td>State funds</td>
</tr>
<tr>
<td>Kansas</td>
<td>160</td>
<td>2 years</td>
<td>500</td>
<td>70,000</td>
<td>State funds</td>
</tr>
<tr>
<td>Minnesota</td>
<td>80</td>
<td>--</td>
<td>750</td>
<td>60,000</td>
<td>State funds</td>
</tr>
<tr>
<td>Nebraska</td>
<td>140</td>
<td>1 semester</td>
<td>250</td>
<td>100,000</td>
<td>State tax</td>
</tr>
<tr>
<td>New York</td>
<td>89</td>
<td></td>
<td>700</td>
<td>64,000</td>
<td>State funds</td>
</tr>
<tr>
<td>North Dakota</td>
<td>45</td>
<td>1 semester each subj.</td>
<td></td>
<td>45,000</td>
<td>State funds</td>
</tr>
<tr>
<td>Oregon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vermont</td>
<td>12</td>
<td>1 year</td>
<td>800</td>
<td>8,600</td>
<td>State funds</td>
</tr>
<tr>
<td>Virginia</td>
<td>23</td>
<td></td>
<td>700</td>
<td>15,000</td>
<td>State funds</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 = $50,000 in 1912-13 and thereafter.
2 = $75,000 in 1912-13.
3 = $600. for 4 years; $600. for 3 years; $300. for 2 year high school.
4 = To be increased to 15 next year.
5 = To be increased to 90 in 1912-13.
a. Number of Schools. No feature of the provisions shows greater variety than this. The range in numbers is from 5 to 160. Arranged in order as their numbers will be 1912-13 they are as follows: Kansas, 160; Nebraska, 140; Iowa, 90; New York, 89; Minnesota, 80; North Dakota, 45; Virginia, 23; Vermont, 15; Arkansas, 11. No particular correlation can be found between these facts and any other, such as size of state, excepting that the states in the northern Mississippi Valley (excepting Wisconsin) stand high in the list.

b. Amount of Professional Work. Not much importance is to be attached to this point as the data from the different schools discussed under another head later is more significant. As will be seen it ranges from one semester to four semesters with the majority having two semesters.

c. Amount of Aid to Each School. The extremes are Nebraska, $350, and Arkansas $900, with the median at $700, (New York and Virginia), Minnesota being slightly higher ($750). Iowa and Kansas are slightly lower ($500). There is a slight correlation between the large number of schools and the low amount of state aid as is quite natural. Arkansas and
Vermont evidently believe in a large amount of state aid per school and fewer schools while the states of the upper Mississippi Valley have adopted the opposite plan. Another correlation of state aid is treated under the head of teachers' salaries in VI. B.

d. Total Amount of State Expenditure for Aid.
This, of course, is quite a natural product of the number of schools and the amount paid to each though more of the total expenditure is taken for general administration in some states than in others. Arranged in the order of total amount spent, the highest first, the states are as follows: Nebraska, Kansas, New York, Minnesota, Iowa, North Dakota, Virginia, Arkansas, Vermont. Arkansas is the only state raising the funds by a millage tax, the other states taking it from the general state funds.

e. Size of Class Required. We find a striking uniformity in the minimum number of students requiring to be enrolled in the normal training courses of the schools in the various states. Arkansas, Iowa, Kansas, Nebraska, New York and Vermont each requires 10 while Minnesota requires
only eight, Wisconsin, North Dakota, Virginia and Oregon not reporting. In New York if the school does not reach the minimum enrollment the school is not entirely deprived of state aid but is paid a portion of the full amount.

f. Inspection. Each state reported that schools had to be inspected. The inspection is by the following officers; viz., Arkansas, Professor Secondary Education; Iowa, State Normal Training High School Inspector; Kansas, State Inspector; Minnesota, Nebraska, State Normal Training Inspector; New York, Department Inspector; North Dakota, High School Inspector; Vermont, Superintendent of Education; Virginia, member State Department of Education; Wisconsin, Inspector from State Department.

g. Professional Recognition. It is sometimes difficult to determine from the sources available the exact recognition given to graduates of these courses but in most instances the following statements are dependable, being taken from the statutes, the general regulations of officers or direct statements from state departments.
Arkansas: The statute provides as follows: 1

"The superintendent of public instruction shall issue to graduates of normal training departments, as herein provided, who are of good moral character, a certificate, entitling them without further examination to a license to teach in any of the common schools in this state for a period of two years. After twelve months of successful teaching, said certificate may be raised to a full normal training school certificate without further examination of the holder thereof, which shall entitle him to teach in any of the common schools of the state for a period of six years, provided the holder of said certificate shall pursue the professional course of reading prescribed by the state superintendent of public instruction. Authority is hereby conferred upon said state superintendent of public instruction to revoke for good cause shown any certificate issued in pursuance of the terms and provisions of this act."

Iowa: The statutory provision is as follows: 2

"A certificate of graduation from the normal training course provided for in this act shall be issued by the superintendent of public instruction and shall be a valid license to teach in any public school in the state for a term of two years,

1. Act 328, Section 6.
2. Amendments to Section 2634, Section 8.
subject to registration as provided for other teachers' certificates. After thirty-six weeks of successful teaching experience, which shall be certified by the county superintendent of the county under whose supervision the applicant may have taught, any person holding a normal training certificate issued under the provisions of this act shall receive a uniform county certificate of such grade as the requirements governing the issuance of uniform county certificates would entitle said person to receive."

Kansas: The statutes provide as follows:¹

"On the third Friday and Saturday of May each year in each high school accredited under the provisions of this act an examination of applicants for normal training certificates shall be conducted, under such rules as the state board of education may prescribe. The said board of education shall prepare the questions and fix the standard for the issuing of said certificates; provided, that said certificates shall be issued only to graduates of said normal course of study, and shall be issued for a period of two years, and shall be renewable on conditions established by the state board of education. Said certificate shall be issued by the state board of education and shall be

¹ Normal Training Act of 1909, Section 4.
valid in any county of the state."

Minnesota: From the rules of the high school board and of the state superintendent, we quote as follows:

"For earning a common school certificate or credits toward one, in any training department of a high school, the following rules will be observed:

Work must be pursued in the training department for the full school year of nine months and in compliance with the rules of the high school board.

Final marks of 75 in any second grade subject, earned by the completion of one year's work, will be accepted in place of an examination in the subject toward the grade of certificate the candidate is entitled to receive.

Students who have completed two years of high school work, and the full year's work in a training department, including the practice teaching and observation, will receive a second grade certificate.

Those who have finished three years of the high school course and have, in addition, completed the work of a training department, will be issued a first grade certificate.

The second grade certificate will be made valid for one year and the first grade for two years. They will be

1. Rules of the State High School Board and of the State Superintendent, St Paul, 1910.
accepted in schools seeking to earn the special state aid. A certificate of either grade will not be issued to any one under eighteen (18) years.

For the acceptance of credits and the issuance of certificates based on a training school course, the recommendation of the county and the city superintendent will be required.

Nebraska: The Law:

"On and after September 1, 1907, no person shall be granted a first grade county certificate who has not had at least twelve weeks normal training in a college, university, or normal school of approved standing in this or in another state or in a state junior normal school of Nebraska or in a high school of Nebraska approved by the state superintendent of public instruction as being equipped to give such normal training. One or more years successful experience as a teacher may be considered the equivalent of the normal training required by this section.

On and after September 1, 1907, no person shall be granted a second grade county certificate who has not had at least eight weeks normal training in a college, university or normal school of approved standing in this or in another state or in a state junior normal school of Nebraska or in a

1. Sections 7 and 8, Subdivision 9 a, School Laws of 1905.
high school of Nebraska approved by the state superintendent of public instruction as being equipped to give such normal training. One or more years successful experience as a teacher may be considered the equivalent of the normal training required by this section."

The following quotations from the Biennial report of the State Superintendent for 1908 give the conditions at that time:

"The students of the normal training classes in the high schools are required to take the county certificate examination in theory and art of teaching, arithmetic, geography, grammar, history and reading, and to earn passing grades of 70 or more in these subjects before their normal training work is recognized as complying with the conditions of sections 7 and 8, subdivision 6, governing normal training as a basis of certification. When the normal training students have earned passing grades, as above stated, in these six subjects, have done the normal training class work under the inspection of the department of education, and have graduated from the normal training high school, their grades, as accepted by the University of Nebraska for entrance to that institution are accepted towards the completion of their standing for a first grade county

1. Twentieth Biennial Report State Superintendent Public Instruction, 1908, pages 48, 49.
certificate with the single exception of American history, in which only the examination grade is taken for certification.

"We therefore give a minimum credit to normal training high schools by reason of graduation from the high school and acceptance by the University of six subjects. Most high schools will have seven subjects by the addition of agriculture. Nearly half of the high schools will have eight by adding physiology to the list and perhaps six high schools will have nine subjects by the addition of mechanical drawing.

There are required nineteen subjects for a first grade county certificate, hence the graduate of a normal training high school will have to pass the normal training examination which is identical with the teachers' examination in six subjects. He will receive credit in from six to nine subjects by reason of their credit with the State University and he will have to add to this a minimum of four subjects and a maximum of seven subjects that must be earned on teachers' examination without being required in the normal training reviews which are not accredited to the University of Nebraska.

All normal training students are required to take the examination in bookkeeping, mental arithmetic, orthography and penmanship in addition to the examination for the
completion of the normal training work above outlined and in addition to the subjects accepted on accreditation to the University of Nebraska."

New York: From the regulations issued by the state educational department for the government of teachers' training classes, we quote the following:

"Time. The examinations will be held in January and in June on the last three days of the week during which the regents examinations occur.

Subjects:

a. American history, reading.
b. Arithmetic
c. Language, composition and grammar.
d. Psychology, geography.
e. School management.
f. Physiology, geography.
g. Agriculture.
h. History of education.
i. Drawing, spelling.
j. Penmanship will be judged from the paper on psychology in January and from the paper on school law in June.

Standing: Members who attain a standing of 75 per cent in all subjects will receive professional certificates valid for three years and renewable for five year periods if the holder shall have taught successfully at least two years under the certificate.

a. These certificates will entitle the holders to teach in any schools not maintaining academic departments.

b. However, a holder of this certificate who entered the training class on an academic diploma shall after three years of successful experience be eligible to teach in the subacademic grades of any school.

c. This certificate shall entitle its holder to one year's advanced standing in a state normal school provided he entered the training class on an academic diploma and shall have taught successfully one year after graduation from the training class.

Certification of teaching ability, character, etc.: - Prior to the issuance of a training class certificate, the principle or superintendent must certify that the candidate has shown sufficient skill in teaching to warrant his receiving such certificate, that he is a person of good moral character, and worthy to be employed in the schools of the state."

North Dakota: The high school manual published by the high school board contains the following: 1

"The board of examiners for teachers' certificates is authorized by the law, under its rules and regulations, to credit the specific marks or standings given in high schools on those subjects required for certification of teachers. These subjects are: reading, arithmetic, language, grammar, geography, United States history, physiology, hygiene."

ing physical culture), civil government, pedagogy, music, drawing, agriculture, domestic science, manual training, for a second grade elementary teachers' certificate; and in addition to these, physiology, elementary algebra, plane geometry, physics, physical geography, botany, American literature, for a first grade elementary teachers' certificate.

Diplomas from high schools doing four years of high school work granted to graduates who have had psychology, pedagogy, and two senior-review subjects, shall be accredited as second grade elementary teachers' certificates."

Oregon: The state law provides:

"A one year state certificate shall be granted without examination to applicants who have completed four years work in an accredited high school or other accredited institution; provided, that the applicant shall have completed the teachers' training course in such high school or institution as provided for in this act. A one year state certificate may be renewed only once when the holder thereof has presented satisfactory evidence of having successfully taught six months of school during the life of such certificate."

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1. Section 14, subdivision 2.
Vermont: The law (to take effect July 1, 1911) provides:

"Any graduate from a teachers' training course may receive from the superintendent of education, on the recommendation of the principal of the high school or academy in which such a course is maintained, and of the special training teaching, a certificate which shall be a license to teach in the public schools of the state for a period of three years."

Virginia: In bulletin 1911, No. 13, U. S. Bureau of Education we find the following facts: "Upon graduation from a four year high school course in which the training class work is taken in the last year and based on preceding three years work, persons receive a non-renewable normal training certificate valid in one and two room schools, good anywhere in the state, for three years, it being provided that graduates of three year high schools in which training class work is based on preceding two years work receive a certificate for two years.

Wisconsin: In Wisconsin we find the following provisions: 1

"County training school certificates are issued by the county training school board, valid in elementary schools for three years (or one year) upon completion of prescribed courses in a county training school for teachers. If granted

for one year only it may be extended after eight months experience."

h. **College credit.** In answer to a question "Is college credit given?", the following replies were received:

- **Arkansas:** yes, 4; not answering, 1.
- **Iowa:** yes, 5; no, 1; "partly", 2; "unknown", 4; not answering, 2.
- **Kansas:** yes, 1; no, 1; "partly", 2.
- **Minnesota:** yes, 2; no, 7; "partly", 1; "normal", 1; not answering, 3.
- **Nebraska:** yes, 3.
- **New York:** no, 2; not answering, 1.
- **Vermont:** no, 4; not answering, 2.
- **Wisconsin:** Yes, 1; not answering, 2.

Some explanation is due regarding these replies. In the states where the answer is usually "yes" the normal course constitutes a part of the regular four year high school course; but we must not understand from "yes" that full college credit is given for all the work. This difference of interpreting the question is responsible for the difference in the answers of the Iowa reports as in that state credit is given for part of the subjects and not for others. The diversity of answers in Minnesota is due to the fact that the Minnesota normal course is one year of exclusive normal work, placed practically in the 9th grade and is not in any measure work of secondary
school grade. The lack of credit in Vermont is due to the normal course being a distinctive year following the junior year or the completion of the high school or academic course, the whole year being purely a normal course and not including college preparatory studies.

i. Miscellaneous Provisions in the Different States.

In the different states there are many provisions regarding normal training in high schools, not sufficiently general to place in a general questionnaire and yet of sufficient value to be worth something to others in making plans for the development of normal work in other states. Some of the most important of these will be given by states.

Arkansas: The state superintendent, president of the university and a city superintendent or high school principal appointed by the governor constitute the state high school board. This board classifies high schools into four year, three year and two year, and establishes normal training departments in four year high schools for the purpose of preparing teachers for the common schools of the state. No school of fewer than three exclusively high school teachers can be so designated nor more than one in each county. All children of the county who have

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1. See supplement to school law containing general educational acts of legislature of 1911, pages 27-32. Act 328, sections 1, 3, 4, 5, 6, 7, 9, 12, 13, 14, 15.
finished the elementary course may attend a state aid high school free of tuition. All teachers of the county regardless of age may attend without tuition. State aid may be withdrawn by State Board for failure of school to comply with the law. There is no state aid for general purposes granted to city of over 3,500 though there may be for normal training course. The high school must have over twenty five students. All state money must be expended on salaries of teachers and the high school and the districts must expend on its high school an amount equal to the state aid.

The maximum amount the board may in its discretion grant to a school is:

To 4 year     $ 800.00 ( No county to receive more
To 3 year     $ 600.00 ( than five per cent. of
To 2 year     $ 400.00 ( general state appropriation.
To normal training, $1,000.

No school to receive both general and normal training in excess of $1,000.00.

The first appropriation was $40,000 for general and $10,000 for normal training purposes.

Iowa: 1 Application to be designated as a normal training high school must be accompanied by signatures of at least ten students who will enroll in the course. Each

1. Pamphlet issued by state superintendent, January 1912, pp. 5, 6, 9, 12, 13.
school must own the prescribed library valued at $45.
to $50. and a prescribed home economics equipment to
cost from $50. to $70. Private and denominational schools
are eligible but cannot receive the state aid. Boys in
the normal training classes may substitute a semester's
work in normal training or an additional semester's work
in agriculture for one semester's work in home economics.

Kansas: In case there is no high school in a
county having a four year course, one having a three year
course may be designated to receive the state aid. In
four year high schools, three high school teachers not
including the superintendent must be had, and in three
year schools, two teachers. No teacher shall teach more
than seven classes a day. An approved library of thirty
or more volumes must be selected. A pledged list of
prospective students must be furnished the state superinten-
dent before June 1st.

Instructors must be graduates of state or accredited
normal schools, colleges, or universities or of recognized
training and experience and must be approved by the state
superintendent. Accredited academies are eligible except
as to state aid.

1. Manual for the normal and industrial training courses
in Kansas high schools, by E. T. Fairchild, Topeka, pp.
8, 10, 11, 12.
The aid ($500.) is paid in two instalments, March 1st and June 1st.

Minnesota: The aid ($750.) is paid at the end of the school year. No limit is placed on the number of schools receiving aid. A special room, preferably in a grade building, must be set aside for the class. An approved library valued at $50. is necessary. The teacher must have a special certificate. Regularly enrolled students cannot take other high school work. No tuition for the course shall be charged. Not more than thirty students shall be assigned to any instructor.

Nebraska: Schools are designated by the state superintendent who shall prescribe admission, instruction, etc. The school must be accredited to the University. Two exclusively high school teachers must be employed. A professional library of at least twelve volumes is required. Each enrolled scholar must be in the class eighteen weeks. Elementary agriculture must be a part of the course.

1. See Section 1420, Revised Laws of Minnesota, also a pamphlet "Rules of the State High School Board" issued by State Superintendent, C. G. Shulz, St. Paul, 1910.
2. Twentieth Biennial Report, State Superintendent, 1908, pp. 45, 46, 47.
New York: To become designated as a normal training high school a school must

First, Employ a qualified teacher.
(a) College or normal graduate of New York, with two years experience, one in grade work, or
(b) A holder of a state certificate issued since 1875.

Second, Pay at least $500. to instructor.

Third, Equip suitable room separate from other departments.

Fourth, Provide observation and practice work.

Fifth, Conduct recitations separate from others.

Sixth, Maintain class for thirty six weeks.

Students must pledge themselves to remain in class during the year unless sick or excused and declare intention to teach in New York. Class must be not more than twenty five or fewer than ten. Four periods of forty minutes each must be used for recitation every day. Schools may make additional qualifications for admission, add to course of study, or extend minimum time.

The full aid ($700.) is paid annually. Instruction shall be free to regularly enrolled students who continue thirty six weeks. Class membership is limited to two years. The Commissioner of Education designates the schools to receive state aid.

1. Handbook 29, State Education Department, pp. 5, 6, 7, 9, 11, 12, 21, 22, 23.
Vermont: 1 High schools or academies must have three or more regular teachers and must have three or more elementary schools available for observation and practice work. The superintendent of education (state) prescribes the course and appoints the teacher. Seniors and graduates may take the work. The state aid ($800.) is paid July 1st.

Oregon: 2 Must have at least two teachers above the 8th grade; training teacher must devote four or more hours daily to the course and must be a graduate of a standard state normal school or its equivalent; school must have a reference library of at least three volumes in each of four classes of subjects.

North Dakota: 3 The state high school board is composed of the superintendent of public instruction, president of the state university, president of the state agricultural college, one city superintendent, one man in no way connected with the educational system of the state. Any high school fulfilling the requirements and admitting pupils of either

1. Teachers' Training Course Act, Laws of 1911, Section 1, 2, 3, 4.
2. School Laws of Oregon, 1911, Section 14 and 34.
sex from any part of the state without tuition may receive pecuniary aid.

The state board appoints a high school inspector, salary $2,000., term two years, expenses paid, who must visit each high school once a year and report.

Financial aid schedule is as follows:

- 4 year school: $800.00
- 3 year school: 600.00
- 2 year school: 300.00

Total sum annually to be not more than 45,000., not less than forty per cent. of which must be used in any one year for libraries, laboratories, and other apparatus and equipment.

Not more than five schools in any one county shall be designated until all desiring state aid and eligible are designated. A school once accepted and continuing to comply with the law and regulations shall be aided not less than three years. Some special requirements are made of schools seeking aid under law for maintaining courses in manual training, domestic economy and agriculture, among which are those employing specially trained teachers and having a plot of ground not less than ten acres and not more than one mile from the school house. Each such school shall receive $2,500. but not the other state aid. Not more than five schools are to be designated the first year nor in any following two years. Only one school is to be
located in a county. For lack of funds the governor vetoed the $12,500.00 appropriation for the year ending June 30, 1912.

Schools classifying after the funds are exhausted may have all privileges except those of receiving state aid. The rules go into the minutest details as to rooms, laboratories, offices, division of the superintendent's time, what he shall keep in his office, taxable valuation of district, degrees held by the superintendent, the classes of certificates of teachers of music, drawing, commercial subjects, etc., size of classes, number per day, number of classes the English teacher shall have, heating and ventilation, exact days for examination, details of courses of study, color, kind of paper used, what shall be done when there is a typographical error. One coercive measure has some merit. It is the minimum salary schedule for superintendent of a state aid school as follows:

<table>
<thead>
<tr>
<th>Kind of school</th>
<th>Minimum</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st class</td>
<td>$1,200.</td>
<td>$1,500.</td>
</tr>
<tr>
<td>2nd class</td>
<td>1,000.</td>
<td>1,200.</td>
</tr>
<tr>
<td>3rd class</td>
<td>900.</td>
<td>1,000.</td>
</tr>
</tbody>
</table>
While there are some excellent features about the laws and the regulations they are both entirely too much in detail. This is particularly true of the statutes. While the above do not apply to the schools as distinctively normal training schools we find a special provision which makes them practically so if they choose to become.

The board of examiners is authorized to give credit on teachers certificates for the specific marks given in high schools in the fourteen usual subjects for a second grade certificate and seven more for a first grade. Diplomas from the four year high schools which have had psychology, pedagogy, and two senior reviews shall be accredited as second grade teachers certificates, so while the state aid is not given specifically for a teacher's training course but for a high school course, still the giving of this certificate recognition has its value.

Wisconsin: Every free high school must employ teachers possessing some one of a specified list of certificates. Twelve weeks of "theory and art of teaching; and in the organization, management, and course of study of ungraded schools; and in the duties of citizens in the organization and administration of local school systems. Such a course of instruction shall be open to all students in the school." Courses must be approved by the state superintendent. Every school must have one course con-

taining no foreign language, excepting in schools offering a single course when not more than two years of foreign language may be offered by request of community at an annual meeting. Every four year course must contain fourteen units of work. Theory and art of teaching must be offered as an option for at least twelve weeks or may be required in all classes. Standards of admission must not be lowered after the school has been designated. Districts may unite to form a free high school. Students from towns or villages not having a free high school may after completing their own schools attend a free high school and have tuition paid by the home district. The high schools may maintain manual training.
The following information gathered from questionnaires, manuals, statutes and other sources, shows the conditions in the various states regarding the courses of study pursued.

A. LENGTH OF COURSES.

Arkansas: In the four schools reporting, the high school course is uniformly four years, and normal courses four years in two schools, three in one and four and a half in another.

Iowa: The high school courses in the fourteen schools reporting is uniformly four years, normal course is reported as four years in all but four of the schools which report two years. Under the law, these two years must be above the tenth grade, so these also must be considered a four year courses.

Kansas: All schools reported both high school and normal courses of four years.

Minnesota: The fourteen schools reported uniformly as giving four years for the length of the
high school course but the normal school course is on an entirely different plan, in that it is not a part of the high school course, is only one year in length, contains reading, writing, literature, geography, arithmetic, English grammar, American history, civil government, penmanship, composition, and spelling, those being purely a one year course for the elementary teachers in the subjects they would be expected to teach.

**Nebraska:** Five schools reported four years and one school (York) five years as the regular high school course. Three of these reported full four years normal course; two reported two years; and one, Ord, three semesters. Since the law requires that these schools must be accredited to the state university and since accrediting to the state university requires a full four years' course, and since by law a normal training course must be given in the eleventh and twelfth grades, I think we are entitled to conclude that those reporting less than four years' courses have meant to report that as the portion of the work containing normal work. We may safely say that the normal work for Nebraska is full four years.
Vermont: The six schools reported four years for the high school course and one year for the normal training course. The law provides that this one year normal training course is open only to seniors or graduates of a high school or academy course of the first class. This one year course is in addition to the regular four years' high school course, while in those states where the high school course and the normal courses are given at four years, the normal course is itself a four years' high school course. The distinct difference between the one year course in Vermont and that in Minnesota is that in Minnesota anyone who is a regular member of the high school and has four high school credits, which would be one half year's high school work, or one who has taught, and is recommended by the county superintendent, can enter the one year normal course, while in Vermont only those who are seniors or who have entirely completed a high school or an academic course can enter the normal course.

Wisconsin: Three of the schools reported a high school course of four years, one reports the normal course four years, another reports three years of academic work and one year of professional work, and a third reports only one year, which in all probability means one year of professional work as a part of a full four years' high school course.
B. SCOPE OF COURSES OF STUDY.

It has been difficult to procure copies of courses of study from the individual schools because most of them have had the course in operation for so short a time that the course has not yet been issued in printed form. This is not so serious a handicap as it might seem because most of the courses are so definitely prescribed by some superior authority that little local authority is exercised.

From the conditions in different states we find that there are two different kinds of courses, viz., those of one year of strictly normal work and those in which the normal work is a part of the regular four year high school course. The former may be divided into two,- those that are practically based on the completion of the 8th grade course (or slightly more), and those that are based on the completion of the high school course. Minnesota exemplifies the one and Vermont the other. This course is usually definitely outlined by the state department as will be shown later in connection with each state.
In the courses of study in states where the normal work is an integral part of the high school course the general requirements are usually established by state authority and each school is given opportunity to adopt the normal work to its other work, as will be seen by the following detailed report by states.

Arkansas: The law places the entire authority for determining the course in the hands of the State High School Board but prescribes that it shall be taught "in connection with the regular high school courses."

Supt. J. W. Goad of Pine Bluff says: "It is a four years course including one year in psychology, one half year in methods, one half year in management or didactics, one half year in history of education, practice and substitute teaching or an equivalent. Then the students can take the regular high school subjects allowing one professional study each year. A student who has the high school diploma can finish the normal in one year. Special methods regarding each subject may be studied. Observation is taken at various times in all grades."

Iowa: The State Department says: ¹

"When filing an application for the High School Normal Training Course, the superintendent should arrange

1. Pamphlet issued by State Superintendent, January 1912."
the course as he will maintain it in his school. This course must offer in the eleventh and twelfth grades a semester's work of five periods a week in arithmetic, grammar, geography, reading, agriculture and home economics and a year's work in pedagogy and history and civics. The above named branches are known as the normal training branches and must be pursued in the eleventh and twelfth grades.

While the particular place in the eleventh and twelfth grades that the normal training branches will occupy is left largely to the superintendent, the following course is suggested:

**First Year.**

**First Semester**

<table>
<thead>
<tr>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
</tr>
<tr>
<td>Algebra</td>
</tr>
<tr>
<td>Elementary Science</td>
</tr>
<tr>
<td>Latin (or an elective)</td>
</tr>
</tbody>
</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
</tr>
<tr>
<td>Algebra</td>
</tr>
<tr>
<td>Elementary Science</td>
</tr>
<tr>
<td>Latin (or an elective)</td>
</tr>
</tbody>
</table>

**Second Year.**

<table>
<thead>
<tr>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
</tr>
<tr>
<td>Plane Geometry</td>
</tr>
<tr>
<td>Ancient History</td>
</tr>
<tr>
<td>Latin (or an elective)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
</tr>
<tr>
<td>Plane Geometry</td>
</tr>
<tr>
<td>Ancient History</td>
</tr>
<tr>
<td>Latin (or an elective)</td>
</tr>
</tbody>
</table>
Third Year
Normal Course.

English
AMERICAN HISTORY & CIVICS
Algebra
DOMESTIC SCIENCE

READING
AMERICAN HISTORY & CIVICS
GEOGRAPHY
Elective

Fourth Year.

Physics
AGRICULTURE
PEDAGOGY
Political Economy

Physics
GRAMMAR
PEDAGOGY
ARITHMETIC

From the above it will be seen that it is possible to arrange the two year high school normal training course of the eleventh and twelfth grades so that a student on graduating from it may have to his credit for the four years of high school work the following:

<table>
<thead>
<tr>
<th>Units</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>English</td>
</tr>
<tr>
<td>2⅔</td>
<td>English</td>
</tr>
<tr>
<td>1⅔</td>
<td>Algebra</td>
</tr>
<tr>
<td>1</td>
<td>Plane Geometry</td>
</tr>
<tr>
<td>⅔</td>
<td>Physics</td>
</tr>
<tr>
<td>1</td>
<td>History</td>
</tr>
<tr>
<td>1</td>
<td>AMERICAN HISTORY AND CIVICS</td>
</tr>
<tr>
<td>⅔</td>
<td>Political Economy</td>
</tr>
<tr>
<td>⅓</td>
<td>ARITHMETIC</td>
</tr>
<tr>
<td>⅓</td>
<td>AGRICULTURE</td>
</tr>
<tr>
<td>⅓</td>
<td>DOMESTIC SCIENCE</td>
</tr>
<tr>
<td>⅓</td>
<td>Grammar(second semester, twelfth grade)</td>
</tr>
<tr>
<td>⅓</td>
<td>GEOGRAPHY</td>
</tr>
<tr>
<td>⅓</td>
<td>READING</td>
</tr>
<tr>
<td>⅓</td>
<td>PEDAGOGY</td>
</tr>
<tr>
<td>⅓</td>
<td>(elective)</td>
</tr>
</tbody>
</table>

16
In the above, the branches that are printed in capitals are normal training branches.

Of these units $14\frac{1}{2}$ are now accepted for entrance to the three State Educational Institutions and the acceptance of one more (pedagogy) is being seriously considered. Should this be allowed it will remove the objection sometimes made against the normal course that it does not allow its students to properly prepare for college entrance.

The following from the Atlantic high school is very suggestive, showing the relation between the normal and other courses:

1st Semester

<table>
<thead>
<tr>
<th>1st Year.</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH (composition)</td>
<td>ENGLISH (literature)</td>
</tr>
<tr>
<td>ALGEBRA</td>
<td>ALGEBRA</td>
</tr>
<tr>
<td>PHYSICAL GEOGRAPHY</td>
<td>BOTANY</td>
</tr>
<tr>
<td>Latin</td>
<td>Latin</td>
</tr>
<tr>
<td>German</td>
<td>German</td>
</tr>
<tr>
<td>(c) Writing and Spelling</td>
<td>(c) Writing &amp; Spelling</td>
</tr>
</tbody>
</table>

2nd Year.

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>GEOMETRY</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOMETRY</td>
<td>GENERAL HISTORY</td>
</tr>
<tr>
<td>GENERAL HISTORY</td>
<td>Latini</td>
</tr>
<tr>
<td>German</td>
<td>German</td>
</tr>
<tr>
<td>(c) Commercial Arithmetic</td>
<td>(c) Writing &amp; Spelling</td>
</tr>
</tbody>
</table>
3rd Year.

CIVICS
ALGEBRA
Latin
(c) English History
(or 9th German)
(n) Agriculture
(n) Reading
(c) Bookkeeping

AMERICAN HISTORY
ENGLISH (HIST. OF ENG. LIT.)
Latin
(c) Solid Geometry (or 9th German)
(n) Home Economics
(n) Geography
(c) Bookkeeping

4th Year.

ENGLISH (HIST. OR ENG. LIT.)
POLITICAL ECONOMY
(or 10th German)
Latin
(nc) Physics
(n) Pedagogy
Commercial Law

GRAMMAR
ARITHMETIC
(or 10th German)
Latin
(nc) Physics
(n) Pedagogy
(c) Commercial Geography

Subjects in large type required of all pupils except the elective of German in twelfth grade. Subjects in small type preceded by (n) taken along with large type subjects constitute normal course. Subjects in small type preceded by (c) taken along with large type subjects constitute commercial course.

Typewriting five periods a week required of commercial students in second and third years.

Shorthand may be elected by commercial students in third year instead of English history and solid geometry and instead of physics in the fourth year."
The Emmetsburg Course shows the Normal Course arranged as a unit with other work not mentioned:

"Emmetsburg:

Normal Course.

First Semester

First Year.

English
Algebra
Ancient History
Bookkeeping

Second Year.

English
Plane Geometry
Med. History
Physical Geography

Third Year.

English Grammar
Algebra
Agriculture
U.S. History & Civics

Fourth Year.

Physics
Pedagogy
Domestic Science
Geography

Reading
Arithmetic
Agriculture
U.S. History & Civics

Physics
Pedagogy
Domestic Science
Political Economy"

In this state the course is so definitely set forth by the State Department that there is little variation except in arrangement and being limited to the last two years there is little choice here.
Kansas: The manual issued by the State Department contains three suggested courses, viz., 1, Normal Training, Industrial Training, College Preparatory; 2, Normal, Industrial, Elective; and 3, Normal, Elective. I have reproduced the latter: ¹

"The following course prescribes only the work absolutely necessary for the approval of normal training high schools, and entirely disregards the question of college preparatory, commercial, or industrial training, leaving the students free to choose along these lines as they deem best.

**Freshman Year.**

**Required:**
- English
- Algebra

**Electives:**
- History
- Foreign Language
- Physiography
- Drawing

**Sophomore Year.**

**Required:**
- English
- Geometry

---

Electives:
Agriculture
Domestic Science
Foreign language
History
Chemistry
Manual Training
Botany

First Term
Required:
English
Algebra
Hygienic Physiology

Electives:
History
Foreign language
Zoology
Bookkeeping
Stenography
Typewriting
Music

Note:- Certain of the electives might be shifted as to years if it were found desirable.
Minnesota: Instruction is required by law in the following branches: reading, writing, literature, geography, arithmetic, English grammar, American history and civil government. The course is arranged as follows:

"First Semester
Grammar
Geography

Second Semester
Arithmetic
History and Civics

Reading and literature for the year. Exercises in penmanship, composition and spelling are required."

The Granite Falls high school has arranged a normal training course which includes three years of high school work with large elections and a final fourth year of the regular state department of normal training work. This is a good arrangement for those who are too young to teach earlier in this course as it makes for them a combined high school and normal course even though the state provisions allow the normal work to be taken much earlier in the course.

Nebraska: The law of 1907 is rather specific regarding the contents of the normal course of study in the high schools as shown by the following provisions:

"3. Normal training as provided in this act shall be given in the eleventh and twelfth grades. Credit for such training shall be given upon the completion of the prescribed course in normal training and the regular high school course of study.

4. The course in normal training shall be elective and shall consist of the three following lines of study:

(a) A review for at least nine weeks in each of the following subjects,—reading, grammar, arithmetic, and geography, to be given not earlier than the tenth grade. This work shall include subject matter, underlying principles and methods of teaching, and should enable the student to approach the subject from the standpoint of the teacher as well as that of the student. It shall be given by well trained, experienced teachers.

(b) A study of American history for at least one semester in the eleventh or twelfth grade.

(c) At least seventy-two periods of professional training to include a study of methods, school management, observation work, etc. etc., to be given in the senior year by the city superintendent of schools or by a member of the high school faculty recommended by him and approved by the state superintendent of public instruction."
Schools are then allowed to arrange their courses in any way to fulfill these conditions.

There is a great similarity between the Nebraska and Iowa laws excepting that the latter are much more advantageous to the student in regard to certification and college entrance credit.

New York: The state department makes specific provision for the course of study as follows:

"Course of Study.

Periods and Subjects.

First Term.

(1) First period, arithmetic.
(2) Second period, psychology and principles of education and school management.
(3) Third period, geography, physiology, nature study and agriculture.
(4) Fourth period, drawing, reading, and spelling.

Second Term.

(1) First period, language, composition, and grammar.
(2) Second period, history of education.
(3) Third period, penmanship, American history and civics.
(4) Fourth period, school law.

C. In carrying out the foregoing course of study, the work in all subjects should be done with a view to thorough training in the underlying principles of teaching.

d. Penmanship, spelling and the use of good English should receive careful attention throughout the course.

Observation and Practice Work.

Observation. It is very important that the study of method in teaching should not be merely theoretical. Students should be trained to observe carefully and to interpret intelligently the principles of teaching as exemplified by the actual work of instruction of pupils in the grades. To afford this training, it is expected that the class, at least twice a week, will be given an opportunity to witness skilful teaching either in the grades of the school or in classes of pupils receiving a model lesson given by the critic teacher.

Practice. For practice work it is required that each member be given actual work in teaching by frequently taking charge of a regular grade in the school.

a. It is also advisable to have small classes of pupils brought before the training class to be instructed by some member designated for that purpose. The student chosen to instruct the class should prepare a written plan for conducting the lesson and submit the same to the critic teacher. The observation and practice work should be reviewed by the critic teacher, in order that the principles of the recitation may be clearly brought out. This work must not take the place of the regular daily periods of class instruction.
b. In addition to this there should be practice for one period each day, continuing through not less than two weeks, as soon as the student feels that he can teach a class reasonably well."

In addition to this general schedule there is a syllabus of 73 pages1 outlining fully the work of each subject which every school is expected to follow.

Vermont. There are not strict regulations regarding the course of study but much latitude is left to local authority. Two of the schools report their courses by periods as follows:

| Bennington: | School management 50 periods |
| Psychology 50 |
| Methods 200 |
| Nature study 50 |
| Observation and practice 280 |

Review of elementary subjects:

| Arithmetic 40 |
| English 60 |
| Hygiene 20 |
| Geography 30 |
| History 40 |
| Civics 30 |

| Rutland: | Review elementary subjects 200 |
| Principles & methods 200 |
| Observation & practice 250 |
| Psychology 50 |
| Nature study & agriculture 50 |
| School law and management 50 |

Wisconsin. The work of the Wisconsin schools is shown very well by the course at Plymouth which is as follows:

"First Year."

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Algebra</td>
<td>Algebra</td>
</tr>
<tr>
<td>Physical geography</td>
<td>Physiology</td>
</tr>
<tr>
<td>Soils, seeds, plants, etc.</td>
<td>Botany</td>
</tr>
</tbody>
</table>

"Second Year."

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Ancient history</td>
<td>Ancient history</td>
</tr>
<tr>
<td>Botany &amp; horticulture</td>
<td>Economic value of wild life.</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>Arithmetic or bookkeeping</td>
</tr>
</tbody>
</table>

"Third Year."

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plane geometry</td>
<td>Plane geometry</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Commercial geography</td>
<td>English history</td>
</tr>
<tr>
<td>Civics</td>
<td>Grammar</td>
</tr>
</tbody>
</table>

"Fourth Year."

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics</td>
<td>Physics</td>
</tr>
<tr>
<td>American history</td>
<td>American history</td>
</tr>
<tr>
<td>Professional work</td>
<td>Professional work</td>
</tr>
<tr>
<td>Reviews</td>
<td>Theory of teaching</td>
</tr>
</tbody>
</table>
All subjects offered in this course are part of the regular high school work and taught by the regular high school teachers except the professional work, reviews and theory of teaching. These subjects are intended for the special help of students who desire to prepare for teaching. The professional work is under the direction of a special teacher whose qualifications fit her to do this work. She also teaches the class in review and one or two other classes. Theory of teaching is taught by the Principal.

Professional work includes four main lines of work as follows:

I. A study of methods of teaching.

II. A study of such subjects as are especially helpful to teachers, for example, elementary psychology, orthoepy, phonics, literature appropriate for children, stories and how to tell them, library cataloging, gymnastics, games, etc.

III. Observation.

IV. Practice teaching."

Oregon: A rather brief and unsatisfactory circular issued by the state department contains the following:

"Teachers' Training Course for High Schools.

This course is prepared in compliance with Sections 14 and 34, School Laws of Oregon, 1911. The arrangement is only suggestive, but the full amount of work given in this course must be completed by a student before he will be entitled to a certificate without examination.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>10th Grade</td>
<td>Elementary agriculture, - one half year, five recitations per week.</td>
</tr>
<tr>
<td></td>
<td>The class work may be based on one of the books recommended for the</td>
</tr>
<tr>
<td></td>
<td>reference library and the state course of study. Practical Nature</td>
</tr>
<tr>
<td></td>
<td>Study and Elementary Agriculture, by Coulter and Patterson is an</td>
</tr>
<tr>
<td></td>
<td>especially good text. The teacher should have The Teaching of</td>
</tr>
<tr>
<td></td>
<td>Agriculture in the High Schools, by Bricker. Report to the satisfaction</td>
</tr>
<tr>
<td></td>
<td>of the principal on at least two of the texts found in school reference</td>
</tr>
<tr>
<td></td>
<td>library.</td>
</tr>
<tr>
<td>11th Grade</td>
<td>American history,- five recitations per week, including special methods</td>
</tr>
<tr>
<td></td>
<td>of teaching history. See state course of study on history. Study how</td>
</tr>
<tr>
<td></td>
<td>to present the stories offered in the first four grades.</td>
</tr>
<tr>
<td>12th Grade</td>
<td>Review, one year.</td>
</tr>
<tr>
<td></td>
<td>Reading, 9 weeks. (</td>
</tr>
<tr>
<td></td>
<td>Grammar, 9 weeks. ( Three recitations and Arithmetic, 9 weeks; two</td>
</tr>
<tr>
<td></td>
<td>hours' observation</td>
</tr>
<tr>
<td></td>
<td>Geography, 9 weeks. ( work per week.</td>
</tr>
</tbody>
</table>
This course should include a thorough study of the course of study in each of these subjects. Use for reference Bagley's Class-room Management, making a special study of the chapter on Observation Work.

II. Methods,—one year, five recitations per week.

(a) Colgrove's "The Teacher and the School."

(b) A study of school blanks.
   1. How to keep the register.
   2. How to make out the daily program.
   3. How to make the monthly report.
   4. School law.

(c) Report to the satisfaction of the principal on at least one of the texts in history of education and one in principles of education, found in the school reference library."
C. TIME DEVOTED TO THE PROFESSIONAL SUBJECTS.

The questionnaire called for the number of weeks each of psychology, pedagogy, methods and didactics. The writer appreciated when asking for this data that the returns might not be very valuable because of the inability of those reporting to differentiate between these topics as the professional work was given in their schools. It is probably unsafe to draw general conclusions, based upon these figures as sometimes a discrepancy under one makes an error under another. However, I wish to call attention to some of the more notable features of this portion of the reports.

Arkansas reports 18 weeks (or in a few cases 36 weeks) in each of these subjects; Iowa shows a great diversity, the number of weeks being 6, 9, 12, and 18 and in some instances grouped together as 36, one case having only two weeks of methods; Kansas reports 8, 9, 18 and 36, but most of them 18; Minnesota is distinguished by having no psychology reported in any school save one and that only six weeks. They also report pedagogy in only four of the fourteen schools. The largest amount of work being reported under methods and this practically being the school where 9th grade students may enter the
course or even those who simply have a certificate. It is quite evident that their tendency is not toward laying a strong foundation for professional work but simply giving the so called practical phases as found in methods, observation and practice. Nebraska, on the contrary, has some psychology in five of the six schools and also some pedagogy, the most of her professional work being under these two heads. In New York, Vermont, and Wisconsin, the work is about evenly distributed among psychology, pedagogy and methods.

D. OBSERVATION AND PRACTICE.

There is a marked difference in the different states regarding time devoted to these practical phases of the professional work. In Arkansas it runs from two weeks of observation and no practice to 18 weeks of observation and 36 weeks practice. In Iowa only one school, Marshalltown, has any particular amount of either, which is 18 weeks of each. One other school, Dubuque, has four weeks of each; Greenfield, one week of each, Wapello has two weeks of observation and one week of
practice; Newton, 12 weeks of the two combined. Nine of the fourteen schools did not report. This is probably due to the fact that this work is new and that the arrangements necessary for the practice and observation work had not yet been completed. In Kansas, Arkansas City has 6 weeks of observation and 9 weeks practice, while Cotton Wood Falls and Dodge City have 36 weeks observation each. In Minnesota, as noted above, the amount of observation and practice is very large, being 36 weeks of both in 6 of the schools, 36 weeks practice alone in three others and 36 weeks practice with thirteen weeks observation in one other. Three schools did not report on these topics. In Nebraska the practice element is very small, no school having more than 9 weeks and most of them having less than 6. Practice and observation in the New York schools is also very low, running one to two weeks in each. Vermont reports are difficult to interpret, two reporting 25 periods each, one 150 and 100 periods respectively, another 125 hours and 40 hours respectively and another 250 periods combined. In Wisconsin one school reports one year of each, another 30 weeks of each and a third 10 weeks of each. It is again very noticeable that where the teacher's course is a single year, Minnesota and Vermont exclusively
for this purpose, the element of observation and practice is much larger than where the course constitutes a portion of the regular four year course. In the latter case more emphasis seems to be placed upon the theoretical side of professional preparation than in the former.

1. Frequency. All the states represented by replies in the questionnaire were represented by some schools in this portion though several that answered other questions failed to reply to the questions upon the details of their work in observation and practice. The answers to these questions can seldom be expressed in figures so they have been arranged by states and the answer given in quoted words and the number(if more than one) so replying shown by a number in parenthesis after the reply.

Arkansas: "Irregular"; "once a week"; "once a month"; "once a day".

Iowa: "Convenience of grade teacher"; "irregular" (2); "five weeks"; "once a week" (3); "2 per week"; "daily"; "15 periods";

Kansas: "Once a week"(2); "every week"; "3 in each subject in grades".
Minnesota: "Daily" (9); "twice a week"; "3 per week"; "not required"; "no stated periods".

Nebraska: "Once a week" (3); "each week"; "twice a week"; "frequent".

New York: "Varies".

Vermont: "Determined by instructor"; "4 times a week"; "daily" (4).

Wisconsin: "3 to 5 times a week"; "daily 11 weeks".

2. Length of Period. These answers like those in the preceding question show so little uniformity that the best understanding can be given of the subject by showing the actual statements as in the preceding topic.

Arkansas: "Half day"; "varies"; "45 minutes".

Iowa: "40 minutes to half day"; "complete grade periods"; "40 minutes" (2); "30 minutes"; "45 minutes (2)"; "one and one half hour"; "20 minutes"; "class periods".

Kansas: "45 minutes"; "one hour"; 30 minutes"; 15 to 20 minutes"; "10 to 20 to 30 minutes".

Minnesota: "One hour"; "15 to 40 minutes"; "30 minutes"; "25 minutes" (2); "2 hours"; "90 minutes"; "15 to 30 minutes"; "45 minutes".
Nebraska: "40 minutes"(3); "45 minutes"(2); "40 minutes to one hour".

New York: "Varies".

Vermont: "Half hour"; "one and a half to three hours"; "40 minutes"; "30 minutes"; "one hour"; "45 minutes".

Wisconsin: "10 to 30 minutes"; "20 to 40 minutes".

The most significant feature shown by this table is the absolute lack of standardization of the observation work even within the confines of one state if anywhere standardization might reasonably be expected.

Another significant thing shown is that in the two states, Minnesota and Vermont, where the normal training work is not a component part of the high school work but is given by a separate teacher almost every school shows a definite and regular observation period even though it be short.

3. **Total Time.** Partly from a misinterpretation of the meaning of the question and partly from the unsettled condition of the observation work in many schools the answers to this question were practically useless except in a few cases and no satisfactory basis of comparison of results exists.
4. **In What Grades:** Data here becomes a little more satisfactory. As the observation work will practically be confined to the elementary grades, we have interpreted "1-8" and "all" to mean the same. With that understanding the reports from the states may be condensed as follows:

- **Arkansas:** "All" (3).
- **Iowa:** "All" (5); "primary" (2); "1 to 5"; "1 to 3".
- **Kansas:** "All" (3).
- **Minnesota:** "All" (8); "1-7".
- **Nebraska:** "All" (6).
- **New York:** "Elementary".
- **Vermont:** "All" (6).
- **Wisconsin:** "1 to 6" (2).

5. **Character of Reports.** It is quite evident that in most cases the observation work is in the nature of laboratory work connected with some regular class recitations in which recitation the reports made by pupils are taken up for consideration. A careful study reveals no standard within state lines but as great a variety...
exists within each state as between states. So the replies will not be shown by states. Should it be desired to know what is being done by any particular school it can be found by consulting the full report under table D. Some characteristic practices are shown by the following quotations; viz., "In class" (3); "written" (2); "written and oral" (4); "oral in class and in note books"; "written report of special items"; "on recitation"; "penciled notes"; "on methods" (2); "in class from notes"; "discussed by teacher and class"; "for discussing in class"; "on each lesson"; "pupils to supervisor"; "note books"; "to instructor"; "teacher inspects and discusses"; "critical"; "good and bad points"; "report by outline given by instructor"; "individual reports"; "none"; "to superintendent"; "made to class"; "weekly"; "written"; "note books"; "written outline of lessons presented"; "daily of work seen"; "oral in class".

6. Use Made of Reports. The remark made at the beginning of Paragraph 5 could be repeated here though by considering some that are worded somewhat differently to mean about the same a greater uniformity may be found.
These similarities, however, are not confined by state boundaries so it is evident that the use of reports has received little attention from inspecting officers anywhere as yet. The answers follow:

"Discussion"(14); "discussion and correction"; "discussion and entered in note books"; "discussion and criticism"(2); "point out strong pedagogic points"; "to rate student"; "for criticism"; "used by supervisor"; "supervisor to superintendent"; "future study and reference"; "discussed and filed for reference"; "incorporated in method work".

E. PRACTICE.

1. Frequency. As the normal training work is young in most of the states especially in the middle west and as the problem of administering practice work is much more difficult than observation work it is not surprising that many schools fail to give complete data and that some of that given is rather uncertain.

It is especially noticeable that in Minnesota and in Vermont where the normal training class is a special class whose members do not take any regular high school,
work but confine themselves to elementary subjects and are under the control of one teacher, practice work is much more frequent and regular.

The replies, however, contain many suggestions for those conducting normal training classes and are hence given.

"Substitutes" (3); "daily" (17); "occasionally" (2); "once a week"; "twice a week" (3); "4 days per year"; "afternoons"; "often"; "hall duty and helps grade teacher correct papers".

2. **Length of Period.** These replies do not vary much from those found under the same title in "Observation" which see.

3. **In What Grades.** These replies correspond very well with those under the same title in "Observation" though there is a slightly larger number that do not allow practice work in the 7th and 8th grades for reasons that are obvious to experienced teachers. The answers follow:

"All" (22); "2 to 8"; "1 to 4" (2); "kindergarten to 6th"; "1 to 5"; "1 to 6" (4); "1 to 7".
4. **Who Acts As Critic.** This question brought some interesting and suggestive replies as follows:

Superintendent (4); **training teacher** (9); superintendent and training teacher (2); superintendent and whole class; regular teachers; teacher and normal instructor (6); director; principal and regular teachers (3); grade teacher and director; supervisor.
V. ANALYSIS OF STUDENT BODY IN NORMAL COURSES.

A. NUMBER OF STUDENTS.

A notable characteristic of the statistics on normal enrolment is that the number of normal students enrolled does not often far exceed the minimum legal requirements. In some instances there is a very generous and in some a very dangerous margin. Enrolment by classes without giving the names of towns is as follows:

Arkansas: 12, 13, 11, 13;
Iowa: 20, 14, 14, 12, 12, 22, 8, 12, 17, 19
    17, 12, 12, 12.
Kansas: 22, 30, 11, 16.
Minnesota: 13, 19, 15, 12, 19, 11, 22, 12, 12, 8,
    10, 13, 10, (only 8 required).
Nebraska: 11, 25, 12, 36, 130(?), 26,
    (130 is evidently an error since it equals the total high school enrolment.)
New York: 12, 25.
Vermont: 12, 20, 10, 12, 16, 13.
Wisconsin: 13, 20, 7.

B. SEX.

These figures show in a striking way the tendency of the time toward feminizing the teaching profession, particularly in the rural schools. One state, Vermont, has not a single boy enrolled in any one of the six schools reporting. Minnesota has boys enrolled in only four of the
fourteen schools reporting and then only three in one, two in another and one each in two others. Kansas reports boys in one of four schools; Iowa in five of fourteen; Arkansas does a little better, having boys in three of the five schools reporting, while Nebraska and Wisconsin show boys in the largest number of schools, the former in each school reporting, and the latter in four out of six. Following is a statement of the number of boys and girls in the schools reporting from each state, the first number being boys.

Arkansas 15, 45.
Iowa 17, 186.
Kansas 2, 77.
Minnesota 7, 159.
Nebraska 19, 91 (omitting the error)
New York 3, 34.
Vermont 0, 83.
Wisconsin 8, 33.

I have endeavored to find some correlation between the number of boys enrolled and the population of the city, but no sound general conclusion can be drawn excepting that the boys are usually wanting in the large cities reporting.

C. COMPARATIVE NUMBER FROM CITY AND COUNTRY.

Again it is difficult to discover any significant correlation in these figures, except possibly the large towns and cities enrolled a greater per cent. of the
classes from the city homes than is the case with the smaller towns, though this is not universally true. In only three of the 54 schools reporting did we find classes composed entirely of country pupils (in Vermont). In one school we find classes composed entirely of city pupils and this in Arkansas. The other forty-one schools reporting on this item have students from both country and city, usually fairly well balanced, though they reach from the extremes of three city and ten country to twenty-four city and two country.

D. RELATION TO HIGH SCHOOL ENROLLMENT.

Some interesting features are developed by showing the percentage that the normal enrollment is of the total high school enrollment.

There is a striking uniformity in these results when the state percentages are compared with each other. The average of all the states is 10% (approximately).

Only two states, Nebraska and Kansas, vary more than one per cent. from this and their variance is easily explained by the data having come from medium sized towns,
no large cities being in this list. There is a well defined correlation between the size of town and the percentage, - the larger the city (beyond a certain size) the lower the percentage of normal course students. This could have been foretold readily by any one familiar with high school students, and their subsequent occupations in cities of different sizes.

The consistency of this correlation is very evident from the following tables.

Table Showing Correlation, Size of Normal Training Class, Size of High School, And Size of City.

(The data from all the schools in each state reporting these items has been arranged in two columns, the one on the left representing the per cent. that the normal enrolment is of the total high school enrolment and the column on the right representing the population of the city where the high school is located. Names of schools are not given but shown by letters.)

Arkansas.

<table>
<thead>
<tr>
<th>School</th>
<th>Per cent.</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>22,500</td>
</tr>
<tr>
<td>B</td>
<td>11</td>
<td>4,000</td>
</tr>
<tr>
<td>C</td>
<td>12</td>
<td>4,000</td>
</tr>
<tr>
<td>D</td>
<td>7</td>
<td>3,500</td>
</tr>
</tbody>
</table>
### Iowa.

<table>
<thead>
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</thead>
<tbody>
<tr>
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<td>2</td>
<td>38,500</td>
</tr>
<tr>
<td>B</td>
<td>4</td>
<td>13,777</td>
</tr>
<tr>
<td>C</td>
<td>6</td>
<td>5,054</td>
</tr>
<tr>
<td>D</td>
<td>8</td>
<td>2,061</td>
</tr>
<tr>
<td>E</td>
<td>9</td>
<td>4,560</td>
</tr>
<tr>
<td>F</td>
<td>9</td>
<td>1,350</td>
</tr>
<tr>
<td>G</td>
<td>10</td>
<td>3,570</td>
</tr>
<tr>
<td>H</td>
<td>10</td>
<td>2,700</td>
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<tr>
<td>I</td>
<td>10</td>
<td>2,300</td>
</tr>
<tr>
<td>J</td>
<td>11</td>
<td>2,060</td>
</tr>
<tr>
<td>K</td>
<td>13</td>
<td>1,926</td>
</tr>
<tr>
<td>L</td>
<td>13</td>
<td>1,264</td>
</tr>
<tr>
<td>M</td>
<td>14</td>
<td>1,393</td>
</tr>
<tr>
<td>N</td>
<td>20</td>
<td>1,350</td>
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</tbody>
</table>

### Kansas.

<table>
<thead>
<tr>
<th>School</th>
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</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>9</td>
<td>8,324</td>
</tr>
<tr>
<td>B</td>
<td>9</td>
<td>3,600</td>
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<tr>
<td>C</td>
<td>14</td>
<td>2,974</td>
</tr>
<tr>
<td>D</td>
<td>20</td>
<td>1,000</td>
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### Minnesota.

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<tbody>
<tr>
<td>A</td>
<td>5</td>
<td>4,600</td>
</tr>
<tr>
<td>B</td>
<td>6</td>
<td>1,800</td>
</tr>
<tr>
<td>C</td>
<td>8</td>
<td>6,000</td>
</tr>
<tr>
<td>D</td>
<td>8</td>
<td>1,800</td>
</tr>
<tr>
<td>E</td>
<td>10</td>
<td>1,685</td>
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<td>12</td>
<td>3,200</td>
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<tr>
<td>G</td>
<td>12</td>
<td>1,700</td>
</tr>
<tr>
<td>H</td>
<td>13</td>
<td>1,600</td>
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<tr>
<td>I</td>
<td>13</td>
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<tr>
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<td>14</td>
<td>1,500</td>
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<tr>
<td>K</td>
<td>15</td>
<td>800</td>
</tr>
<tr>
<td>L</td>
<td>20</td>
<td>800</td>
</tr>
</tbody>
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### Nebraska.

<table>
<thead>
<tr>
<th>School</th>
<th>Per cent</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
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<td>5,000</td>
</tr>
<tr>
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<td>9</td>
<td>7,000</td>
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<tr>
<td>C</td>
<td>16</td>
<td>900</td>
</tr>
<tr>
<td>D</td>
<td>19</td>
<td>2,000</td>
</tr>
<tr>
<td>E</td>
<td>22</td>
<td>1,250</td>
</tr>
<tr>
<td>F</td>
<td>23</td>
<td>2,500</td>
</tr>
</tbody>
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### New York.

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<th>Population</th>
</tr>
</thead>
<tbody>
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<td>4,700</td>
</tr>
<tr>
<td>B</td>
<td>10</td>
<td>900</td>
</tr>
</tbody>
</table>

### Vermont.

<table>
<thead>
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<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
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<td>5</td>
<td>18,000</td>
</tr>
<tr>
<td>B</td>
<td>7</td>
<td>5,000</td>
</tr>
<tr>
<td>C</td>
<td>12</td>
<td>1,400</td>
</tr>
<tr>
<td>D</td>
<td>17</td>
<td>1,800</td>
</tr>
<tr>
<td>E</td>
<td>18</td>
<td>2,500</td>
</tr>
</tbody>
</table>

### Wisconsin.

<table>
<thead>
<tr>
<th>School</th>
<th>Per cent</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>8</td>
<td>3,200</td>
</tr>
<tr>
<td>B</td>
<td>11</td>
<td>1,000</td>
</tr>
<tr>
<td>C</td>
<td>15</td>
<td>1,050</td>
</tr>
</tbody>
</table>
VI. TEACHERS OF NORMAL TRAINING IN HIGH SCHOOLS.

A. SEX.

These replies relative to the sex of the teacher giving the professional work contain some interesting data, especially when we consider the conditions prevailing in the different states. In Arkansas three of the four schools have men, one a superintendent, another a science teacher and another the normal training teacher. In Iowa, of the fourteen schools reporting, eleven report men, nine of them being the superintendents; one a principal of the high school; and there were two not reporting. Kansas, two reported men; one a woman; and one both. The three men were superintendents, and the one woman a high school assistant. The situation in Minnesota is quite striking, the thirteen schools answering this question all reported women in charge of the work, no men. In this state we will remember the normal training course is a course open to those having a teacher's certificate and those who are in the 9th grade and that nothing is included in this course but the subjects which the candidate is expecting to teach. Evidently the plan is to put one person in entire
charge of the teaching of this normal training class, while in such states as Iowa, Arkansas and Nebraska where the normal training course is a part of the full four years' high school course, the class is taught by a large variety of teachers, the professional work being given almost entirely by the superintendent, but no one teacher being retained as an exclusive teacher of the normal training course. Nebraska reports five men and one woman, four of these men being superintendents and one a high school principal, the woman being the regular normal training instructor. New York has the plan which is used in Minnesota and Vermont of having one person in charge of the entire normal training work, hence their schools report all women. In Vermont, although their one year course is above and beyond the four year high school course, the six schools reporting are all taught by women with the title of "normal training instructor", except in one instance where she is called "principal", though from her preparation she is purely a normal training teacher. Of the schools reporting from Wisconsin the two men have the title of principal, one woman with the title of director of the training course, the men being in towns of about 1,000 and the
woman in a town three times that size. The general condition seems to be that in places where they have a short exclusive normal course it is put in the hands of a woman, while where the course is a part of the regular high school course, the professional instruction is given by a man who is at the same time superintendent or principal.

B. SALARIES.

There is, of course, the usual correlation to be found between sex and salary, which it is not necessary to discuss to any extent except to say that the higher salaries noticeable in the case of the male teachers are probably partly due to their positions as administrative officers, such services usually receiving a larger recompense than the purely class room teaching positions even by the same sex. The uniformity of salaries noticeable in the Minnesota schools is probably due to the fact that the teachers are uniformly women, that the course is maintained by definite state aid, which approximates the salary of one teacher, and that the schools of that state are under the very close and efficient inspection
system which makes it possible for each school to keep
definitely in touch with what the other schools are
doing. There is an evident correlation between the
salaries paid the women in charge of the normal training
courses in the Vermont and Minnesota high schools and
the state aid received in those states. In Minnesota the
state aid is $750, and the salaries are as follows: 8
receive $675.; 1 receives $700.; 4 receive $720.; and one
receives $750. In Vermont the amount of state aid is
$800., providing the local district has expended $200.
and the salaries of these women teachers in Vermont are
$900.—$1000. Without the influence of the state aid the
salaries of such teachers would be much higher in
Minnesota than in Vermont. There is one other feature
in this line that conduces to the high salaries in
Vermont. In Minnesota the state aid is given to the
school in a general way for maintaining the course. In
Vermont the state aid is limited to "an amount not ex-
ceeding $800. . . . . . . . providing said board. . . . . . . .
has expended at least $200. in salaries for said special
teacher in addition to an amount to be received from
the state."¹ This provision practically limits the state

¹. Statute providing teachers' training courses, Section 4.
aid payment to the teachers' salaries and insures the salaries being more than the amount received from the state, while the tendency of the Minnesota law is to keep the salaries below the amount of state aid, probably utilizing the remainder for other purposes.

C. PREPARATION.

In case of the male teachers the preparation is usually college or university though in some cases it is normal school. The preparation of the women teachers is sometimes college or university, especially in those states where there is only an occasional woman teacher, but where most of these courses are given by men. It is distinctly noticeable in those states where the normal training course is only a year and the training courses are taught by women that the preparation is that of a normal school, though in a very few cases the teachers have had college or university work. There is a very distinct correlation between the normal training of these special teachers and the character of the professional work given in these one year courses. This correlation is readily extended to the excessive amount of
observation and practice work in the normal training department as compared with the work offered in psychology, pedagogy and methods. This can be corroborated by referring to the states of Minnesota and Vermont.

D. EXPERIENCE.

There is much encouragement in the facts found in this correlation. Quite a wide divergence exists in the years of experience as is shown by the following list:

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<th>No. of persons</th>
<th>Years of experience</th>
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</thead>
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<td>27</td>
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</table>

Minimum 3, maximum 30, median 11, average 12.
In most instances the long term of experience is due to the work being done by the superintendent, though in Vermont, where all of the teachers are women, three have had 17-20-22 years respectively, but in Minnesota where the grade of work and salaries are both much lower, the range of experience of a majority is from 3 to 7 years, 12 being the highest except in one case which is 30 years. In this case it is noticeable that the salary drawn is the full amount of the state aid.

E. HOURS AND CLASSES DAILY.

Some discrepancy exists in these figures due to the fact that not all answering understood that the hours on duty meant on duty in normal training work, but some reported the number of hours the teacher was busy during the day, which in the case of a superintendent hearing only one class was of course an error. In nearly all instances where the superintendent teaches the normal training professional work, the number of recitations and periods are limited to one, though in some instances it is two and in a few three, and in one instance in a small town it is 6, which is not an unusual amount of work for
superintendents in such towns and probably represents his entire work and not merely his normal training work. Where the classes are conducted by special normal training teachers, who are women, as in the case of the two states of Minnesota and Vermont, the general range of daily classes is from 4 to 6, with one having 8. The reason for those teachers having more recitations is perfectly plain as their duties are limited entirely to the normal work, no supervisory or executive responsibility resting upon them.
VII. LIBRARY EQUIPMENT.

A. NUMBER AND VALUE OF BOOKS.

A wide variation exists in the number of volumes in the professional library and its value. The maximum in all of the states is York, Nebraska, with 325 volumes, worth $300. The other schools having superior libraries are as follows:

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Value</th>
<th>Number of volumes</th>
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<tbody>
<tr>
<td>Franklin, Nebr.</td>
<td>$200.</td>
<td>207</td>
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<tr>
<td>Spring Valley, Minn.</td>
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<td>200</td>
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<tr>
<td>Camden, Arkansas.</td>
<td>300</td>
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<tr>
<td>Plymouth, Wisconsin</td>
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<tr>
<td>Lake City, Minn.</td>
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<tr>
<td>Arlington, Minn.</td>
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<tr>
<td>Windom, Minn.</td>
<td>125</td>
<td>150</td>
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<tr>
<td>Elbow Lake, Minn.</td>
<td>225</td>
<td>100</td>
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<tr>
<td>Newton, Iowa.</td>
<td>150</td>
<td>100</td>
</tr>
<tr>
<td>Dubuque, Iowa.</td>
<td>125</td>
<td>100</td>
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<tr>
<td>Preston, Minn.</td>
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</table>

Of all the schools reporting the following table represents the number of schools having the stated number of volumes:

<table>
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<tr>
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The number of schools.  

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<tr>
<th>Number of schools</th>
<th>Number of volumes</th>
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<td>200</td>
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<tr>
<td>1</td>
<td>207</td>
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<tr>
<td>1</td>
<td>325</td>
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</tbody>
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Minimum 10; maximum 325; median 50 and average 80. Number not reporting 13.

B. PROFESSIONAL PERIODICALS.

There is a marked difference in the different states upon this topic. As a state, Arkansas leads with two schools having ten and one having four; two not reporting. In Iowa, Dubuque has 6; Marshalltown 3; Greenfield one; the other eleven either none or not reporting. Kansas reports none. In Minnesota 8 of the 14 schools report from 2 to 7, the other 6 schools not reporting any. In Nebraska 5 of the 6 schools report from 2 to 4; one not reporting and one giving value instead. New York schools did not report any. In Vermont 4 of the 6 schools reported 3 to 4, two not reporting any. In Wisconsin
one reports one, one reports several and one does not report any. The 23 schools reporting a definite number are arranged as follows: two schools have one periodical; four have 2; six, 3; six, 4; one, 5; one, 6; one, 7; two, 10; minimum, 1; maximum, 10; median, 3; average, 4.
VIII. SOME EFFECTS OF NORMAL TRAINING COURSES.

A. EFFECTS UPON ATTENDANCE.

1. From District Wherein Normal Course Is Given.

This item represents largely a matter of judgment on the part of the person reporting rather than accurate statistics and is not very significant because in most instances these normal training courses have been so recently installed that the influence is not yet readily determined. The reports by states are as follows:

Arkansas: Yes, 4.
Iowa: Yes, 2; no, 11.
Kansas: Yes, 3; no, 1.
Minnesota: Yes, 7; no, 4.
Nebraska: Yes, 5; no, 1.
New York: No, 2.
Vermont: Yes, 3; no, 1.
Wisconsin: No, 1.

Probably the large number of no's in Iowa reported is due to the law not having gone into operation until July 1st, 1911, many of the schools not being designated until nearly time for school to begin, and lack of information in the community regarding the character and value of the new courses and the fact that those reported are made in the middle of the first year and in many instances...
before the professional work was fully in operation.

2. From Without District. The same general conditions mark this item as the preceding one. The reports by states are as follows:

Arkansas: Yes, 3.
Iowa: Yes, 2; no, 8.
Kansas: Yes, 3; no, 1.
Minnesota: Yes, 7; no, 4.
Nebraska: Yes, 4; no, 1.
New York: Yes, 2.
Vermont: Yes, 3; no, 1.
Wisconsin: Yes, 1.

A comparison of the answers of the schools to the last two questions is quite interesting. The number of schools answering both questions yes is 20; the number answering both no, 14; the number answering that it has increased the attendance from within but has not increased the attendance from without is 1; the number answering that it has increased from without but not within is 4; the number answering only 1 is 7; the number answering neither is 7.

B. EFFECTS UPON GENERAL QUALITY OF WORK.

1. Of Students Taking The Normal Course. The question asked was whether the presence of the normal training course had improved the quality of work done by
those pupils who were taking that course.

The value of these answers is subject to the same limitations as expressed in the one regarding the increased attendance. The reports by states are as follows:

Arkansas: Yes, 4.
Iowa: Yes, 8; no, 3.
Kansas: Yes, 4.
Minnesota: Yes, 14.
Nebraska: Yes, 5; no, 1.
New York: Yes, 1.
Vermont: Yes, 2.
Wisconsin: Yes, 1.


2. Of Students Taking Other Courses. The question was whether the presence of the normal training course in the high school improved the quality of work done by pupils enrolled in other courses.

Report by states:

Arkansas: Yes, 4.
Iowa: Yes, 3; no, 5; not reporting, 6.
Kansas: Yes, 3; not reporting, 1.
Minnesota: Yes, 7; no, 3; not reporting, 4.
Nebraska: Yes, 4; no, 1; not reporting, 1.
New York: No, 1; not reporting, 1.
Vermont: No, 1; not reporting 5.
Wisconsin: Yes, 1; not reporting, 2.

In comparing these last two topics we find the following conditions: -

Answering both yes, 22; answering both no, 4; answering that it improves the work of the normal training pupils but not the others, 7; answering that it does not improve the work of the normal course pupil but does the others, none; not answering both questions, 21.

C. EVALUATION OF WORK BY

1. Students. The purpose of this question was to see what the attitude of pupils was towards this course, whether they considered it a weak course or whether they felt it was as strong as other high school courses. These replies were probably not based upon any data gathered from the students but upon the judgment of the one who reported as he interpreted the attitude of the pupils. Reports by states follow: -

Arkansas:    Yes, 3; not answering, 2.
Iowa:       Yes, 11; no, 2; not answering, 1.
Kansas:     Yes, 4.
Minnesota:  Yes, 9; no, 2; not answering, 3.
Nebraska:   Yes, 3; not answering, 3.
New York:   No, 1; not answering, 1.
Vermont:    Yes, 1; no, 1; not answering, 4.
Wisconsin:  Yes, 1; not answering, 2.

Total yes = 32. Total no = 6. Total not answering = 16.
2. Teachers. These reports again probably represent the opinion of the reporting person rather than any definite data gathered purposely for this questionnaire. The reports follows:

Arkansas: Yes, 4; not reporting, 1.
Iowa: Yes, 12; not reporting 2.
Kansas: Yes, 4.
Minnesota: Yes, 10; no, 3; not answering, 1.
Nebraska: Yes, 5; not reporting, 1.
New York: No, 1; not reporting, 1.
Vermont: Yes, 2; not reporting, 4.
Wisconsin: Yes, 1; not reporting, 2.

Total yes = 38. Total no = 4. Total not reporting = 12.

The comparison of these last two items is as follows:

Number reporting both yes, 31; number reporting both no, 3; number reporting that pupils considered it equal but the teachers not, none; number reporting the pupils considered it not equal but the teachers considered it equal, one; number not answering both questions, 19.
Other statistics gathered from the questionnaire represent the judgment of the one reporting regarding some important questions concerning the results and future plans of the normal training work. In many states something must be done to prepare elementary teachers and these opinions given by those who have known of the actual working of the plan of normal training in high schools should be given thoughtful consideration. I cannot do better than to quote the substance of the replies on these points, omitting such as give no definite suggestions.

D. VALUE TO THE DISTRICT.

1. Where given. "Enables district to broaden and make useful its work"; "Introduces domestic science"; "2/3 of country teachers are high school graduates"; "Will increase attendance"; "Gets in touch with country"; "Increases attendance and interest"; "Grade teachers receive help"; "Backward pupils are helped"; "High school work better appreciated"; "Aids other school work"; "Moral uplift and prepares for a vocation"; "Moral benefit"; "Increases prestige"; "Permits employment of experts"; "Helps to fill quota of teachers."
The above does not include the many commendations couched in general terms such as "very great", etc. Several said it had been in operation too short a time to tell with certainty. Only one reported none and his entire report is so pessimistic that I suspect from what I have heard quite direct that there is a peculiarly personal and local reason for the character of the report.

2. Where Prepared Teacher Teaches. "Better teachers"; "Normal graduates sought by schools"; "Much better teaching"; "They know how to go to work". As before, these do not include the large number who say "very great", "inestimable", "very much", etc.

E. COMPARATIVE SUCCESS IN TEACHING OF NORMALLY PREPARED WITH THOSE NOT SO PREPARED.

"County superintendent says 'Last class (first normal training class) best ever sent out'"; "Normal course graduate is most always more successful"; "Normal pupils will have better positions"; "Graduates get $50. to $60."(Minn.); "Normal more successful generally"; "Normals are doing better work"; "Normal graduates much more successful";
"Normals much better equipped and prepared"; "Normal graduates do superior work"; "In general normal graduates are 100% better"; "Normal graduates far superior"; "Cannot be compared"; "Superior work"; "More calls than can supply"; "Normal much better"; "Normal better"; "Normal very successful"; "Compare very favorably"; "Normal graduates proportionally stronger". "County superintendent says 'Normal graduates are away ahead.'"

In a number of instances the course has not been in operation long enough to justify a report. The most favorable reports come, in the main, from places where the courses have been in operation for some time. Not a single reply was adverse to the normally trained teacher.

F. OPINIONS OF RESPONDENTS AS TO

1. Weakness of Plan. As there may be some correlation between these replies, we will again give the replies.

"Lack of observation and practice"; "Lack of state aid financially" (can not quite understand this from Iowa as this town receives the state aid. Perhaps they consider it inadequate); "Overcrowds high school course"; "High grades for passing discourages pupils"; "Pupils likely to consider
they are removed from general life of school" (this from city of 13,000 people in Iowa); "Student teacher is usually too well known by pupils"; "Practicing on pupils in grades"; "Teacher not strong in all subjects"; (This in state where a single special teacher teaches the normal training class) "Inefficient normal instruction (same state); "Objections to ungraded room"; "Pupils too young when graduated" (This where normal course is part of the regular high school course and pupils might graduate at 16 or sometimes even younger); "Not properly credited for certificate without examination" (This in Nebraska where simply completing normal course does not entitle to certificate but certain examinations in addition have to be taken.) (See the quotation on pages 28 and 29 of this thesis.); "Lack of time for preparation"; "Low entrance requirements" (This from New York where the regulations of the state department of education require as follows: (a) "Any teacher's certificate expired or unexpired issued in this state." (b) "A passing mark in regents examination in each of the following subjects: Elementary U. S. history with civics, arithmetic, geography, reading, spelling, penmanship, drawing, physiology, and first year English and in addition any 12 academic counts under the
syllabus of 1900 or 18 counts under the syllabus of 1905 or 1910.” (c) “A regents academic diploma.”
Candidate must be at least 17 years of age at entrance.);
"Course too short for requirements" (Vermont one year course after high school graduation); "Trying to carry high school subjects and normal too" (some states); "Too much work in one year" (some states); "None, best possible plan" (Wisconsin); "None" (Minnesota); "No weakness" (Minnesota); "Plan is good" (Minnesota); "None" and "Works well" (Kansas); "None shown yet" (Kansas).

2. Difficulties. There is necessarily a similarity between some of these answers and those in E., but there are some very significant suggestions herein that those contemplating normal training courses may well set themselves to studying.

Arkansas: "Interesting country teachers"; "Securing permanent attendance"; "Money".

Iowa: "Hard to make a part of the high school"; "Experienced teachers"; "Strongest pupils object to work not credited by colleges"; "To adjust first year work to outlined course"; "Probably the outside influence"; "To get teachers."
Kansas: "To get teachers."

Minnesota: "None" (This school also had "none" in "Weakness of Plan" but very little data is given in the questionnaire from that place.); "Good supervisors"; "To have grade teachers let cadets help"; "Secure required number"(2); "Keep unfit out of course"; "Practice arrangements"; "Harmony between cadets and teachers."

Nebraska: "No real teaching of the country school"; "Co-operation of other instructors"; "Takes time from high school course".

New York: "Poor remuneration offered in district schools."

Vermont: "Members deficient in elementary subjects; insufficient time"; "To accomplish work in one year"; "Arrange practice and observation work properly"; "Weakness in subject matter"; "Very heavy year's work"; "Too much work in one year."

3. Greatest Problems. This topic bears a close resemblance to the last two considered, the lines of demarcation between "Weakness of Plan", "Difficulties", and "Problems" being very difficult to draw with precision.
For reasons stated before we will again give replies by states.

Arkansas: "Cost of board"; "Money."

Iowa: "Right teachers"; "To provide for observation and practice work"; "Securing sufficient enrollment"; "Rules for entering too strict"; "Extra examinations without time for preparation"; "Teachers in agriculture" (The statute requires agriculture to be part of normal training course); "Agriculture."

Kansas: "Does not attract many pupils."

Minnesota: "To find rooms for practice teaching."

Nebraska: "Rural school visitation"; "Need more boys".

Vermont: "Inexperienced teachers in grades-continued change"; "Placing girls in rooms to teach,—lack of ungraded work"; "Getting city girls to like country."

Wisconsin: "How to give pupils ability to discipline."

4. Suggested Improvements. It is a little disappointing to find so few really valuable suggestions given when so many weaknesses, difficulties and problems have been presented.
As the value of the suggestions for improvement is contingent upon the conditions prevailing it is again wise to report upon the states separately.

Iowa: "Ought to have outlines from department of public instruction in each subject"; "More latitude as to when some subjects might be taught"; "College credit given for work" (It is for much of the work); "Move May examinations to June"; "Require only one year algebra."

Kansas: "Should be made 5th year work (as in Vermont.)"

Minnesota: "Allow high school teachers to take certain subjects" (instead of all normal work being done by one teacher); "Two instructors—one critic—other, class room teacher"; "County superintendent require all teachers to take this work or its equal."

Nebraska: "Have a rural school and grounds similar to actual conditions"; "Give one additional semester—time for reviews."

New York: "Four years of high school should be required for admission." (See New York under E.)

Vermont: "Allow pupils to carry high school work and this also"; "Course for post graduate only"; "Better preparation in grammar school review"; "Post graduates instead of seniors"; "Lengthen course, have distinctive model school."
IX. ARGUMENTS AGAINST NORMAL TRAINING COURSES IN HIGH SCHOOLS.

The results of this investigation show conclusively two things, viz.,

First, that in most of the states of the union there is an appalling deficiency of teachers who are even modestly prepared to do successful work in the rural schools and the grades of the town and village schools, and

Second, that the normal training classes in high schools where established are meeting this particular need more efficiently than any other agency ever tried.

The movement is therefore popular and justifiably so. Other states are looking for light upon this subject. To render some assistance in this cause and as a summary of the results of this investigation the conclusions are placed in the form of arguments for and against normal training in high schools.

The claims made are expressed under the capital letters A, B, C, etc. and the answering arguments under the Arabic numerals 1, 2, 3, etc.
A. THE NORMAL TRAINING COURSE DOES NOT FIT FOR COLLEGE.

1. The majority of high school students do not go to college. This is supported by statistics and by common observation. The high schools are to serve the people. Majorities are to determine policies. If only one course were possible and if the course that fitted for college were not the best for those who never went to college then a "life" course and not a "college entrance" course should be adopted and the majority who wished to attend college should make their entrance by some other means. But most normal training schools now established do not need to make such a choice because of conditions shown in 2, 3, and 4 below.

2. In many states the normal training courses do prepare for college as shown in preceding pages.

3. Most normal training high schools are large enough that the variety of courses or electives makes it possible for students to prepare either for college entrance or for teaching. Besides this most of the normal courses in high schools are also college preparatory courses.

4. The colleges will gradually adapt their entrance requirements to those training courses that include graduation from a four year high school course and this includes the
majority of the states having normal courses in their high schools. The significance of high school graduation has grown immensely in the last few years. The rapid and continuous increase in prosperity has made high school attendance and graduation possible to larger numbers. These facts have led all of the states that have recently enacted high school normal training plans to base them on the simultaneous completion of a four year high school course. Unless economic and educational conditions change materially, future enactments will be on the same basis unless it be in the south where for many reasons the high school has not yet fully come into its own.

B. IT IS NOT THE PROVINCE OF THE HIGH SCHOOLS TO FIT FOR VOCATIONS.

1. This aristocratic attitude is losing ground daily even as a general statement. The whole trend of psychology, pedagogy and economics is against it.

2. The high school is preparing for vocations: e.g., bookkeeping, stenography, typewriting, cooking, sewing, and all kinds of teaching. To illustrate this, the statistics in one state show that 6/23 of the high school graduates went to college, 9/23 taught school, 8/23 went into other
vocations, making 17/23 in vocations. 1

3. Schooling should fit for living and an essential part of living is making a living.

C. THE HIGH SCHOOL CAN NOT GIVE PROFESSIONAL TRAINING.

1. The best answer is that it is doing so, and successfully, in many states. The latter statement is a fact, the former a theory.

2. It has all the conditions necessary for giving professional training that while limited in amount is of good quality. The teachers, both grade and high school, who handle the normal subjects are strong in the subject matter of the common branches and the related high school subjects; the pedagogy is usually given by the superintendent who is well prepared by study and experience; and the observation and practice work are superior to that found in most of the normal schools.

D. THE PROFESSIONAL TRAINING IS NOT SUFFICIENT.

1. True taking the ideal or simply the highly desirable as a standard but it is sufficient to be far superior to what the same persons would get without it.

E. THE STUDENTS ARE TOO YOUNG FOR PROFESSIONAL TRAINING.

Met by the argument in V.

F. PROFESSIONAL TRAINING OF TEACHERS IS UNNECESSARY.

1. This theory is entirely out of date so far as the elementary teacher is concerned as is evidenced by the growth of facilities for professional training everywhere.

G. TEACHERS DO NOT REMAIN IN THE STATE.

1. While this will always be true in a measure it would be an equally legitimate argument against every effort of the state to improve the efficiency of its citizens in any way. It would be much less true of the teacher receiving her training in a public high school than of our youth of all kinds educated in normal schools and colleges since the product of our normal training courses in high schools will almost universally serve not only their own state but their own county while normal
school and college students scatter throughout the nation and the world.

II. THE HIGH SCHOOL NORMAL TRAINING COURSE IS A TEMPORARY EXPEDIENT.

1. It is also a necessity. Its expediency is theoretically true and fortunately serves as a qualifying clause which permits educators with fine spun theories to commend the movement without dismounting entirely from their exalted thrones of theories from whose cosy quarters they survey the realm of "education". But from the facts shown in the earlier tables regarding the relation of the number of teachers compared with the number of students in normal schools it will be a long time in this new nation of ours before its place will be entirely taken by any means giving full professional preparation to all prospective teachers. It is as much an absolute necessity as a temporary expedience and as such we should encourage, develop and utilize it, leaving the future to discard it when the expedient situation no longer exists.
I. THE HIGH SCHOOL NORMAL TRAINING COURSE IS A RIVAL OF THE NORMAL SCHOOL.

1. Again the fearsome theory is upset by the facts. Mr. Mahannah of Iowa is authority for the statement that Superintendent E. T. Fairchild of Kansas says the introduction of normal training in the high schools has increased the attendance at the normal schools of that state twenty five per cent.

2. The normal school student and the normal training course student in the high school are not competitors for the same class of positions and neither is yet meeting nearly the entire demand in her own field.

3. If as a competitor of the normal school it would cause the normal school to (a) give proper attention to the preparation of teachers for rural and village schools; (b) improve the curriculum by adapting it to real life; (c) multiply themselves so as to become more accessible, the normal training course in public high schools will prove to be worth all it costs even if it performed no other service.
J. DOES NOT BRING RURAL TEACHERS INTO THE HIGH SCHOOLS.

This is true in some states where they can get a low grade of certificate without attending but can be easily met by requiring a certain minimum preparation for such teachers in such a high school or other better school for the special preparation of teachers. In Indiana no one is allowed to teach who has not had a certain minimum professional preparation in a state normal or equivalent school. If they can make that requirement and still have a sufficient supply of teachers, other states ought to require such preparation in a normal training high school when they are dotted all over the state and easily accessible.

These are about the only arguments to be found against the proposition and their weakness is easily shown in the explanations above and in the affirmative arguments under X.
X. ARGUMENTS FAVORING NORMAL TRAINING IN HIGH SCHOOLS.

A. IT IS A NECESSITY.

1. The greatest economic and educational need in America to-day is the better preparation of our producing classes. This means a better country and village school. This means a better teacher.

2. The thinking members of such communities are aroused. They need organization and leadership. The country school is a most important factor. The country teacher as now prepared is a deterrent instead of a promoter of the new conditions needed. She cannot be reached by normal schools and colleges. The public high school, the "poor man's college", the community Athens, whose record has established it in the faith of the people must attack this problem as it has many others that modern democracy has presented.

B. THERE ARE NOT ENOUGH NORMALLY TRAINED TEACHERS FOR THE SCHOOLS.

1. This is positively proved by statistics shown in Division III of this thesis which see.
2. When we consider the short tenure of service of teachers in general and those of country and village in particular and compare it with economic conditions and the preparation now made or making for the professional preparation of teachers, we are not led to hope that this condition will change in the near future unless through the agency of some numerous and local factor like normal training high school courses.

C. THE LARGER TOWNS AND THE CITIES CONSUME THE ENTIRE SUPPLY OF TEACHERS TRAINED IN THE NORMAL SCHOOLS AND COLLEGES.

1. Statistics show that the number of rural teachers who have completed a normal course in a state normal school or college or who have completed any considerable portion of such a course is in most of the states a negligible quantity.

2. The reasons for this are educational, social and economic and are shown more fully in the next section.

D. THE RURAL SCHOOLS MUST ACCEPT A TEACHER WITH LESS THAN NORMAL SCHOOL OR COLLEGE PREPARATION.

1. There not being enough thoroughly prepared teachers, Gresham's economic law will operate and the "cheaper" teacher
will be found in the rural school for the following reasons:

1. The pay in rural school is too small.
2. Social opportunities are less.
3. Physical comforts are less.
4. Professional status less inviting.
5. Teacher will be one who cannot take time or bear expense of going to normal school or college.
6. Prospective teachers are many of them too young to go away at the time they are preparing for teaching.
7. Standards of admission to normal schools are often too high.
8. Distance from home is always a discouraging feature in school attendance as all statistics show.
9. The short time they expect to teach makes thorough preparation at college or normal school seem impracticable.
10. The rural or village director is not so skilful in searching and discriminating as is the principal of a town or the superintendent of a city system of schools.
A volume might be written to substantiate these statements but no one familiar with the conditions would have the temerity to question them.

E. THE HIGH SCHOOL IS AT PRESENT THE NATURAL SOURCE OF SUPPLY FOR TEACHERS IN THE COUNTRY SCHOOLS.

Statistics gathered in several states show plainly that even before normal training was introduced the large majority of the rural teachers came from the high schools. It is always the wise plan in such a country as ours to use the naturally developed social, economic, political or educational channels for reaching new ends rather than to try to cut wholly new ones. The introduction of training courses will make in many states the high schools almost the sole source of supply for rural and village elementary teachers until superior agencies are developed in sufficient numbers.

F. NORMAL TRAINING COURSES IN HIGH SCHOOLS WILL INCREASE THE ATTENDANCE AT NORMAL SCHOOLS AND COLLEGES.

This in itself is a warrant for their existence as the general intelligence and efficiency of the state is increased thereby.
G. NORMAL TRAINING COURSES BRING MANY TO THE HIGH SCHOOL WHO WOULD NOT OTHERWISE COME.

Thus raising the standard of intelligence as in F.

H. NORMAL TRAINING COURSES IMPROVE THE RURAL SCHOOL.

The majority of the people are educated in the rural schools and in the elementary grades of the villages. As is the teacher so is the school. The most vital point then at which to aim in the education and upbuilding of the masses is the improvement of the rural teacher and her school. In what specific ways does the normal training high school accomplish this?

1. It reduces the number of teachers holding low grade certificates. This is noticeable in many places. Frank H. Wood, Supervisor of the normal training work for New York state said when speaking of the effect of training classes on the grades of certificates:¹ "It is suggestive to note that while the third grade certificates fell approximately from 6,000 in 1895 to 1,000 last year, the training class certificates increased from 350 to 1,100, thus clearly indicating that training class graduates

¹. Address before superintendents of Michigan, 1901.
are rapidly replacing or displacing third grade teachers, and that the latter will soon be unknown. In fact, there are a large number of commissioner districts in the state to-day in which no third grade teachers are employed. From the nature of the case when once the third grade teacher disappears the source of supply for second and first grade teachers will be gone; in other words, professional training as a qualification for teachers will then be universal throughout the state."

2. It is the most efficient means of introducing the industrial branches,—agriculture, manual arts, and home economics into the rural schools. Subjects taught from books only (reading, spelling, writing, etc.) may be well taught in a one room rural school if there be a good teacher but the amount which the teacher of these industrial subjects should know can only be properly taught by means of an equipment such as a high school would be able to provide and by teachers especially prepared. So, while the rural teacher might have learned her reading and spelling fairly well in a rural school she would need to attend a high school to prepare to teach the industrial branches. Thus the industrial branches will be more rapidly introduced into the country schools through normal training classes. Their introduction will be very slow through any less efficient means.
3. It gives the necessary amount of observation of actual school work. The observation work is under the supervision of good teachers and will serve to create ideals that cannot fail to make the young teacher more successful in her work.

4. It furnishes the necessary amount of practice work. This practice work being in actual classes in an actual school and under the guidance of experienced teachers will enable the young teacher to make her work successful from the beginning instead of leaving her to make more or less of a failure of several terms while she practices blindly and without guidance, models, or corrections upon her entire school. Success for some young teacher is sometimes impossible throughout an entire term because of her inability to master the situation the first few days due entirely to lack of practice work. The practice work in training classes has some points of superiority over a "model school" at a normal school because of its being a real school with the practice only as an incident so far as the pupils are concerned.

5. It furnishes the rural school a teacher with better scholarship. Especially where the normal course
constitutes a part of the regular four years high school course the average scholarship of these teachers is much superior to the teachers employed before. Many more are induced to complete the full high school course and there are fewer who teach with no other preparation than the rural school itself.

6. It furnishes the rural school with teachers having better professional training. This is easily shown. Excepting the few scattering normal school and college students teaching in the rural schools who are a negligible quantity, the rural teachers come from the high schools, the grades of the town or the country school itself and in no one of these is the professional training found excepting in a few cases where psychology or education is a part of a high school course. Hence for professionally prepared teachers the rural school is almost entirely dependent upon the normal training class.

7. It furnishes the rural school a teacher with a body of professional ideals, principles and methods consciously recognized. The non professionally prepared teacher, if she has good methods, has them simply from copying some other teacher and does not recognize
them as standards. Such a teacher thrives on devices and is not conscious of principles, ideals and standards.

8. It raises the ideals of the patrons so they continue to demand better schools. And as this local activity is the only source of real and persistent improvement, we may say that the greatest service of this improved teacher is to arouse the community to self activity which in a community as in an individual is absolutely essential to life, growth and development.

9. It increases the wages of the teacher. This is a corollary of driving out the low grade teacher and arousing the community to self activity. Statistics in New York state where normal training has been in operation for some time show this conclusively.¹

10. It promotes a reciprocity between town and country that is helpful to both. The presence of the girl in the country school who was educated in the town training school; the presence of some country students in the normal training class; the alumni reunions of the training classes; the feeling in the high school that the country furnishes an outlet for the genius of the high school students; the feeling in the country that their best

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¹ Address of Frank H. Woods before superintendents of Michigan, quoted in Nineteenth Biennial Report, State Superintendent of Nebraska, page 184.
teachers come from the training class; the teaching in the country school of the practical industrial subjects relating to the home and the farm,—all of these bring about a feeling of interdependence very healthful and stimulating.

I. IT IMPROVES THE HIGH SCHOOL.

While the purpose of establishing normal training courses in the public high schools has always been explicitly stated as being for the supplying of teachers for the rural and elementary schools yet experience has shown that as a sort of by-product the high school itself has been a beneficiary in many ways. The following results have been noticed by those who have known the results of normal training work.

1. It holds some students in high schools to complete the course who would otherwise drop out of school. They stop either to teach or enter other activities. The necessity of teaching, the unfitness both for taking the certificate examination and for teaching the elementary subjects noticed in their companions who graduate, the (to them) impractical character of much of the high school work, especially in the 11th and 12th grades, cause many young
persons to drop out of high school when half through or less. Many either go back to the grades for a review or by some other means prepare to teach. I have had many such cases in my own experience as a superintendent. Had there been a good course in normal training in the last two years of the high school most of these would have finished.

2. It adds dignity to the high school. To be inspected and approved by the state authorities as a suitable place in which to prepare teachers, thus giving the sanction of state authority, adds a dignity to the high school which the position it has attained unaided by state authority fully warrants and fortifies its already strong position in the esteem of the people.

3. It uses state money to produce results beneficial to the state at large. This not only enlarges the service that the high school may render but makes definitely operative the efforts of the state to cause the whole state to support institutional effort that while apparently local is really state wide in its benefits.

4. It induces the district to spend more of its own money for the production of definite educational results.
If universal education is to be adequate to meet the demands of universal suffrage and universal sovereignty, people must spend more money on education. As spending money for social improvement is somewhat affected by habit, anything that will habituate a democracy to spend more money for self improvement is to be welcomed.

5. It will cause boards and patrons to demand greater efficiency. The definiteness of the plan and the object to be attained and the fact that where their treasures are there will their hearts be also will cause them to study their schools as they have not done before and to look for and measure results.

6. It establishes standards of equipment, salaries, preparation of teachers, teaching, programs, etc. The consciousness of these standards will be participated in by boards of education and leading citizens and will be kept alive and increased by the annual visits of the inspector. The influence of this elevation of standards will permeate the whole school.

7. It improves the quality of the grade work. The superintendent will have training classes observe and practice in the rooms of the best teachers. This will cause them to do their best and other teachers to improve. It
will emphasize the difference between the good and the poor teacher. The poor teachers will have to improve or leave. When one leaves, greater care will be exercised in choosing her successor.

8. It improves the methods of the high school teachers. When they find that the juniors and seniors are studying what constitutes proper methods and necessarily testing the methods of the high school teaching by the standards studied, they will be compelled to use their best methods and perhaps get better ones.

9. It gives the superintendent an incentive to study and keep himself fresh. The stress of administrative duties has a tendency to draw the superintendent away from the study of educational matters. His connection with the normal training class will be a strong inducement to keep abreast of the times in educational study and while the normal class will be the immediate recipient of the results of his study the entire school system will indirectly reap a benefit.

10. It improves the tone of the high school. The presence of those pupils who because of their study and practice teaching see the relationship of student and teacher in a new light causes discipline to become easier and the esprit de corps of the student body to become notably improved.
11. Last but not least is the reason that the study of the professional subjects in the high school has a distinct value apart from its vocational value. Since psychology has been removed from its dignified and aristocratic pedestal as an abstract science and has come down to walk among men as a practical science to be tested by observation and scientific experiment, it has taken on a value as a general culture study. It is so interwoven with history, literature, art, sociology, religion, geography, philosophy, and the other sources of general culture that a complete appreciation of any of these is quite out of the question until we are in sympathy with its psychological phases. Then, too, psychology as an applied science has permeated commerce, business, law, medicine, hygiene, the church, the Sunday school, politics, charity, crime, and all those enticing activities that are so engrossing the thought of the masses as well as the scholars of the day, that a practical education is scarcely complete without a knowledge of psychology as a foundation for our solution of the many problems of society that come to the efficient citizen. So a brief course in real psychology (not a study of dry definitions and explanations) has great value as a preparation for proper social efficiency.
History of education many would not advocate as a general elective in the high school, but I think I would. Education was never so largely purposive and so little accidental as to-day. In our country all citizens have to do with determining educational policies and success. The reciprocal relation between the educational ideals and customs of people and the current of their history is little appreciated.

Why then should we spend from one to three years on history in the high school and give so little attention to the history of one of the most potent factors in our civilization,--education. Dynasties, personal intrigues, wars, categories of rulers, and many other features of much of our history might better be replaced by a study of the progress of the typical peoples on the road of education. I recently gave to a group of honorary college juniors and seniors an hour's talk on the general course of development of the world's education. Several said, "Why, I never knew that education had developed in that way. In fact, I never thought of its having had a development." If that is the condition of the honor men in college, what must be the status of the high school students?

Dr. I. E. Miller, of Teachers College, Greeley, Colorado, says about psychology as a high school study:¹

¹ Johnson's High School Education, page 450.
"It gives added insight into the human forces and factors that are shaping the tendencies of the age. It helps the individual to put himself into sympathetic relations with many phases of life which must otherwise remain merely curious and interesting objective phenomena. Why should the high school give a large place to the sciences which throw light upon the nature and function of the body and fail to complete the circle of knowledge of the self? Man is not a physical organism merely, but a psycho-physical organism. To know the facts of the body without those of the mind is to give to them a distorted significance..............

.......because that which is most characteristically human, that on which the superiority of man over the rest of the animal series depends, that which makes possible progress and civilization, has been omitted from consideration in the training of youth.

Psychology has at least one very strong negative value. which ought not to be ignored in our day. Among the unitiated, psychology is strangely confused with freak treatises on suggestion, hypnotism, clairvoyance, subconscious mind, telepathy, new thought, etc. The appetite which the popular mind has for this sort of stuff is simply appalling...............
Psychology has a very positive moral and religious value. Its moral value comes in part through the revelation of the intimate interrelations of all parts of the self, especially the interplay of physical and mental processes with those which are more commonly considered moral...... The importance of right habits both of body and of mind is more powerfully taught by James' chapter on "Habit" than by volumes of sermons from the pulpit. To know that the social and religious impulses are normal and deeply fundamental gives poise and balance at the time of storm and stress when the adolescent may be facing the necessity of reconstructing his social and religious conceptions..........Anchoring to the moorings of the race as revealed in the analysis of the complete self, tying down to the great fundamental values which the race has achieved in its struggle upward, is likely to prove the salvation of the individual...........For the adolescent to know some of the peculiar physical, mental, and emotional symptoms to which he is almost certain to be subject is to fortify him against temptation, morbidness, and undue egotism. Knowledge of his own nature and the factors that are at work within his life gives sanity, poise, and self-control. Also, it gives him a rational basis for rejection of the subtle suggestions of quack physicians who make it their business to prey upon sensitive and innocent youth.
It is important for all people, and for the student in particular, to know something of the economy of mental procedure, to understand the physical conditions of mental work, and to be familiar with the fundamental laws of psychic hygiene, including fatigue, suggestion, and mental therapy. One ought to know the simple principles of diet, rest, exercise, sleep, recreation, and cheerfulness, in their relation to mental power and efficiency.

To the student, psychology has a special value in bringing to clear consciousness the principles of observation, memory, attention, association, and thinking, upon which he can build a rational and controlled method of study, instead of following a random and chance method. High school students themselves who have studied psychology have testified to this value of the subject and have said that they wished that they had studied it earlier. To learn the art of using the mind to best advantage is a life lesson that cannot be learned too soon."

Beyond the realm of psychology and history of education is a study of Education itself dealing with its principles, processes, and practices. Bearing as it does upon the education of one's self, the proper rearing of children and affecting one's attitude as a citizen toward
the work of the schools of the community it is essential that students should have an insight into the fundamentals in this field for self improvement, for parenthood, and for wise and efficient citizenship. If our parents and citizens had better conceptions of the aims and means of education in its best estate they not only would let much needed improvements be made in our public education but would insist upon their being made. I know of no factor that would more quickly improve our schools than high ideals on the part of citizens. To achieve this high school students soon to lead the communities should study education.

The following quotations from an article by Raymond W. Sies show some reasons why education is entitled to a place in high schools as a social subject:

"As the study of education is and has been pursued in secondary schools it is unmistakably a vocational subject. The name normal training by which it is currently designated definitely suggests this fact. But it may be pursued as a social subject equally well, for education is one of the social sciences."

"In the writer's view education as a social subject has a legitimate claim to a place among the electives in

all secondary schools capable of offering electives, and also a like claim to a place among required subjects on the same footing with civics, economics, the later courses in history, and corresponding social subjects."

"Though education pursued primarily as a utilitarian subject should have no place in high school instruction under correct educational conditions, it is believed as previously stated that it has a legitimate claim as a social subject to a place in all high school curricula on the same basis with civics, economics, and kindred subjects."

"The high school can and should afford its students opportunity and encouragement to become familiar with the fundamental meaning and aims of education, with its preeminent importance in the home, the school, society and life, with the real essentials of educational history, with the cardinal principles upon the basis of which it should be administered in home and school and in general, with the primary educational means and processes, and with the organization of public education, including the legal and financial sides. It can and should arouse in the students a wholesome and abiding interest in educational facts and theories, conditions and ideals, movements and tendencies, and such an interest will develop into rich results in later years."
"Professor Frederick E. Bolton of the University of Iowa in the course of an article writes:

'May the day be hastened when the study of the principles of education shall become a regular part of the course pursued by every college student....Even in the high school an elementary consideration of the relation of education to society might be undertaken and be more beneficial than a knowledge of Caesar's wars.'

J. NO SUBSTITUTE OF EQUAL VALUE HAS BEEN DISCOVERED.

As a final reason why normal training courses should be maintained in the high schools of many states is the unanswerable one that not enough prepared teachers are available from other sources and no substitute for the normal training classes in public high schools has ever been proposed that offers in any degree the same elements of practicability, economy and efficiency.