

U. of M.

Report  
of  
Committee on Thesis

The undersigned, acting as a Committee of the Graduate School, have read the accompanying thesis submitted by Thomas Jenkins Smart for the degree of Master of Arts. They approve it as a thesis meeting the requirements of the Graduate School of the University of Minnesota, and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts.

L D Coffman  
Chairman

Albert W Rankin

Arthur J Todd

Joseph Peterson

----- 1918

Thesis 1918 1918 1918

REPORT  
of  
COMMITTEE ON EXAMINATION

This is to certify that we the undersigned, as a Committee of the Graduate School, have given Thomas Jenkins Smart final oral examination for the degree of Master of Arts. We recommend that the degree of Master of Arts be conferred upon the candidate.

Minneapolis, Minnesota

.....191

L. E. Coffman  
Chairman

Albert W. Rankin

A. J. Todd  
Joseph Peterson

ANALYSES OF THE CURRICULUMS OF TEACHER-TRAINING  
DEPARTMENTS IN THE HIGH SCHOOLS OF ELEVEN  
STATES AND OF THE COUNTY  
TRAINING SCHOOLS OF  
THREE STATES

by

Thomas Jenkins Smart

June 1918.

UNIVERSITY OF  
MINNESOTA  
LIBRARY

"Submitted in partial fulfillment of the  
requirements for the degree of Master of Arts in  
Education, University of Minnesota".

## PREFATORY

Four reasons have led to making this investigation: (1) A personal interest in the development of rural education; (2) The general progress made in the training of rural teachers. Recent organization of county training schools, provision of teacher-training departments in high schools, offering special courses for rural teachers in normal schools, and development of departments of rural education in normal schools are evidences of newly awakened zeal in the constructive improvement of rural education. (3) The steady growth of teacher-training departments in the high schools of Minnesota. In 1903 the Legislature first enacted a law which gave them official recognition and state aid to the amount of \$750 to each department. In 1907 there were 27 departments. Since then the number has steadily increased until in 1915-16, there were 129 departments, each receiving \$1200 state aid. (4) At the suggestion of Dean L. D. Coffman of the College of Education of the University of Minnesota and under his helpful direction this investigation was taken up preliminary to a more intensive and extended one that he was planning under the auspices of the Rockefeller Foundation.<sup>1</sup>

---

1. The ready spirit of hearty co-operation accorded to the writer by Miss Mabel Carney, State Supervisor of Teacher-Training Departments, by the instructors in the departments, and by the superintendents of the local school systems maintaining them has facilitated greatly the making of the investigation.

## TABLE OF CONTENTS

	Page
INTRODUCTION . . . . .	1
I. Purposes of Investigation . . . . .	1
II. Scope of Investigation . . . . .	2
III. Sources of Data . . . . .	3
CHAPTER I. Presentation and Description of Data . . . . .	5
I. Time Allotments . . . . .	5
1. Length of Recitations . . . . .	5
2. Length of Courses . . . . .	9
3. Total Number of Recitations per Course . . . . .	15
4. Total Number of Recitation Minutes per Course . . . . .	18
II. Lack of Standardization . . . . .	21
1. Courses Appear. Less Than One-half of the Fourteen States . . . . .	21
2. Courses Appear in One-half or More of the Fourteen States . . . . .	25
3. Professional Courses . . . . .	26
4. Courses in Rural School Curriculums . . . . .	28
CHAPTER II. Content of Courses . . . . .	31
I. Number of Courses Offered in Each State . . . . .	31
II. Constant and Variable Courses . . . . .	31
III. Difficulties in Determining Content of Courses . . . . .	35
IV. Classification and Discussion of Content of Courses . . . . .	38
1. Professional Courses . . . . .	38
2. The Common Branches . . . . .	44
3. Courses Dealing with Country Life . . . . .	50
4. Industrial Courses . . . . .	50
5. High School Courses . . . . .	53
6. Miscellaneous Courses . . . . .	53

	Page
CHAPTER III. Observation and Practice Teaching . . . .	56
I. Iowa . . . . .	57
II. Kansas . . . . .	60
III. Michigan . . . . .	61
IV. Minnesota . . . . .	62
V. Missouri . . . . .	63
VI. Nebraska . . . . .	63
VII. New York . . . . .	64
VIII. Ohio . . . . .	64
IX. Oklahoma . . . . .	65
X. Oregon . . . . .	65
XI. Virginia . . . . .	65
CHAPTER IV. Detailed Description of Systems in Individual States. . . . .	69
I. Iowa . . . . .	69
II. Kansas , , , , , , , , , , , , , , ,	70
III. Maryland . . . . .	72
IV. Michigan . . . . .	73
V. Minnesota . . . . .	74
VI. Missouri . . . . .	76
VII. Nebraska . . . . .	78
VIII. New York . . . . .	79
IX. Ohio . . . . .	80
X. Oklahoma . . . . .	82
XI. Oregon . . . . .	83
XII. Vermont . . . . .	83

	Page
XIII. Virginia . . . . .	84
XIV. Wisconsin . . . . .	86
CHAPTER V. Summary . . . . .	92
CHAPTER VI. Proposals Leading Toward Standardization .	100
I. Agency of Standardization . . . . .	100
II. Purpose and Field of Teacher Training in High Schools and in County Training . . . . .	101
III. Problems of Standardization . . . . .	106
BIBLIOGRAPHY . . . . .	112
APPENDIX . . . . .	115

TABLES

No.		Page
I	Number of Minutes Given to Recitations . . . . .	6
II	Table of Frequency. Number of Minutes Given to Each Recitation . . . . .	9
III	Number of Weeks in Each Course . . . . .	12
IV	Table of Frequency. Number of Weeks in Course . .	13
V	Total Number of Recitations per Course. . . . .	14
VI	Table of Frequency. Total Number of Recitations per Course. . . . .	16
VII	Total Number of Recitation Minutes per Course . .	17
VIII	Table of Frequency. Total Number of Recitation Minutes per Course . . . . .	19
IX	Total Number of Recitation Minutes Required in the Entire Course in the Teacher Training Depart- ments and County Training Schools of the Four- teen States. . . . .	20
X	Showing Time Costs of Courses Appearing in Less than Half of the Fourteen States and Courses Found in only one State Each. . . . .	22
XI	Showing Time Allotted to Courses Appearing in Half or More of the States . . . . .	24
XII	Showing Total Number of Recitation Minutes Devoted to Courses Appearing in Half or More of the States . . . . .	26
XIII	Showing Degree of Standardization in Time Allotted to Professional Courses in Fourteen States . . .	27
XIV	Showing Degree of Standardization in Time Allotted to Courses on Subjects in the Curriculum of Rural Schools . . . . .	29
XV	Showing Courses Offered in Two or More States and Number of States Offering Each. . . . .	32



## INTRODUCTION

### I. Purposes of Investigation

Four aims underlie the organization of the study:

(1) To make a survey of the time allotments in the curricula of teacher-training departments in high schools and county training schools of the fourteen states. In Chapter I facts are presented concerning length of recitation periods, number of weeks devoted to each course, total number of recitations per course, and total number of recitation minutes per course. The final section of the chapter discusses the lack of uniformity relative to the four items that prevails among the curricula.

(2) To analyze the content of courses offered in the curriculum. Chapter II gives the data. They are grouped under four main divisions: number of courses offered in each state, constant and variable courses, difficulties in determining content of courses, and a classification and discussion of the courses.

(3) To ascertain the policies and practices of the states in the provision of observation and practice teaching facilities. The systems followed by eleven states on which data were available are treated in Chapter III.

(4) To arrange the facts relating to each state separately so that the system of any one state may be compared with that of others. All data obtainable from each of the fourteen states are so arranged in Chapter IV.

Chapter V, a summary of the findings, and Chapter VI, which contains proposals in the light of the findings leading toward

standardization of the training have been added to the manuscript.

## II. Scope of Investigation

The study includes data from those states which have organized and standardized the teacher-training departments in their high schools or have established county training schools for the definite purpose of training elementary teachers for rural schools. The states were selected from two sources. First, a list of states having adopted one or the other of these plans for training rural teachers was secured from Dr. Ernest Burnham of the Western State Normal School at Kalamazoo, Michigan. This list was the outcome of an investigation reported in the Proceedings of the National Education Association for 1915.<sup>2</sup> In the second place, the chapters entitled "Rural Education" in the reports of the Commissioner of Education for the years 1913,<sup>3</sup> 1914,<sup>4</sup> and 1915<sup>5</sup> were consulted. Additional states were supplied from them.

The preliminary list of states adopted from the two sources consists of Arkansas, Florida, Georgia, Iowa, Kansas, Maryland, Michigan, Minnesota, Missouri, Nebraska, Nevada, New York, North Carolina, Ohio, Oklahoma, Oregon, South Dakota, Texas, Vermont, Virginia, West Virginia and Wisconsin.

(1) A schedule<sup>6</sup> was sent to the Superintendent of Public Instruction in each of the twenty-two states. The superintendents of Arkansas, Nevada, South Dakota, and Texas reported that no

2. Burnham, Ernest Proceedings of National Educational Association "A Decade of Progress in the Training of Rural Teachers", 1915, 801-7

3. Monahan, A. C. "Rural Education", Commissioner of Education Report, 1913, I, 182-84.

5. Foght, H. W., "Rural Education", Commissioner of Education Report, 1915, I, 98-99

4. McBrien, "Rural Education", Commissioner of Education Report, 1914 I, 103-104.

6. Exhibit 1, Appendix 115, 116.

teacher-training departments existed in their states. The superintendents of Florida, Georgia and North Carolina did not reply and the lack of any means of verifying the existence of such departments necessitated the elimination of these states from further consideration.

(2) The revised list was compared with data found in "Digest of State Laws Relating to Public Education."<sup>7</sup>

(3) A schedule was sent to the superintendents of high schools supporting teacher training departments in Kansas, Michigan, Nebraska, New York, Ohio, Oklahoma, West Virginia, and Wisconsin.<sup>8</sup>

The returns from West Virginia were very meager and the data lacked uniformity. It was impossible to draw dependable conclusions from them and the state was excluded from the list.

The final list of states selected for study is made up of Iowa, Kansas, Maryland, Michigan, Minnesota, Missouri, Nebraska, New York, Ohio, Oklahoma, Oregon, Vermont, Virginia, and Wisconsin. Michigan, Ohio and Wisconsin have placed the work in county training schools. The other states have organized teacher-training departments in local high schools.

### III. Sources of Data.

The data were gathered from three sources: (1) The schedules<sup>9</sup> sent to the state superintendents of public instruction were properly filled in and returned by the superintendents of Vermont and Virginia. (2) Bulletins received from the state superin-

7. Hood, William R., Digest of State Laws Relating to Public Education, Bull. No. 47, U. S. Bureau of Education, 487-92. (1915)

8. "Exhibit 2", Appendix -117.

9. "Exhibit 1", Appendix -115, 116.

tendents of public instruction in Iowa, Maryland, Minnesota, Missouri, and Oregon contained similar data from them. (3) A schedule<sup>10</sup> was mailed to the superintendents of high schools, maintaining teacher-training departments in Kansas, Nebraska, New York and Oklahoma and to the principals of county training schools in Michigan, Ohio, and Wisconsin. The final figures for this group of states were obtained from data in the returned schedules.<sup>11</sup>

10. "Exhibit 2", Appendix 117.

11. Not all the teacher training departments in the seven states were reached by means of the schedules; some did not return the schedule; and in some cases the schedules received were discarded because they were incompletely filled out. In the latter group of schedules one or more items were omitted, a letter of description was substituted for the schedule, or they were returned blank. Wherever the acceptable schedules from a state established standards for the items in the incomplete ones from that state, the omissions were filled in and the schedules used in the tabulation; otherwise they were discarded. The facts concerning these schedules are shown in detail below:

State	Kans.	Mich.	Neb.	N. Y.	Ohio	Okla.	Wis.
No. of depts.	216	44	192	101	54	43	27
No. sent schedules	175	44	192	101	54	43	27
No. replying	74	30	65	39	30	17	15
No. discarded	11	14	26	17	6	7	4
No. used	63	16	39	22	24	10	11

## CHAPTER I.

## PRESENTATION OF DATA

I. TIME ALLOTMENTS. 1. Length of Recitation Periods. The item first considered is the number of minutes given to recitations in the courses in the curriculums of the fourteen states. The data bearing on this item are presented in Table I.<sup>12</sup>

---

12. In the organization of this and succeeding tables, only those courses specifically prescribed in the curriculums of teacher-training departments in high schools and county training schools have been included. For example, Kansas, Maryland, Michigan, Missouri, Nebraska, Oregon, Virginia, and Wisconsin have required specified courses in English, but Iowa, Minnesota, New York, Ohio, Oklahoma, and Vermont have made more general entrance requirements, such as the completion of one, two, or three years of high school work. Since English is generally required during the three first years in high school, it is probable that the students entering the teacher-training institutions in the latter group of states have had much more preparation in English than the data in the tables indicate. Since other high school subjects are not generally required, in the first three years of high school, the situation pointed out in English applies to them less frequently. In cases where the number of minutes given to recitations was omitted or doubtful, the minimum requirements of the North Central Association of Colleges and Secondary Schools have been used. This practice is justifiable since practically all high schools maintaining teacher-training departments meet the requirements of the association. The course listed "library training" in the county training schools of Wisconsin was reported by separate schools as "library methods", "library training", "library reading", and "cataloging". In one of the same schools a course called "sentential analysis" was reported. Since no other school listed such a course, it has been omitted as not being representative of the system.

TABLE I

Number of Minutes Given to Recitations.

Courses	Iowa	Kan.	Md.	Mich.	Minn*	Minn**	Mo.	N.J.	N.Y.	Ohio	Okla.	Ore.	Vt.	Va.	Wis.
Agriculture	40	42	40	42	40	40	40	41	42	53	44	40	40	40	42
Algebra	40	40					40								
American History	40	43	40	43	30	40	40	41	42	53	44	40	40	40	43
Arithmetic	40	42	40	42	30	40	40	41	42	53	44	40	40	40	42
Civics	40	42	40	42	30	40							40		42
Construction Work					40	40									38
Country Life Problems						40									
Country School Management					30	40									
Domestic Science	40		40		40	40				55	44				40
Drawing			40	37				41	42	54					37
Economics	40														
English		40	40	42			40	40				40		40	42
Foreign Language								40							
Geography		42	40	40	30	40	40	41	42	53	44		46	40	43
Geometry		40					40								
Grammar	40	42	40	42	30	40	40	41	43	53	44	40	40	40	42
History (other than American)							40	40						40	
History of Education			40											40	
Industrial Arts										53					
Latin			40												
Library Training															41
Manual Training					40	40					44				
Mathematics								40						40	
Mental Arithmetic								41							
Methods		42							42	54				40	
Music				33						53					26
Pedagogy	40			42	30	40		41							43
Penmanship				31				40			44				36
Physics	40	42	40												
Physiology	40	42	40	42	30	40		41	42	53	44		40		41
Play and Games															40
Principles of Education			40							54			40		
Psychology		42	40	42			40		42	57	44		40	40	41
Reading	40	42	40	42	30	40	40	41		51	44			40	43
Rural Economics															40
School Law			40	42					41			40	40		
School Management		42	40	40				40	41	53				40	40
School Reports											40				
Science							40	40						40	
Science of Teaching											44				
Spelling		40						41	27		44				39
Story Telling					30										
Teaching Process												40			
Theory of Teaching															43
Vocational Subject							40								

\* The first column labeled "Minnesota" contains data from those departments organized on the semester basis. The second column so labeled presents the data from the departments in this state organized on a three-term plan. This plan of distinguishing between the two forms of organization has been followed in all succeeding tables, because the two methods of organization are used in this state.

From left to right this table reads: In Iowa 40 minutes are given to each recitation in agriculture, in Kansas 42, in Maryland 42. From the top down it reads: Iowa gives 40 minutes to each recitation in all courses offered; Kansas gives 42 minutes to each recitation in agriculture, 40 in algebra, 43 in American history. The variation in the number of minutes given to recitations in a given course in the different states is obtained by reading across from left to right and the variation in a given state in different courses by reading from the top down.

The horizontal columns show wide variation in the number of minutes devoted to recitations in many of the courses offered in the different states. For example, in American history, arithmetic, geography, grammar, physiology, and school management, the length of the recitation period varies between 30 minutes in the Minnesota departments organized on the semester basis and 53 in the county training schools of Ohio; in civics between 30 in these same departments of Minnesota and 42 in Kansas, Michigan and Wisconsin; in drawing between 37 in Michigan and Wisconsin; and 54 in Ohio; in methods between 40 in Virginia and 54 in Ohio; in pedagogy between 30 in Minnesota departments organized on the semester basis and 43 in Wisconsin; in penmanship between 31 in Michigan and 44 in Oklahoma; in principles of education between 40 in Michigan and Vermont and 54 in Ohio; in psychology between 40 in Maryland, Missouri, Vermont, and Virginia and 57 in Ohio; and in spelling between 27 in New York and 44 in Oklahoma. In other courses a fair degree of standardization has been attained. This applies to courses in construction work, English, physics, and school law in which the range of recitation minutes is negligible. Algebra, geometry, history (other than American), history of education, mathematics, and science all have forty minutes.

recitations. The data show most striking differences in subjects normally belonging to professional courses and in those included in elementary school curriculums. Since these are the courses fostered by teacher-training departments, it is obvious that they are made to meet the conditions existing in individual states rather than any standards derived from needs common to this type of training. A fair degree of standardization is shown in courses usually included in high school courses of study. This uniformity may be credited to such agencies as the North Central Association of Colleges and Secondary Schools, for a large number of the high schools maintaining teacher-training departments meet the requirements of this association.

The vertical columns reveal much closer agreement in length of recitations in different courses of a given state. In 11 of the 14 states the range between the longest and shortest recitation periods is six minutes or less, in Minnesota 10, in Michigan 12, and in New York 16. Evidently in the greater number of states the introduction of these departments has not interfered with time schedules. This greater degree of uniformity shown in the vertical columns warrants the conclusion that teacher-training courses have been fitted to time allotments in individual states rather than adjusted to meet any needs peculiar to this type of training.

A summary of the information in Table I is presented in Table II.



TABLE II

Table of Frequency. Number of Minutes Given to Each Recitation.

Length of Recitations	Number of Courses
30 minutes or less	12
From 31 to 35 minutes	2
From 36 to 40 minutes	113
From 41 to 45 minutes	71
From 46 to 57 minutes	16

The table shows 14 courses having recitation periods of 35 minutes or less in length. There are 113 with periods of from 36 to 40 minutes, but 108 of these are 40 minutes. Seventy-one range between 41 and 45 minutes and 16 have from 46 to 57-minute periods. In spite of the wide variations among the different states pointed out in the horizontal columns of Table I, there is a clearly defined tendency for the periods to be between 40 and 45 minutes in length. Of the 214 courses 179 fall within these limits. Reference to Table I shows that of the 19 courses having recitation periods less than 40 minutes in length 10 are found in the Minnesota departments which are organized on the semester basis, and of the 16 courses having periods more than 45 minutes in length 15 are in the county training schools of Ohio, where the standard recitation is 50 minutes or longer.

3. LENGTH OF COURSES. The next item considered is the number of weeks given to each course. In Table III the data on this item are presented for each course in the curriculums of the fourteen states. This table is constructed on the same plan and reads

in the same fashion as Table I.

The horizontal columns show wide ranges in the number of weeks devoted to a given course in the different states. For example, agriculture is given 36 weeks in Maryland and Missouri, but only 11 in Oregon and Vermont. American history extends through 40 weeks in New York but only 11 in Oregon and Vermont. Arithmetic is given 20 weeks in Wisconsin but only 6 in Maryland. These illustrations are typical of those in other courses offered in more than one state, as shown by the data in the table. In 11 courses the range is between 20 and 50 weeks, and in 22 courses between 12 and 50 weeks. Courses in agriculture, construction work, domestic science, and manual training in Minnesota are not given a definite number of weeks, but a certain number of recitations is required. The facts presented in this table show most strikingly an utter lack of agreement in the number of weeks devoted to a given course in different states. Each state seems to have established its own standards without regard to the practices of other states.

Just as great dissimilarities in the number of weeks given to different courses in the same state are shown in the vertical columns. Take a few representative states for illustrations. Kansas requires 108 weeks in English, and but 9 in school management. In Michigan penmanship is given 34 weeks and school law but 4. In 11 of the 14 states the differences in number of weeks between the longest and shortest courses range from 21 to 135 weeks. There is considerable disagreement in the number of weeks given to different courses in the same state.

These facts raise a number of pertinent questions. Why should agriculture have but 11 weeks in Vermont and Oregon, and 36

in Maryland and Missouri ? Does its importance to the rural teacher vary so much from state to state ? Is algebra twice as important in the training of a teacher for the rural schools of Kansas, as for the country schools of the neighboring state of Missouri ? Is arithmetic three times as important to the rural teacher of Kansas as of Oklahoma, but only twice as much so to the one in Missouri ? Are the teachers from these teacher-training departments of Minnesota which are organized on the three-term basis, the only ones who need a course in country life problems ? Will the teacher of Oklahoma need twice as much training in domestic science as the one in Ohio ? Why should the prospective teacher in Maryland spend over thirteen times as many weeks on drawing as the one in Nebraska ? Why should Michigan require only one-sixteenth as much English as Virginia ? Why should a teacher in New York need over six times as many weeks in grammar as one in Oklahoma, but only four times as many as one in Nebraska ? Is school law five times as helpful to a rural teacher in New York as one in Michigan or Ohio ? Is algebra three times as important to a rural teacher of Iowa as arithmetic ? Is agriculture less than half as important to a teacher of Kansas as algebra ? Is Latin six times as important in the equipment of a rural teacher in Maryland as arithmetic ? Does a teacher in Michigan need three times as many weeks of training in music as in reading ? Does the teacher in Missouri need twelve times as many weeks in English as in geography ? Why should the prospective rural teacher in Nebraska be required to take twelve times as many weeks in a foreign language as is required in arithmetic ? All these questions lead to the conclusion that no standards have been arrived at in either the number of weeks through which a given course shall extend in the different states or the number of weeks given to different courses in a given

TABLE III

Number of Weeks in Each Course.

Courses	Iowa	Kan.	Md.	Mich.	Minn.	Mo.	Neb.	N.Y.	Ohio	Okla.	Ore.	Va.	Wis.
Agriculture	18	32	36	20	*	36	19	20	20	34	11	11	18
Algebra	54	72			-	36							
American History	18	36	27	11	18	36	22	40	15	36	36	8	17
Arithmetic	18	18	6	19	18	9	9	20	16	6	9	8	20
Civics	18	18	18	10	6							6	13
Construction Work													
Country Life Problems					*								8
Country School Management					18								
Domestic Science	18		18		*								18
Drawing			54	39	-		4	19	20	40			10
Economics	18												
English		108	36	9		108	72				108	144	10
Foreign Language							108						
Geography		12	18	18	18	9	10	22	15	6		6	9
Geometry		36				36							14
Grammar	18	12	6	18	18	9	10	40	15	6	9	12	9
History (other than American)						36	36						18
History of Education			18										36
Industrial Arts													36
Latin			36						23				
Library Training													22
Manual Training					*					36			
Mathematics					*								
Mental Arithmetic						72							108
Methods		9				4		20	19				24
Music				30					20				32
Pedagogy	36			16	18	12	18						17
Penmanship				34			6			3			15
Physics	36	36	18										
Physiology	18	18	18	7	6	6	5	19	18	6		4	10
Play and Games													15
Principles of Education		18							18			20	
Psychology		18	18	17		18		20	18	18		11	18
Reading	18	12	9	10	18	12	9	10	16	6			9
Rural Economics													11
School Law			18	4				20			4	11	
School Management		9	36	10			18	19	18				18
School Reports											2		11
Science							36	36					72
Science of Teaching										18			
Spelling			6					2	20	3			15
Story Telling					6								
Teaching Process											12		
Theory of Teaching													13
Vocational Subject							36						

\* In the course marked "-" in the columns for the teacher training departments of Minnesota the curriculums do not designate the number of weeks through which the courses extend, but merely give the number of recitations.

state. Each state seems to have worked independently of the others in organizing its curriculum. Neighboring states show as wide variations as do those widely separated from each other. The evidence points overwhelmingly toward the lack of standardization in the number of weeks given to these courses.

The data presented in Table III are summarized in Table IV.

TABLE IV.

Table of Frequency. Number of Weeks in Courses.

Length of Courses	Number of Courses
6 weeks or less	27
From 7 to 9 weeks	20
From 10 to 12 weeks	29
From 13 to 18 weeks	60
From 19 to 30 weeks	27
From 31 to 36 weeks	28
From 37 to 72 weeks	9
From 73 to 144 weeks	6
No definite number	8

There are 214 courses in the curriculums of the 14 states. One-eighth of them continue for six weeks or less; almost one-fourth, nine or less; over one-third, twelve or less; almost two-thirds, eighteen or less; and only nine extend from eighteen weeks to an entire year. It is evident that the teacher-training departments and the county training schools are dealing to a very large extent in short courses. Reference to data in Table III shows that these short courses are not limited to "review" subjects alone, such as American history, arithmetic, drawing, geography, etc., for agriculture receives only 11 weeks in Oregon and Vermont, methods but 9 in



Kansas, psychology but 11 in Vermont, rural economics only 8 in Wisconsin, school law 4 in Michigan and Oregon, and school reports but 2 in Oregon.

3. TOTAL NUMBER OF RECITATIONS PER COURSE. The data bearing on this point are presented in Table V. This table is similar to Tables I and III.

A given course receives varying numbers of recitations in different states as indicated by data in horizontal columns. Oklahoma gives almost five times as many recitations to agriculture as Minnesota; Wisconsin six times as much to music as Ohio; and Iowa five times as much to reading as Maryland. There is just as great disagreement in other courses as shown by the data in the table. In 23 courses the state devoting the maximum number of recitations to each spends from two to fifteen times as many as the one giving the minimum. Construction work, geometry, and history (other than American) show slight if any differences. These columns point out many fluctuations in the total number of recitations allotted to the same course. Each state disregards practices of the others and blindly strikes out for itself.

In this table the vertical columns show a general lack of uniformity in the number of recitations received by the several courses in each state. In 13 of the 14 states from three to twelve times as many recitations are given to the course receiving the fewest recitations as to the one securing the greatest number. There is no uniformity in the practices of the states.

This table discloses many incongruities. It is difficult to see why five times as many recitations should be given to agriculture in Missouri as in Minnesota; or why Kansas spends twice as

many recitations on mathematics as the adjoining state of Missouri. No suggestion is made as to how teachers in Ohio and Vermont are able in their preparation to economize so much time in history. Providing the standards of achievement are the same, Wisconsin would do well to adopt in arithmetic the policies and methods of Maryland or Oklahoma which give only one-third as many recitations to the course. It seems poor economy for Iowa and Kansas to spend three times as many periods on civics as Minnesota and Vermont. Does the rural teacher in Oklahoma need ten times as much instruction in domestic science as the country teacher in Maryland, or is it ten times as difficult to master in the former state, or do the needs of the rural people in the former state demand ten times as much of it? No attempt is made to explain why a rural teacher in Virginia should need 180 recitations in history of education, while in the adjoining state of Maryland only half as many are necessary. The presence of many problems of this type points out the fact that the states have not co-operated in working out their curriculums.

The data in Table V have been summarized in Table VI.

Table VI.

Table of Frequency. Total Number of Recitations per Course

Number of Recitations per Course	Number of Courses
From 10 to 30	33
From 31 to 60	77
From 61 to 90	49
From 91 to 200	45
From 201 to 720	11

The course receiving the fewest recitations is given only 10, and the one given the largest number 720 or seventy-two times as





many. Approximately one-seventh of the 214 courses have 30 or less recitations per course; over one-half, 60 or less; and almost three-fourths, 90 or less. This is additional evidence that the teacher-training departments and county training schools are heavily loaded with short courses. The fact that 37 of the 44 types of courses offered have 90 or less recitations devoted to them in some one state is convincing proof that these short courses are not limited to "review subjects", but prevail quite generally throughout all the courses in the curriculums.

4. TOTAL NUMBER OF RECITATION MINUTES PER COURSE. The data bearing on this item are arrayed in Table VII. It is interpreted in the same manner as Tables I, III, and V.

This table shows wide divergencies in the total number of recitation minutes given to a course in the several states. Grammar is given but 1200 minutes in Maryland, and 7561 in New York. In Oklahoma 660 minutes are given to penmanship, while the same course receives 3832 in Michigan. These are typical of data bearing on the other courses as indicated by this table. In 25 courses the maximum is from 2 to 54 times the minimum number of minutes given to the courses. Only two courses, geometry and history (other than American), receive the same number of recitation minutes in all the states offering them, but they are offered in only two and three states respectively. In 7 of the 14 states the course receiving the greatest number of recitation minutes is given 10 or more times as many as the one receiving the least number, and in but four states is this range less than five times as many.

The data of Table VII are summarized in Table VIII.

TABLE VIII.

Table of Frequency. Total Number of Recitation  
Minutes per Course.

Total Number of Recitation Minutes	Number of Courses
From 400 to 1000	16
From 1001 to 2000	50
From 2001 to 3000	60
From 3001 to 4 000	42
From 4001 to 5000	7
From 5001 to 6000	2
From 6001 to 7000	1
From 7001 to 28800	36

The range is from 400 to 28800 recitation minutes. Of the 214 courses 168 or over three-fourths are 4000 minutes or less in length . Since some of these departments are organized on a ten-month basis, few of these 168 courses represent more than a semester's work. Not over one in four of these courses continue longer than one semester. Over half of them continue much less than one semester. It is obvious that these teacher-training institutions are short course schools.

The data in Table IX show the total number of recitation minutes that are required by the entire course in each of the states.

TABLE IX.

Total Number of Recitation Minutes Required in the Entire Course in the Teacher Training Departments and County Training Schools of the Fourteen States.

Iowa	57,600
Kansas	91,174
Maryland	55,440
Michigan	43,788
Minnesota (organized in semesters)	28,800
Minnesota (organized in three terms)	27,600
Missouri	86,400
Nebraska	88,194
New York	43,500
Ohio	35,770
Oklahoma	47,591
Oregon	38,200
Vermont	19,400
Virginia	103,680
Wisconsin	60,670

The data in this table show that the states have failed to arrive at agreement in the total amount of time that is required for this training. Vermont, requiring the fewest number of recitation minutes, spends 19,400. Virginia, demanding the largest number of recitation minutes, insists on 103,670. Between these extremes there is no place at which an agreement approaching standardization has been reached.

## II. LACK OF STANDARDIZATION

In an attempt to find some trace of agreement in the practices of the 14 states the data in Table VII have been arbitrarily divided into four groups and subjected to further analysis: (1) courses appearing in the curriculums of less than half the states; (2) those found in half or more of the 14 states; (3) such courses as are usually termed professional; and (4) courses commonly occurring in rural school curriculums. This more detailed treatment of data in Table VII than those in Tables I, III, and V is justified for two reasons: the data in Tables I, III, and V are not comparable, for variations in the length of recitation periods, the number of weeks through which courses extend, or the total number of recitations change the total number of recitation minutes per course. The data in Table VII are comparable, because all three factors have been included in their computation. In the second place, since the data have been reduced to a comparable basis, it is possible that the states have arrived at rough standards in the total time expended on courses appearing in less than half of the states, those found in half or more of the states, those classified as professional, and those commonly offered in the curriculums of rural schools.

### 1. COURSES APPEARING IN LESS THAN HALF OF THE 14 STATES.

Listing "country school management" under "school management" there are thirty-two courses in this group. Referring to data presented in Table VII, drawing is offered in six states, but receives three times as many recitation minutes in New York as in Nebraska. Spelling is included in the curriculums of five states, but is given over five times as many minutes in Wisconsin as in Nebraska. Methods,

penmanship, and school law are offered in four states each. The range between the maximum and minimum number of recitation minutes allotted to each is from two to six times as many on the former as on the latter. Eight courses are offered in three states each. In six of them the range between the longest and shortest time spent on each is from two to six times the latter. In history, (other than American), and pedagogy this range is insignificant. History of Education offered in but two states is given over three times as many minutes in Virginia as in Maryland. There are four courses offered in two states each. Fifteen courses appear in the curriculum of only one state each. It is self evident that the states offering these courses have not arrived at a uniform estimate of their relative values. Each state puts into its curriculum such courses as it desires without regard to the practices of other states. The amount of time given to the courses is determined by subjective rather than objective methods. The process is purely empirical. As one result of this wasteful and costly procedure one-third of the different courses offered in these 14 states appear in but one state each, and thirty of them appear in four or less states each. The time costs of these courses have been computed and are presented in Table X.

TABLE X.

Showing Time Costs of Courses Appearing in Less than Half of the 14 States and Courses Found in only one State each.

State	Appearing in less than half of the states	Appearing in only one state
Iowa	21600	3600
Kansas	30984	
Maryland	19920	5760
Michigan	12676	
Minnesota (organized in semesters)	4260	900

TABLE X continued.

State	Appearing in less than half of the states	Appearing in only one state
Minnesota (organized in three terms)	4560	1200
Missouri	28800	7200
Nebraska	64189	22421
New York	9247	
Ohio	11491	1405
Oklahoma	8906	3960
Oregon	3600	2800
Vermont	4000	
Virginia	46080	
Wisconsin	24674	9252

This table discloses striking variations. Nebraska requires 64189 recitation minutes of work that is not approved by as many as half of the states. Oregon has only 3600 minutes not found in at least seven other states. There is no tendency toward agreement, as the other states range between these extremes. The second column reveals just as striking conditions. Nine states have from 1200 to 22421 minutes of work required by no other state. The other five have no such courses.

The facts in this table challenge this sort of practice. Is it plausible that rural conditions are so varied, as to fluctuate widely from state to state? On what basis does Nebraska justify the introduction of 12 times as many recitation minutes as Minnesota of work appearing in the curriculum of no other state? May not such instances represent the whims, fads, and frills of those writing the courses of study rather than the real needs of this type of training? May they not be the price of wanton individualism? If so, tremendous prices are being paid for these idiosyncrasies. In order to have history of education in the course of study, which is found in only one other state, Virginia devotes as much time to

. TABLE XI.

Showing Time Allotted to Courses Appearing in Half or More of the States

Courses	Max- imum	Min- imum	Differ- ence	Av.	Iowa	Kan- sas	Mary- land*	Mich- igan	Minne- sota	Minne- sota	Mis- souri	Neb- raske	New York	Ohio	Okla- homa	Ore- gon	Ver- mont	Vir- ginia	Wiscon- sin
Agriculture	7515	1440	6075	4057	3600	6603	5040	4143	1440	1440	7200	3713	2384	2087	7515	2200	2200		3614
American History	8380	1600	6780	5348	3600	7486	4320	2235	2700	2400	7200	4477	8380	2309	7920	7200	1600	7200	3563
Arithmetic	4250	1200	3050	2920	3600	3786	1200	3915	2700	2400	1800	1900	4126	2512	1320	1800	1600	1800	4250
Civics	3736	900	2836	2807	3600	3736	2160	2096	900	1200							1200		2667
Domestic Science	8730	720	8010	3462	3600		720		2400	2400	7200**			1754	8730				2711
Geography	3816	1200	2616	2350		2519	1440	3816	2700	2400	1800	1900	3269	2131	1320		1200	1800	2906
Grammar	7561	1200	6361	3000	3600	2519	1200	3787	2700	2400	1800	1941	7561	2420	1320	1800	2400	1800	3905
Physiology	3729	800	2929	2255	3600	3729	3600	1500	900	1200		974	2375	1948	1320		800		2417
Psychology	4148	2200	1948	3510	3600	3736	3600	3564	2700	2400	3600		4148	3695	3960		2200	3600	2875
Reading	3600	720	2880	2420	3600	2519	720	2004	2700	2400	1800	1900		2295	1320			1800	2906
School Management	4320	1957	2363	2688	3600	1957	4320	2072	2700	2400	3600		2010	3128			2200	3600	2088

\* It has been impossible to ascertain the number of teacher training departments in Maryland. In computing the average for this state the estimate is made on the basis of one department

\*\* The data giving the number of students choosing household art subject were not available. In computing the average for this state of one case

In computing the average for

to meet the requirements made by Missouri for a vocational in domestic science the estimate has been made on the basis



it as to arithmetic, geography, grammar and reading combined. These conditions all point to a problem of no little moment. Is it not possible to devise a less expensive and a more desirable method of adjusting these variable subjects and their time costs to the basic principles underlying curriculum making ?

## 2. COURSES APPEARING IN HALF OR MORE OF THE 14 STATES.

There are eleven such courses appearing in the 14 curriculums. The time costs of these courses have been transferred from Table VII to Table XI. The first column in the table gives the maximum; the second the minimum; the third the difference between the two; and the fourth the average. The data in all of the horizontal columns show wide fluctuations, as pointed out in the discussion of Table VII. In the vertical column showing the maximum expenditures of time on the different courses there is a range of from 8730 in domestic science to 3600 in reading. The minima show variations of from 720 in reading to 2200 minutes in psychology. The differences show a more extreme divergence of from 8010 in domestic science to 1948 in psychology. The averages vary from 2255 in physiology to 5348 in American history. In only two cases, psychology and school management, is the average greater than the difference between the maximum and the minimum. Iowa gives the same number of recitation minutes to each of the ten courses offered in this group. All other states show a lack of uniformity in the time expended on different courses.

Table XII shows the total number of recitation minutes devoted to courses appearing in the curriculums of half or more of the states by each of the 14 states.

TABLE XII.

Showing Total Number of Recitation Minutes Devoted to  
Courses Appearing in Half or more of the States.

Iowa	36000
Kansas	60190
Maryland	35520
Michigan	31107
Minnesota (organized in semester)	24540
Minnesota (organized in three terms)	23040
Missouri	57600
Nebraska	24005
New York	34253
Ohio	24279
Oklahoma	38685
Oregon	34600
Vermont	15400
Virginia	57600
Wisconsin	35996

The data in the table show much disagreement in the practices of the 14 states as to amount of time spent on courses which are fairly constant in the 14 states. Kansas is most liberal toward this type of courses giving 60190 recitation minutes to them. Vermont requires but 15400 minutes. The other states range between these extremes. There is no clearly defined point about which they cluster.

3. PROFESSIONAL COURSES. Eleven courses have been placed in this group. The data concerning them have been arrayed in Table XIII. The number of minutes given to each of these courses in all the states offering it is given in the vertical column of totals. The horizontal column of totals show how many minutes are given to professional courses by each of the states.

Psychology and school management are the only courses which show any degree of constancy among the 14 states. The former

TABLE XIII

Showing Degree of Standardization in Time Allotted to Professional Courses in Fourteen States.

Courses	Iowa	Kan.	Md.	Mich.	Minn.	Minn.	Mo.	Neb.	N.Y.	Ohio	Okla.	Ore.	Vt.	Va.	Wis.	Total	
History of Education			2160						2806	3747				7200		9360	
Methods		1957														2880	11390
Pedagogy				3251				3657									10491
Principles of Education			2160										4000				10016
Psychology	3600	3736	3600	3564	2700	2400	3600		4148	3695	3960		2200	3600	2875	43678	
School Law			2880	606					2285							800	6571
School Management	3600	1957	4320	2072	2700	2400	3600		2010	3128			2200	3600	2088	33675	
School Reports																	400
Science of Teaching																	3960
Teaching Process																	2400
Theory of Teaching																	2792
Totals	7200	7650	15120	9493	5400	4800	7200	3657	11249	14426	7920	3600	8400	17280	11338	134733	

is offered in 12 and the latter in 11 states. Psychology receives the larger time expenditure. The time allotments given to each course vary very widely among the 14 states. The total amount of time given to professional courses by individual states ranges from 17280 in Virginia to 3600 minutes in Oregon. The states offering psychology devote a total of 43678 recitation minutes to it, while only 400 are given to school reports. Four of the 11 courses appear in but one state each. These data disclose some astonishing practices among the 14 states. Maryland, New York, Oklahoma, Virginia, and Wisconsin devote two or more times as many recitation minutes to professional courses as Minnesota, Nebraska, and Oregon. Virginia gives almost five times as many to them as Nebraska. With such wide discrepancies in time expenditures given to them among the states, is it not time that an effort should be made to determine the efficiency of the output from these various practices? If Nebraska with one-fifth the time cost can give rural teachers just as effective training in these courses, not only Virginia, but all of the other states could make profitable readjustments in their policies. Time could be saved so that other courses might be more strongly emphasized. For example, Virginia might be able to reduce somewhat its present excessive time requirements on students pursuing the course. Some constructive effort should be made to secure this type of information.

4. COURSES IN RURAL SCHOOL CURRICULUMS. Twelve such courses have been included in this classification. The data are presented in Table XIV.

American history, arithmetic, and grammar appear in all the curriculums. Civics, geography, physiology, and reading appear in a

TABLE XIV.

Showing Degree of Standardization in Time Allotted to Courses on  
on Subjects in the Curriculums of Rural  
Schools.

Courses	Iowa	Kan- sas	Mary- land	Michi- gan	Minne- sota	Minne- sota	Mis- souri	Neb- raska	New York	Ohio	Okla- homa	Ore- gon	Ver- mont	Vir- ginia	Wis- consin	Total
American History	3600	7486	4320	2235	2700	2400	7200	4477	8380	2309	7920	7200	1600	7200	3563	72590
Arithmetic	3600	3786	1200	3915	2700	2400	1800	1900	4126	2512	1320	1800	1600	1800	4250	38709
Civics	3600	3736	2160	2096	900	1200							1200		2667	17559
Drawing			2160	2380				807	2510	1340					2386	11583
Geography		2519	1440	3816	2700	2400	1800	1900	3269	2131	1320		1200	1800	2906	29201
Grammar	3600	2519	1200	3787	2700	2400	1800	1941	7561	2420	1320	1800	2400	1800	3905	41153
Mental Arithmetic								821								821
Music				2609						1143					3531	7283
Penmanship				3822				835		660					1912	7229
Physiology	3600	3729	3600	1500	900	1200		974	2375	1948	1320		800		2417	24363
Reading	3600	2519	720	2004	2700	2400	1800	1900		2295	1320			1800	2906	25964
Spelling			1200					469	1646	660					2450	6425
Total	21600	26294	18000	28164	15300	14400	14400	16024	29867	17418	14520	10800	8800	14400	32893	282880

large number of them. History, grammar, and arithmetic in the order named make the greatest demands on time costs. These three courses receive over half the time allotted to the entire group. They receive more time than is given by the 14 states to professional courses. New York devotes 29867 minutes to them and Vermont but 8800. The expenditures of the other states are distributed between these extremes. There is no evidence of uniformity among the states. The number of courses offered range from 3 in Oregon to all 11 in Wisconsin. Three states give less than six of them. The data reveal a variety of startling policies among the different states. If a rural teacher in Wisconsin needs 32893 recitation minutes of training in these subjects, certainly the conditions in Minnesota are not so different as to warrant only 15300 minutes in the latter state. If a teacher in Oregon can teach these subjects just as effectively in a rural school as one trained in Wisconsin, the latter state is wasting much time in giving courses in the 11 subjects and spending three times as many minutes on them as the former state. Nebraska devotes approximately one-fourth of the entire time on courses appearing in half or more of the curriculums, but offers a course in "mental arithmetic" which is given in no other state. Iowa places the same amount of time at the disposal of each of the seven courses offered. One is just as important as another, but no more so. It is one of two states that does not attach sufficient importance to geography to include it in the curriculum. Such practices question the wisdom of further pursuing a policy that is based on such arbitrary individualism and which is so dependent on trial and error.

## CHAPTER II

## CONTENT OF COURSES

I. NUMBER OF COURSES OFFERED IN EACH STATE. The least number appearing in the curriculum of any state is 8 in Oregon. Wisconsin with 22 has the largest number. Between these extremes there are- Vermont with 10, New York and Iowa 12, Virginia and Oklahoma 13, Minnesota, Missouri, and Virginia 14, Kansas and Ohio 15, Michigan 16, Nebraska 17, and Maryland 19. No agreement has been reached as to the number of courses offered in the curriculums. Wisconsin has almost three times as many as Oregon. Twelve of the 14 states require 12 or more courses.

II. CONSTANT AND VARIABLE COURSES. The data in Table VII show that 45 different courses are offered in the 14 states. Thirty of these (country school management is included with school management) are offered in two or more states each as shown in Table XV, which also shows the number of states offering each of the 29 courses.

TABLE XV.

Showing Courses Offered in Two or More States  
and Number of States Offering Each.

Name of Course.	No. of States Offering it.
Agriculture	13
Algebra	3
American History	14
Arithmetic	14
Civics	13
Construction Work	2
Domestic Science	7
Drawing	6
English	8
Geography	12
Geometry	2
Grammar	14
History (other than American)	2
History of Education	2
Manual Training	3
Mathematics	2
Methods	4
Music	3
Pedagogy	3
Penmanship	4
Physics	3
Physiology	11
Principles of Education	3
Psychology	12
Reading	11
School Law	4
School Management	11
Science	3
Spelling	5



In six courses- civics, domestic science, pedagogy, psychology, school law, and school management- the number of states offering them is not the same as indicated in the preceding tables. The reasons for making these changes are as follows: In the case of civics it is listed in Missouri<sup>13</sup> and Oklahoma<sup>14</sup> as "American History and Civics"; in Nebraska<sup>15</sup> it is recommended in the course of study prepared by the Department of Public Instruction, but not mentioned in the schedules returned from the departments replying; and in New York<sup>16</sup>, Oregon<sup>17</sup>, and Virginia<sup>18</sup> it is listed as "American History with Civics". Domestic science includes cooking, hot lunch, sewing, etc. It also meets the requirement made for a vocational subject in Missouri which makes the seventh state offering it<sup>19</sup>. In actual practice psychology is offered in twelve states. In Iowa the course in pedagogy is subdivided into psychology and school management as outlined in the syllabus of the courses<sup>20</sup>. In the departments of

- 
13. Missouri, Syllabus of Courses in Education Teacher-Training High Schools of Missouri, 1914, 9.
  14. Oklahoma, Outline of Requirements for Normal Training High Schools, Secondary Agricultural Schools, Denominational and Private Colleges with Respect to Certification of Graduates, 1915, 2.
  15. Nebraska, N. T. Bulletin No. 7, 1913, 22.
  16. New York, Handbook 29, 1914, 13.
  17. Oregon, Courses of Study in High Schools of Oregon, 1915-16, 11.
  18. Virginia, State Course of Study for Normal Training High Schools, 1915, 8.
  19. Missouri, Syllabus of Courses in Education Teacher-Training High Schools of Missouri, 1914, 9.
  20. Iowa, Circular No. 2, 1914.

Minnesota the course in pedagogy finds its data to a very large extent in the field of psychology as indicated by the syllabus of the course.<sup>21</sup> In a similar manner school management is found in 11 states. The course has been pointed out in Iowa in connection with the discussion of psychology. "Country school management" in Minnesota has been included in the more general classification of "school management." The course listed as "school law" in the data from Vermont is termed "School Law and Government" in the schedule filled in by the State Superintendent of Public Instruction.<sup>22</sup>

The table shows that agriculture, American history, arithmetic, civics, geography, grammar, physiology, psychology, reading, and school management are constant courses in these curriculums, since no one of them is offered in less than 11 of the 14 states. Domestic science, drawing, English, and spelling are offered in 7, 6, 8, and 5 states respectively; methods, penmanship, and school law in 4 each; algebra, manual training, music, pedagogy, physics, principles of education, and science in 3 each; and construction work, geometry, history (other than American), history of education, and mathematics in but 2 each.

There are 15 other courses -- country life problems, economics, foreign language, industrial arts, Latin, library training, mental arithmetic, play and games, rural economics, school reports, science of teaching, story telling, teaching process, theory of teaching, and vocational subjects-- offered in but one state each.

---

<sup>21</sup> Minnesota, Syllabus of Course in Pedagogy, 1916.

<sup>22</sup> Vermont, Exhibit 1 a, Appendix, p 115.

III. DIFFICULTIES IN DETERMINING CONTENT OF COURSES. It

is very difficult to make a proper classification of the several courses. For example, in many cases there seems no way of telling whether grammar is taught as a professional or non-professional course. If it is presented with the purpose of giving the student a firmer grasp of the subject matter, then it becomes almost entirely academic; but if the methods of presenting the subject matter to pupils in the elementary school are emphasized, the professional aspect becomes very prominent. Three factors make it very difficult to evaluate the courses: (1) the aims and purposes underlying the curriculums vary widely, (2) the practices vary from the underlying aims and purposes, and (3) there is no material available describing the courses in a number of states.

1. Non-uniformity of Aims and Purposes Underlying the Curriculums. In Virginia the curriculum is quite definite on this matter. It reads, "Subject matter is of more importance than method. No special attention should be paid to method. Do not study methods, but show or exemplify good methods by conducting the recitations of classes in a manner which illustrates the use of good methods."<sup>23</sup>

The position of Minnesota is quite the opposite. It is expressed as follows, "A detailed course of study cannot be included here but the following general principles concerning the course are inserted for the guidance of teachers and superintendents in charge of this work.

"(1) Method should be emphasized and all instruction given from the teaching point of view. This does not mean that academic

---

<sup>23</sup> Virginia, State Course of Study for Normal Training High School, 1915, 13.

work should be neglected but that work exclusively academic will not be sanctioned. Students seriously weak in academic work should be eliminated from the department and sent back to the high school or grades for needed preparation.

"(2) Each course in the common branches should cover these points: (a) A thorough review of the essentials of the subject. This review should not be a mere academic cramming, but should be given in connection with points b and c below. A good plan is to begin at once on points b and c and to stop for review and extensive study wherever the class shows weakness.

(b) The planning of a course in the subject for the several grades of a rural school.

(c) Definite and practical instruction in methods and aids for teaching this course throughout the grades of a rural school. To reduce the quantity of work involved in this undertaking, type studies should be selected as examples and fully treated, other topics and parts of the course being hastily covered by comparison and contrast.

(d) A special study of how to make rural adaptations in the subject under consideration and fit to the needs and experience of country children."<sup>24</sup>

Ohio takes a position intermediate between the two cases just stated. "Technique and scholarship, means and end, form and content, -- all these must be kept clearly and definitely in mind by the Director and instructors. To neglect either of these aspects is to fail to just that degree in the true training of teachers."<sup>25</sup>

<sup>24</sup> Minnesota, High School Board Rules Relating to High and Graded Schools, Bull. No. 45, 1914, 19.

<sup>25</sup> Ohio, Normal School Bulletin, 1915, 7.

It is obvious that in some states subject matter is given the stronger emphasis, almost to the exclusion of method; in others method takes precedence over subject matter; and in still other states an attempt is made to blend the two points of view. The first results in an academic course, the second in a highly professionalized one, and the third in a compromise between the two.

2. Variations in Practice from Aims and Purposes Underlying the Curriculums. It does not follow that the underlying principles of the curriculums in Virginia, Minnesota, and Ohio described in detail above are applied by the teacher of the course. In fact, the opposite point of view may permeate the actual practice in the classroom. An illustration from one of the teacher-training departments of Minnesota demonstrates such a situation. At the time of the visit the students in the department were working on the following test in English grammar. I. Tell what parts of speech each word is and parse all underlined words. It rains, and the wind is never weary. Neither a borrower nor a lender be. This is the best crop. Which does he want? He disobeyed me, his father. She gave me her best work. It is excellent to have a giant's strength, but it is tyrannous to use it like a giant. II. Fill the blanks with pronouns of the third person, singular number: It makes no difference to either you or \_\_\_\_\_. I knew it was \_\_\_\_\_. I knew it to be \_\_\_\_\_. She says you and \_\_\_\_\_ may go. \_\_\_\_\_ that cometh to me I will in no wise cast off. If I were \_\_\_\_\_, I would resist. Was it \_\_\_\_\_ I saw? She wants \_\_\_\_\_ and \_\_\_\_\_ to be prompt. It must have been \_\_\_\_\_. III. Write the possessive case, singular and plural, of - alumnus, aide-de-camp, elf, talisman, piano, hero, ox, baby, dwarf, Mr. Smith, turkey, and chief. IV. Give the use of the under-

lined words: Peter, the hermit, dressed in a coarse robe, and bearing in his hand a crucifix, traveled through Italy and France, preaching the duty of rescuing the Holy Sepulchre from the Mohammedans.

This test is barren of evidence that a course of study is being worked out for a rural school; it does not indicate that methods and aids for teaching grammar in the several grades of a rural school have been emphasized; and certainly at least the last two questions fail to show rural adaptation. The academic aspect alone is being checked up, which is directly opposed to the purposes of review courses outlined in the curriculum.

3. Lack of Descriptive Material Concerning Courses. In five states -- Maryland, Oklahoma, Oregon, Vermont, and Wisconsin -- it has been impossible to obtain detailed descriptions of the courses.

IV. CLASSIFICATION AND DISCUSSION OF CONTENT OF COURSES.

For the purpose of discussing the content of the courses in the 14 curriculums they have been divided arbitrarily into the following six classes -- professional courses, the common branches, courses dealing with country life problems, industrial, high school, and miscellaneous courses.

1. Professional Courses. History of education, methods, pedagogy, principles of education, psychology, school law, school management, school reports, science of teaching, teaching process, and theory of teaching are included in this group.

History of education is offered in Maryland and Virginia. In the former state it has been impossible to secure data relative to the content of the course. In Virginia, unless the student is a high school graduate, permission from the Department of Public Instruction is necessary for admission to the class. The course

may be completed in absentia as one of the requirements for the renewal of certificates. The text used is the History of Modern Elementary Education, by Parker.<sup>26</sup>

Methods is given in Kansas, New York, Ohio, and Virginia. There is no descriptive material concerning the course in New York. The scope and distribution of the lessons in the course in Kansas are as follows -- spelling, three; penmanship, one; language, three; grammar, three; reading, five; drawing, one; music, one; handicrafts, three; geography, two; history, three; civics, one; arithmetic, three; physiology and hygiene, one; and agriculture, two. One lesson is devoted to each of the following topics -- function of subject matter, course of study, interest, generic and specific values, needs and problems, correlation and alteration, drill, inductive and deductive methods, assignments and class mechanics. The text followed is Teaching the Common Branches, by Charters.<sup>27</sup> In the course offered in Ohio aims, attitudes, capacities, and needs of pupils, motivation, typical processes of teaching, and essentials of lesson plans are emphasized.<sup>28</sup> In Virginia the main points of the course are: aims of education, individual differences, course of study, presentation of subject matter, types of lessons, and lesson plans. The text is the same as in Kansas.<sup>29</sup> It is obvious that these three states have not agreed in the content of this course. No two of them show much similarity. Although the texts are the same in Kansas and Virginia, the one deals with the course in detail, while the other gives it a very general treatment.

<sup>26</sup> Virginia, State Course of Study for Normal Training High Schools, 1915, 53.

<sup>27</sup> Kansas, Manual for the Normal and Industrial Training Courses, 1914, 76-78.

<sup>28</sup> Ohio, Normal School Bulletin No. 6, 1915, 15-16.

<sup>29</sup> Virginia, State Course of Study for Normal Training High Schools, 1915, 36-39.

Principles of education is offered in three states, but Ohio is the only one from which detailed data were secured. The primary consideration in the course is the nature of the learning process. The laws of sense perception, self-activity, interest, attention, apperception, and habit formation are discussed.<sup>30</sup>

In three states -- Michigan, Nebraska, and Wisconsin -- it has been impossible to classify pedagogy with psychology or school management or both. Michigan is the only state from which data were available. It is difficult to determine the character of the course, as there is no clear line of demarcation between it and psychology and school management. The year is divided into quarters. The first quarter the course is listed as psychology, the second as psychology and pedagogy, the third as pedagogy, and the fourth as pedagogy and school management. Evidently the makers of the course failed to define the nature and scope of it.<sup>31</sup>

Psychology is offered in 12 states. Data are not available bearing on the content of the course in Maryland, Oklahoma, Vermont, and Wisconsin. In Iowa the course is based on the Mind and its Education, by Betts. In the outline the text is followed closely.<sup>32</sup> A similar policy is pursued in Kansas.<sup>33</sup> In Michigan the text used is Theory of Teaching, by Salisbury. The statement is made that only fundamentals are taught and there is no attempt made to give an extensive course.<sup>34</sup> In Minnesota pedagogy, which has been classified as psychology, has four main divisions -- elements of class technique, elements of child study, laws and principles of

<sup>30</sup> Ohio, Normal School Bulletin, No. 6, 1915, 14.

<sup>31</sup> Michigan, County Normal Bulletin No. 1, 1912, 11-18.

<sup>32</sup> Iowa, Circular No. 2, 1914, 7-39.

<sup>33</sup> Kansas, Manual for Normal and Industrial Training Courses, 1914, 70-75.

<sup>34</sup> Michigan, County Normal Bulletin No. 1, 1912, 11-12.



teaching, and class management and discipline. The basic texts recommended are Principles of Teaching by Thorndike, Teaching Processes by Strayer, Types of Teaching by Earhart, and Fundamentals of Child Study by Kirkpatrick.<sup>35</sup> In Missouri it consists of two parts,-- the study of the mind and of the body and its health. The former follows the Mind and its Education by Betts very closely and the latter takes up the problems of school sanitation and hygiene.<sup>36</sup> In New York it is divided into two parts, - descriptive and genetic psychology. Under the former are discussed knowing, feeling, will, attention, interest, association, appreciation, intuition, habit, character, and physical concomitants of feeling, emotion, and sentiment. The latter deals with factors in development, and order of development.<sup>37</sup> The Ohio curriculum urges that the course be elementary in character. Mind behavior, stimulation, response, and their applications to learning and teaching are the topics studied. The method of introspection is recommended.<sup>38</sup> The course offered in Virginia follows very closely the one in Missouri.<sup>39</sup> The data show that in psychology no agreement has been reached as to the content of the course. There are wide variations in the topics treated, the texts adopted, and the methods pursued. The Mind and its Education is the text most frequently used.

School law is offered in four states, but data were not obtained concerning its content in Maryland and Oregon. In Michigan it dwells on laws relating to school boards and teachers, their duties, reports, teachers' contracts, and compulsory education.<sup>40</sup>

35 Minnesota, Syllabus of Course in Pedagogy, 1915.

36 New York, Training Class Syllabus, 1913, 7-14.

37 Missouri, Syllabus of Courses in Education Teacher-Training High Schools, 1914, 24-30.

38 Ohio, Normal School Bulletin No. 6, 1915, 14.

39 Virginia, State Course of Study for Normal Training High Schools, 1915, 21-27.

40 Michigan, County Normal Bulletin, No. 1, 1912, 18.

The course provided in New York is much more elaborate. It in-<sup>42</sup>  
cludes districts, school buildings and sites, district, town, county,  
and state school officials, taxes, compulsory education, course of  
study, textbooks, teachers and their training, and nonresident  
pupils.<sup>41</sup>

School management is offered in 11 states. Detailed infor-  
mation of the courses in Maryland, Oregon, and Vermont has not been  
available. In Iowa the course follows very closely the Teacher and  
the School, by Colgrove, which is the adopted text.<sup>42</sup> In Kansas  
it is based on the New School Management, by Seeley.<sup>43</sup> Classroom  
Management, by Bagley, is the text used in Michigan.<sup>44</sup> In Minne-  
sota no one text has been prescribed, but a number have been recom-  
mended for reference work. Among these are Rural School Manage-  
ment and Method, by Culter and Stone; Rural Life and Rural Education,  
by Cubberley; and Country Life and Country School, by Carney.<sup>45</sup>  
In Missouri the course is called school management and administra-  
tion. There are four main divisions in it, - school equipment  
and its use, the teacher, school management and administration, and  
rural school problems and improvement. The character of the course  
is summarized in the following statement, "In addition to the usual  
problems of schoolroom management, the relation of the teacher and  
school to the community and state and a brief survey of rural life  
problems have been included in this course."<sup>46</sup> The purpose of the  
course in Ohio is expressed in the following statement, "The student

41 New York, Training Class Syllabus, 1912, 59-63.

42 Iowa, Circular No. 2, 1914; 40-80.

43 Kansas, Manual for Normal and Industrial Training Courses, 1914,  
79-81.

44 Michigan, County Normal Bulletin, No. 1, 1912, 17-18.

45 Minnesota, Syllabus of Course in Country School Management, 1915.

46 Missouri, Syllabus of Courses in Education Teacher-Training High  
Schools, 1914, 30-37.

should be made to feel intensely as possible the spirit of reform as regards making the rural school a real source of enlight<sup>en</sup>ment and inspiration to the whole community. Important service can be rendered in this direction by showing the relation of the rural school to such problems as rural community leadership, the apparent decay of the rural church, and the improvement of rural living conditions." In the curriculum prescribed by the state the course is listed as "rural school management", but in the schedules filled in by the principals of the schools it is termed merely "school management."<sup>47</sup> The course in Virginia follows very closely the one outlined in Missouri.<sup>48</sup>

There are no data available concerning the content of the courses in school reports, science of teaching, teaching process, and theory of teaching.

The most striking feature in the data is the general lack of uniformity. The courses are literal hodgepodes. A large variety of titles is given to the same course, - as school management and administration, rural school management, and merely school management. Different degrees of emphasis are placed on them; for example, rural school management forms the chief portion of the course in Minnesota, but is given little attention in Missouri. The content of the courses vary widely, as shown by methods in Kansas, Ohio and Virginia. The subject matter of psychology includes principles of teaching, child study, school sanitation and hygiene, and descriptive and genetic psychology. There is no agreement in the texts used for the same course. In psychology three states use the Mind and its Education by Betts, while Michigan clings to the Theory of

<sup>47</sup> Ohio, County Normal School Bulletin No. 6, 1915, 15.

<sup>48</sup> Virginia, State Course of Study for Normal Training High Schools, 1915, 28-31.

Teaching by Salisbury. School management as presented in Classroom Management by Bagley is very unlike the treatment given in the New School Management by Seeley. The former is intensive, while the latter is elementary. The Rural School, its Management and Method, by Culter and Stone differs widely from either of the former ones. The texts may be similar, but the courses very much unlike, as is shown by methods in Kansas and Virginia.

2. The Common Branches. American history, arithmetic, civics, drawing, geography, grammar, mental arithmetic, music, penmanship, physiology, reading, and spelling, are included in this group. Each state offers four or more of them.

In Iowa six of the subjects -- American history, arithmetic, civics, grammar, physiology, and reading -- are offered. The following citations show that subject-matter receives primary emphasis and methods of teaching the subjects but very little attention.

"The object of the reviews is to thoroughly ground the pupils in the subject-matter of the branches reviewed. The need for a more thorough knowledge of the subject-matter on the part of high school students is so great that but little time may be found by the review teacher to dwell much upon method. - - - - - The 'review' subjects in the normal course will, if properly taught, afford many high school students their first 'clear view' of those subjects. - - - - - The reviews should clarify, intensify, and broaden the student's knowledge of the subjects reviewed. The chief thing to be emphasized in the reading class is the oral reading. If the high school normal training students who are to become teachers in the rural schools are to teach reading better than it has been taught, they must themselves be able to read with clear articulation, enunciation, good

Kansas offers American history, arithmetic, civics, geography, grammar, physiology, and reading. Twenty-one pages of the syllabus are given to American history. The first four pages are given over to a discussion of method, list of texts, helps, etc. The following are typical illustrations of the content of the four pages. "Beginning not later than the third grade, pupils should be introduced to the unconscious study of history through the medium of story and biography."<sup>50</sup> Taking a portion of the outline concerned with method,-

2. Methods of historical study.

A. In primary grades.

1. Subject matter.

- a. Character of.
- b. How obtained.
- c. How presented.
- d. How used by pupils.

2. What should be accomplished in -

- a. Biography.
- b. Anniversary celebrations.
- c. Current history.
- d. Historical reading and interest.<sup>51</sup>

The other seventeen pages are given over to an outline of the subject-matter. There is very little material in them which can be construed to deal with method.<sup>52</sup> Fourteen pages are given over to an outline of the course in civics which is barren of material concerning methods.<sup>53</sup> Ten pages are given to physiology; however, only one-half a page discusses methods.<sup>54</sup> Thirteen pages are given to arithmetic which are permeated with suggestions on method of presenting the material.<sup>55</sup> Geography, grammar and composition,

<sup>49</sup> Iowa, Circular No. 1, 1914, 6-7.

<sup>50</sup> Kansas, Manual for the Normal and Industrial Training Courses, 1914, 25.

<sup>51</sup> Ibid, 27.

<sup>52</sup> Ibid, 25-45.

<sup>53</sup> Ibid, 46-59.

<sup>54</sup> Ibid, 60-69.

<sup>55</sup> Ibid, 82-94.

and reading receive 7, 5, and 10 pages respectively. Each subject is treated similar to the method followed in arithmetic.<sup>56</sup> These illustrations show that in the same state different methods of treating the several "review subjects" are being used, as shown in American history, civics, and arithmetic. In the first method and subject-matter are kept separate; in the second subject-matter is emphasized and method omitted; while in the third the two are intermingled.

American history, arithmetic, civics, geography, grammar, penmanship, physiology, and reading are offered in Michigan. The content of the courses can be best shown by citations. "Emphasize the fundamentals of technical grammar. I. Principal parts of a sentence: subject, word, phrase, clause; predicate-verb, in some cases complement; kinds of complements, subjective or attribute, word, phrase, clause; object, word, phrase, clause; objective, word, phrase, clause."<sup>57</sup> The data on arithmetic is of a similar character.<sup>58</sup> "The important thing is the teaching of reading. Use the ordinary texts in reading from the first to the fifth readers, having the student actually prepare and read the lesson. Teach the students also how to select reading lessons from their text, that is, the natural order according to the subject-matter, and based on the time of the year, environment, and experience of children."<sup>59</sup> In geography, "Teach the students how to present the elementary and advanced textbooks in general use in the county and how to discriminate between important and unimportant matter. The academic side

<sup>56</sup> Kansas, Manual for the Normal and Industrial Training Courses, 1914, 95-116.

<sup>57</sup> Michigan, County Normal Bulletin No. 1, 1912, 12.

<sup>58</sup> Ibid, 12-14.

<sup>59</sup> Ibid, 14.

also will need to be emphasized."<sup>60</sup> In civics, "The subject of civics should be presented quite largely from the academic standpoint."<sup>61</sup> These facts show that different methods are used in presenting the different courses. The tendency is to emphasize the subject matter and neglect the method.

In Missouri American history, arithmetic, geography, grammar and reading are offered. American history is given as a regular high school course, hence method is not given much consideration. The other four courses give method the greater emphasis. The text followed is Teaching the Common Branches by Charters.<sup>62</sup>

In New York American history, arithmetic, civics, geography, grammar, physiology, and spelling are offered. The outline of the courses places much emphasis on method; for example five pages are given to arithmetic, but only one and a half of these to an outline of the subject-matter. The following is typical of the material dealing with method, "Problem making should become an important feature. Under the direction of a resourceful teacher pupils will acquire facility in the creation of problems and in their oral solution. When a pupil presents a problem he should be able to solve it. He should give a clear and complete solution, and at the same time avoid useless repetitions."<sup>63</sup> The other subjects are dealt with in a similar manner.<sup>64</sup>

The attitude of Ohio toward the character of review courses is stated as follows: "Students who have passed beyond the high school grades should no longer feel the need of going to school to

<sup>60</sup> Michigan, County Normal Bulletin No. 1, 1912, 17.

<sup>61</sup> Ibid, 17.

<sup>62</sup> Missouri, Syllabus of Courses in Education Teacher-Training High Schools, 1914, 15-24.

<sup>63</sup> New York, Training Class Syllabus, 1912, 5.

<sup>64</sup> Ibid, 3-7, 20-26, 33-59, 64-73.

review the common branches. There is demand, nevertheless, for these reviews in the county normal school. Directors are urged not to permit these reviews to usurp time and energy that rightly belongs to those courses which represent more accurately the purpose for which the normal school exists, viz: the impartation of training in the technique of teaching."<sup>65</sup> Courses are offered in American history, arithmetic, geography, grammar, penmanship, physiology, and reading.

The positions of Minnesota and Virginia have been presented in a previous statement.<sup>66</sup> Data are not available bearing on the content of the courses in Maryland, Nebraska, Oklahoma, Oregon, Vermont, and Wisconsin.

Only three states have descriptive material bearing on the course in drawing. The outlines in each of Michigan, New York, and Ohio are reproduced in their respective order. "This should include the fundamentals of mechanical drawing, and some blackboard sketching, color work if there is time. In connection with this work in drawing it would be beneficial if some time could be given to the study of pictures and the work of great artists. A list of these pictures is given in the State Course of Study. There are four little volumes entitled Sketches of Great Artists, intended for the lower grades, which would be extremely helpful and would add much to the general culture of both teachers and students."<sup>67</sup> "Training class students should make themselves familiar with the outline and material indicated in the Elementary Syllabus. A review of the principles of drawing is necessary, but practice in

---

<sup>65</sup> Ohio, Normal School Bulletin No. 6, 1915, 18.

<sup>66</sup> *Supra*, 35-36.

<sup>67</sup> Michigan, County Normal School Bulletin No. 1, 1912, 11.



the work for grade pupils is the most important feature of this course."<sup>68</sup> "The drawing course should enable the graduate to teach such important elements of school drawing as the mixing of colors, color contrasts, and color harmonies, simple object drawing, and mechanical drawing. It should also involve some study of the masterpieces of art, particularly those that are suitable for school and home decoration."<sup>69</sup>

The disagreement of the three states is apparent. Ohio bases the major part of its course on color, while Michigan advises taking up color, if time permits; but the latter state is devoting almost twice as much time to the course as the former. Blackboard sketching is urged in one state, but neglected in the other two. Two states urge the study of masterpieces of art. In all three states the suggestions have been made on the content of the courses, but no reference has been made as to the method of presenting the instruction.

The Michigan curriculum treats music as follows: "Teach staff exercises, note reading, the change of scales and keys, reading and writing of simple music, or in other words teach the elementary and fundamental things which every teacher should know. Then teach rote singing, having daily exercises if possible, teaching many songs suitable for schools."<sup>70</sup> The attitude of the curriculum in Ohio is quite different. "The course in music will be deemed sufficient if it deals only with singing. The possibilities of training in instrumental as well as vocal music through musical

<sup>68</sup> New York, Training Class Syllabus, 1912, 63.

<sup>69</sup> Ohio, Normal School Bulletin No. 6, 1915, 18.

<sup>70</sup> Michigan, County Normal Bulletin No. 1, 1912, 11.

clubs should nevertheless be pointed out."<sup>71</sup>

New York is the only state offering spelling that has recognized it in the syllabus. One page is given over to a brief outline in which many of the teaching problems are presented.<sup>72</sup> The other courses in this group have not been described as to their content.

The facts point to much variance in the policies and practices of the 14 states relative to the purposes and content of courses in review subjects. Virginia questions the possibility of imparting instruction in method. Such an attempt is challenged and considered futile. In Iowa mastery of subject-matter is held to be of supreme importance and method is ignored. The technical phase of grammar and the mere mechanics of reading comprise the content of these two courses in Michigan. Ohio divorces subject-matter and method in the implication that the technique of teaching belongs in the content of other courses. The most constructive attitude is found in Minnesota in which the review is given from the standpoint of the teacher; aids and devices for teaching are provided; a course of study for each grade is attempted; and special efforts made to adapt the subject-matter to rural conditions.

3. Courses Dealing with Country Life. Only two states offer such courses. In Minnesota Country Life Problems is given in the departments which are organized on the three-term basis. In Wisconsin Rural Economics is offered in the county training schools. Neither of these states has prepared a syllabus of its course.

4. Industrial Courses. This group contains agriculture, construction work, domestic science, industrial arts, manual training,

---

<sup>71</sup> Ohio, Normal School Bulletin No. 6, 1915, 18.

<sup>72</sup> New York, Training Class Syllabus, 1912, 45.

and vocational subject. Agriculture is included in 13 of the 14 curriculums, domestic science in six, and the others in two or less each.

In Iowa agriculture is pursued in a regular high school course in the subject.<sup>73</sup> The text used in Kansas is Elements of Agriculture, by Warren. In the syllabus 16 pages are devoted to the course. A number of references is given to sources from which texts and other supplementary material may be secured. The greater amount of space is given to an outline of subject-material and very little attention is given to the methods of teaching.<sup>74</sup> In Michigan the same text is used as in Kansas. No extensive outline of the course is given, but suggestions are made as to where supplementary texts may be secured.<sup>75</sup> The Minnesota course insists that the subject-matter be restricted to agricultural topics and that the course be supplemented by lessons in nature study presented in the general exercises.<sup>76</sup> The course is a regular high school subject in Missouri.<sup>77</sup> The same conditions prevail in Nebraska.<sup>78</sup> In Ohio the description of the course is very meager. It is summed up as follows,- "This is to be understood as a method course."<sup>79</sup> No data bearing on the character of the course in Maryland, New York, Oklahoma, Oregon, Vermont, and Wisconsin are available.

Domestic science is offered in six states and fills the requirement for a vocational course in Missouri. It has been impossible to secure descriptive material of the course in Maryland, Ohio, Oklahoma, and Wisconsin. In Iowa a syllabus has been prepared.

The bulletin consists of 95 pages of material giving texts, refer-

- <sup>73</sup> Iowa, Circular No. 1, 1914, 5.  
<sup>74</sup> Kansas, Manual for Normal & Industrial Training Courses, 1914, 117-144.  
<sup>75</sup> Michigan, County Normal Bulletin No. 1, 1912, 14.  
<sup>76</sup> Minnesota, Syllabus of Course in Agriculture.  
<sup>77</sup> Missouri, Syllabus of Courses in Education Teacher-Training High Schools, 1914, 9.  
<sup>78</sup> Nebraska, N. T. Bulletin No. 7, 1913, 17.  
<sup>79</sup> Ohio, Normal School Bulletin No. 8, 1916, 17.

ences to both books and pamphlets, suggestions on how to teach the subject-matter, and detailed outlines for 90 lessons. Quotations from it suggest the content. "The high school course in home economics has two chief aims in view. The first aim is to give the prospective teacher an interest in, and an intelligent understanding of the principles of good home-making.-----The Second aim is to give the student some definite ideas with regard to teaching the subject in a concrete way. In this kind of teaching there are at least five elements of success. They should be named in this order: Interest in subject, fund of knowledge, understanding of child nature, well-worked-out lesson plan, concrete teaching.-----There will be lessons in sewing, personal hygiene, home and school sanitation, as well as lessons on foods."<sup>80</sup> In Minnesota the course is subdivided into hot lunch and sewing. The following three principles are urged in presenting it: make rural adaptations, emphasize the teaching aspect, and require the students to keep notebooks with guides to teaching the work.<sup>81</sup> It is evident that the courses in these two neighboring states differ very widely in their content.

Construction work is offered in Minnesota and Wisconsin. The content of the course in Wisconsin is not described. In Minnesota the course insists on motivation of projects, close relation to other school work, thought content, educative value, and not carrying on the activity until it becomes a merely mechanical process. It is urged that the finished project should be interesting, useful, inexpensive, and as beautiful as possible.<sup>82</sup>

The course in industrial arts in Ohio includes a variety of activities as indicated by the following statement. "The county

<sup>80</sup> Iowa, Circular No. 4, 1915, 12.

<sup>81</sup> Minnesota, Syllabus of Industrial Courses, 1915.

<sup>82</sup> Ibid,

normal school should give some training in farm shop-work, basketry, weaving, needle-work, home decoration, and cooking."<sup>83</sup>

Manual training in Minnesota consists of jack knife and bench work. Organization of projects and the completion of them are encouraged.<sup>84</sup> The course in Oklahoma is given in the high school.

The data show that this group of courses overlaps very much in subject-matter; for example Industrial Arts in Ohio includes the different phases of all courses offered in the group. The states differ very much in the content placed in a given course. Agriculture as outlined in Kansas is very much different from the course offered in Minnesota. Domestic science in Minnesota does not attempt to cover the field of the course in Iowa. The courses are heterogeneous in character. Common principles do not underlie their outlines.

5. High School Courses. This group includes algebra, economics, English, foreign language, geometry, history (other than American), Latin, mathematics, physics, and science. These are required in the teacher-training curriculums of a few states each, but are given as regular high school courses.

6. Miscellaneous Courses. Library training, plays and games, and story telling comprise this group.

The data in this chapter indicate a general lack of uniformity. It does not seem reasonable that only eight courses are sufficient to train a rural teacher in Oregon, if twenty-two are required for one in Wisconsin. It is not easy to explain why the 14 states should have a variety of 45 kinds of courses when 10 of them offer only 15 or less courses each. The fact that 15

<sup>83</sup> Ohio, Normal School Bulletin No. 6, 1915, 18.

<sup>84</sup> Minnesota, Syllabus of Industrial Courses, 1915.

courses are offered in only one state each leads to the conclusion that courses of questionable value are being offered in states, or that some states are omitting a number of courses which have considerable value, or that the content of the courses has not been clearly defined and overlap. If the 13 other states find civics a profitable course to offer, it would seem necessary for Oregon to show a reason why prospective teachers of the state should not pursue the course. Reading is so fundamental in the educational process that it seems an unreasonable task for three states to produce convincing evidence that prospective rural teachers should be deprived of this course in their training. The same arguments hold relative to the few states offering geography, physiology, psychology, and school management. It has been pointed out that the same subject-matter is offered in courses of different classes. For example, school hygiene and sanitation are offered in psychology in Missouri, in domestic science in Iowa, and in physiology in 11 other states. In Minnesota rural school management receives primary importance as a topic in school management, while in Missouri it is merely a subdivision in the course. In drawing color is given much emphasis in Ohio, but scarcely considered in Michigan. Texts very much unlike in content are prescribed for the same course by different states, for example in school management. The same courses using the same texts may be very much different in separate states, for example methods in Kansas and Virginia. In some states review subjects deal entirely with subject matter, as in Iowa. In other states method receives chief emphasis, as in Minnesota; while other states attempt to develop both points of view, as Ohio. In view of this general lack of agreement among the courses in the different states the importance of determining the proper method of procedure is a

matter of much significance. The present method of organization is unscientific and inadequate. Some states must sustain flagrant losses if others are pursuing the proper policy. The need for a coöperative attempt at more scientific adjustment and uniformity is obvious.

## CHAPTER III.

## OBSERVATION AND PRACTICE TEACHING

In the preceding tables and discussions accompanying them, observation and practice teaching have been omitted because they are not well enough standardized in the states offering them to give data on which reliable estimates and comparisons may be based. In each school conditions inseparable from the organization peculiar to the local system must be met. The differing attitudes of superintendents, of principals of grade schools, of instructors in teacher-training departments, and of the grade teachers concerned tend to produce variations of methods used in providing these facilities. The sentiment of different school boards and, if observation and practice teaching in rural schools are attempted, the varying degrees of co-operation secured from district school boards and patrons, the accessibility of these schools, the means of communication and transportation, and the character of school plants make wide variations within the departments of the same state inevitable. The elementary schools are not subjected to the standardizing influences of such agencies as the North Central Association of Colleges and Secondary Schools which have been pointed out to have a standardizing effect on the work of the departments that fall in the secondary schools. Reliable data on which comparisons among the states could be based on such detailed items as length of recitation periods, number of weeks given to each, total number of recitations, and total number of recitation minutes were not available. For these reasons the data included in this discussion merely point out general tendencies



relative to observation and practice teaching as indicated by the curriculums studied.

I. IOWA. Observation and practice teaching are recommended, but no definite requirements are made as indicated in the following statement, "Each student enrolled in the normal training course should be required to do a certain amount of observation work and practice teaching. The observation work should precede practice teaching."<sup>85</sup> It is further recommended that the observation be of the lower grades and that it be done in connection with the course in pedagogy. Observation in rural schools is recommended to give the students an appreciation of rural conditions rather than insight into methods of instruction. It is urged that the co-operation of the county superintendent be secured; that students doing observation should be sent in small groups; and that they be accompanied by the teacher of pedagogy, or the city superintendent, and by the county superintendent.<sup>86</sup> The syllabus of the course in school management gives an outline of observation and practice teaching. The text used in this course is Teacher and the School by Colgrove. At the end of each chapter a detailed list of suggestions for observation is made. An examination of them shows that the chief emphasis is placed on observation rather than practice teaching. The following are questions typical of those prevailing throughout the syllabus: "Does the teacher take the fatigue of the children into account in the arrangement of her daily work?" "How often do parents visit the grade observed?" "Are the more difficult subjects placed in the more favorable part of the day?" "Is

85. Iowa, Circular No. 2, 1914, 4.

86. Ibid., 3-6

there sympathy between pupils and teachers ?" "Record the growth of some concept that underwent development during the recitation".<sup>87</sup>

Chapter IX of the text is based on the course of study. This is such an important topic that the outline for the observation and practice work is reproduced.<sup>88</sup>

1. Study the course of study offered in your school noting:

- (a) Subjects offered to develop knowledge, power, and skill.
- (b) How it secures continuity in the work of the school.
- (c) Standard of classification and advancement.

2. Observe the work in some grade and record whether the work -

- (a) Gives formal discipline
- (b) Is valuable for utility of knowledge
- (c) Socializes the individual
- (d) Creates interest by affinity with ideas already possessed by the child.

3. What evidences do you find in the work of the grade of

- (a) Correlation ?
- (b) Co-ordination ?

In 1913 a committee appointed by the High School Normal Training Round Table of the Iowa State Teachers' Association submitted three blanks to be used in observation. These are entitled observation record, rural observation blank, and observation blank on attention. The committee advises that the first be used in dealing with the material side of the school, the second in rural schools, and the third for special work on attention. The first two are pertinent to this discussion. The first one has five main divisions: physical condition of room, pupils, recitation, teacher, and general observation. The second one has for its first division "physical conditions". Under this term there are 15 subdivisions instead of only seven as in the first blank. In all other respects

87. Iowa, Circular No. 2, 1914, 40-80.

88. Ibid, 55-56.

the two blanks are identical. The only use of a term pertaining to the country is "rural" in the title of the second blank.<sup>89</sup>

Among the problems presented in the course in school management is the matter of fatigue. The questions evidently are formulated on the assumptions that fatigue is a serious handicap to the daily school work and that some portions of the day are more suited to the study of certain subjects than other parts of the day. These<sup>are</sup> matters on which psychologists are not fully agreed, but are accepted as helpful to the training of teachers in the training departments of Iowa. The outline on the course of study assumes an intelligent understanding of the whole question of formal discipline a doctrine which has been vigorously assaulted by many modern psychologists and very much discounted by present educational leaders. These more or less academic discussions are to be carried on by high school students without the background necessary to enter into them intelligently. The whole policy neglects to adapt the rural school curriculum to country conditions. The words "rural" and "country" are seldom used in the description of observation and practice teaching. In spite of the fact that writers on rural educational questions and rural school experts are placing strong stress on this point, in the outline for observation and practice teaching there is no attempt made to show the future teachers of rural schools how the wealth of rural environment in this great agricultural state may be incorporated into the course of study. There is an even more serious criticism against the practice. The outline of observation and practice teaching has been prepared by at least one rural school expert and the supervisor of teacher-

89. Iowa, Circular No. 2, 1914, 82-83.

training departments was a member of the committee preparing the observation blanks. If these rural school workers<sup>90</sup> miss their mark so far, is it possible for high school teachers not primarily interested in rural problems, unacquainted with rural conditions, and trained to teach other subject matter to take such outlines and train high school students in one year to redirect the rural school along the lines advocated by rural propagandists ?

II. KANSAS Observation is required in connection with the review subjects. Work in the grades is observed at least once a week. It is recommended that the teacher in charge accompany the students; that the instruction observed be discussed in class; and that provision be made for observation in all grades. A tentative outline for the direction of observation is given which has the following main divisions: condition of room, subject matter of lesson, development of lesson by the teacher, personality of teacher, participation of pupils in recitation, assignment of next lesson, interest of pupils, and pupils as individuals. No reference is made to rural schools or country conditions.<sup>91</sup> The attitude toward practice teaching is stated in plain terms, "No practice teaching is required or expected. When teachers are temporarily absent, however, the members of the normal-training class should be utilized as substitutes."<sup>92</sup> Obviously the purpose of this permission is to supply local schools taking advantage of it with

90. The outline on the course in school management was prepared by C. F. Colgrove and Macy Campbell. The former is author of the text used, and the latter is head of the rural school department in the State Teachers' College at Cedar Falls. Ibid., 8. On the committee appointed by the State Teachers' Association was Fred L. Mahannah, Inspector Normal Training in High Schools, of Iowa. Ibid., 81.

91. Kansas, Manual for the Normal and Industrial Training Courses in Kansas High Schools, 1914, 151-153.

92. Ibid., 153.

substitute teachers in emergencies rather than to provide the students with practice teaching that will assist them in becoming better rural teachers.

III. MICHIGAN Observation is required of each student. The work is placed under the direction of the critic teacher. During the year she is "to present and discuss the best methods of teaching each subject or division of a subject."<sup>93</sup> An outline to be used in observation is suggested. The main divisions in it are the schoolroom, the teacher, the children, management, preparation, and class work. Each student teacher makes a report of each recitation observed. The points in this blank are aim of lesson, preparation, presentation, comparison and association, and summary.<sup>94</sup> One-half hour per day for ten weeks is the minimum amount of practice teaching to be done by each student. The state urges the adoption of either of two plans: provision of a room including three or four grades, or the bringing in of pupils at certain periods to be taught by the student teachers. No practice teaching is required in the seventh and eighth grades. One-third of this teaching is to be done with small groups and the other two-thirds while the student teacher has charge of an entire room. More time is recommended for the second grade than for any other. It is suggested that some practice be given in story-telling, nature study, and opening exercises in grade rooms.<sup>95</sup>

This plan is to be commended in that the responsibility

93. Michigan, County Normal Bulletin No. 1, 1914, 11.

94. Ibid, 18-20.

95. Ibid, 8, 9, 20-21.

for these activities has been placed on one person, the critic teacher. She should be better prepared for this type of instruction than the high school teachers of Iowa. The reports of the recitations to be made by the student teachers are closely akin "to the five formal steps in a recitation" which do not enjoy as prominent a part in educational discussions as was given them a few years ago. The words "rural" and "country" or any other words pertaining directly to country conditions are not found in the vocabulary descriptive of these activities. The points discussed in the outline for observation are in no sense specialized, but consist of such matters as "Does she repeat her questions?" "Is accuracy demanded in everything?" and "Does the teacher permit concert recitations?" These are more or less applicable to schools in general, but certainly do not give evidence of an attempt to adapt the rural school curriculum to the needs advocated by its leaders.

IV MINNESOTA. Three weeks at the beginning of the year are given over to observation. The lessons observed are taught by the training teacher, by the grade teachers, or by teachers visited in rural schools. From 120 to 180 clock hours of practice teaching are required of each student. The grades of the school system, ungraded rooms, spring primary classes, and rural schools provide the practice teaching facilities. At least two weeks of rural school practice is required of each student. Ordinary rural schools, one-month country schools, and special rural demonstration schools are used for this type of practice.<sup>96</sup>

<sup>96</sup> Minnesota, High School Board Rules Relating to High and Graded Schools, 1916, 29-31.

V. MISSOURI At least thirty lessons must be observed. The distribution is as follows: reading and spelling, five; language, composition, and grammar, five; arithmetic, five; history and government, three; geography, physiology, agriculture and nature study, eight; writing, drawing, and handwork, four. This work is outlined as a part of the course in methods. The work is placed in charge of the training teacher and special emphasis on primary work is recommended. Observation of rural schools is approved and a demonstration rural school mentioned as a possibility, but neither is required as indicated in the statement, "Most schools can arrange for some observation work in rural schools. It will prove helpful to choose a "demonstration" rural school when a good school is near and all parties are favorable to such a measure."<sup>97</sup> An outline is suggested for the observation which has the following main points: atmosphere and general attitude, children not in class reciting, general conditions external to lesson, the lesson and its preparation, general plan of lesson, questions and answers, attention to individual pupils, use of illustrative material, and the assignment. In this two-page outline the words "rural" and "country" or others dealing with rural conditions are not mentioned. Practice teaching is not discussed.<sup>98</sup>

VI. NEBRASKA Observation work is required, but no definite standards have been adopted. During the senior year each student is required to spend two days observing country schools. It is recommended that two good rural schools be selected for this

97. Missouri, Syllabus of Courses in Education Teacher-Training High Schools, 1914, 42.

98. Ibid, 38, 41-45.

99 purpose. A caution is given to counteract any ill effects providing the better schools are not available as expressed in the following quotation: "Normal trainers who visit weak teachers should draw the mantle of charity over the scene and resolve to avoid errors when they take up the responsible work of teaching."<sup>100</sup>

VII. NEW YORK New York requires that at least twice a week the students be given an opportunity to observe skilful teaching. This teaching is to be provided in the grades or model lessons taught by the training teacher. Two weeks of practice teaching are prescribed, but the conditions under which it is to be done are not designated.<sup>101</sup>

VIII. OHIO Both observation and practice teaching are required. One semester requiring two full clock hours per week is spent on each. An equal amount of time is later given over to class discussions of the activities observed and participated in. In observation group work is recommended; provision of outlines and questions are encouraged; presentation of model lessons is advised; and a free and full discussion of all these exercises urged. No printed outline is given, but reference is made to one in Bagley's Classroom Management. No definite statement is made as to where the practice teaching facilities shall be provided. Throughout the discussion no reference is made to rural schools or to matters pertaining to country life.<sup>102</sup>

99. Nebraska, N. T. Bulletin No. 7, 1913, 9.

100. Ibid, 3.

101. New York, Handbook 29, 1914, 14.

102. Ohio, Normal School Bulletin, No. 6, 1915, 13.



IX. OKLAHOMA Oklahoma requires one hour or its equivalent a day to be spent on observation, lesson plans, and practice teaching where possible. Actual observation in all grades from the first to the eighth is demanded.<sup>103</sup>

X. OREGON Both observation and practice teaching are required. The minimum requirement for them is one year. For fifteen weeks of which forty minutes each day shall be spent on practice teaching. The distribution of the practice teaching is as follows: primary reading, first grade, three weeks; primary numbers first grade, two weeks; language lesson, second and third grades, two weeks; a writing lesson, any grade, one week; geography, South America, two weeks; multiplication, third grade, one week; reading, fifth grade, two weeks; and language, sixth grade, two weeks. The regular grade teacher has charge of the critic work. Substitute teaching is not accepted as equivalent to the required practice teaching.<sup>104</sup>

XI. VIRGINIA The observation of at least thirty lessons and the teaching by each student of at least twenty-four is required. Pupils are transferréd from the grades to the teacher training classroom or the student teachers enter the grades as in Michigan for this practice.<sup>105</sup> The attitude of the State School Inspector toward the practice is given in his own words as follows: "Under favorable conditions the grade pupils should make progress even though they are subjects for 'experimentation'. The regular

103. Oklahoma, Outline of Requirements for Normal Training High Schools, Secondary Agricultural Schools, Denominational and Private Colleges with Respect to Certification of Graduates, 1915, 3.

104. Oregon, Courses of Study for High Schools of Oregon, 1915-16, 11.

105. Supra. 51.

grade teacher should be present during the practice teaching hour, should offer suggestions to the normal training teacher, and at some subsequent period should 'touch up' the weaknesses of the normal trainers. It is just as much the duty of the grade teacher to shield the normal trainer in her mistakes as it is the duty of the normal trainer to refrain from unfavorable criticism of the grade teacher."<sup>106</sup> In observation the plan of Missouri has been adopted;<sup>105</sup> similar directions are given; and an identical outline presented.<sup>107</sup>

The data available concerning the teacher training departments in Maryland give but a bare outline of the curriculum in which observation and practice teaching are listed. The schedule returned from Vermont and the data submitted from the county training schools of Wisconsin are of the same character.

To summarize, -observation is definitely required in 13 states and recommended in the fourteenth. The data show that the requirements range from a mere recommendation in Iowa to "to present and discuss the best methods of teaching each subject or division of a subject" in Michigan.<sup>108</sup> All states provide these opportunities in the grades; Minnesota and Nebraska require some observation in rural schools; and Iowa and Missouri have recommended the policy of Minnesota and Nebraska. Observation is given in connection with school management in Iowa, with the review subjects in Kansas, with a course in methods in Missouri and Virginia, and as a separate course in Minnesota and Ohio. At least four states have prepared outlines for this work, but there is almost no evidence in the out-

106. Virginia, State Course of Study for Normal Training High Schools 1915, 35.

107. Ibid, 35, 39-43.

108. Supra., 61.

lines of an attempt to adapt the observation to the special needs of rural teachers.

Nine states have definite requirements for practice teaching; Iowa and Oklahoma recommend it where ever possible; and Kansas, Missouri, and Nebraska have made no provision for it. The policies of the states range from one of discouragement in Kansas to that of requiring 120 to 180 clock hours of each student in Minnesota. The latter is the one state in which a definite requirement of actual teaching in rural schools has been made of all students. Other states seem content to provide the facilities and do not express in their curriculums much concern as to how practice teaching may be procured under typically rural conditions.

The fourteen states have not adopted any one system for the administration of these activities. Each state pursues its own individual bent. If it is to the advantage of prospective rural teachers in Minnesota and Nebraska to have observation in actual rural schools, it is difficult to explain why other states should not provide similar facilities. Unless the prospective teachers in the two states are more efficient in the rural schools because of their experiences in visiting rural schools, the policy should be discontinued. In any case the matter of fundamental importance is to ascertain the policy most advantageous, so that all states may pursue it. If it is a profitable investment to the state of Minnesota to aid in the support of rural schools in which each student may have two weeks of practice teaching, Kansas must be mistaken in not providing any practice teaching facilities. Unless Minnesota is receiving dividends on this investment, the expenditure should be directed into more productive channels.

If rural schools are suffering from a dead curriculum, or an urban course of study, or teachers fail to appreciate the advantages of rural life,- as many rural enthusiasts contend- such obstacles should be overcome. It is important that the most efficient method of mastering the difficulties be determined. If observation and actual participation in practice teaching in typically rural schools are more effective than the artificial conditions prevailing in town and city schools, they should be utilized by all states. A movement toward standardization is needed. The present diversity of practices cannot be defended by demands of individual states, for in many cases there are wider variations between adjoining states than between those more distant from each other. The data raise questions of much significance, is it possible for this method of training to reach its highest degree of efficiency while each state formulates its policy irrespective of other states? Should not the national phases of the problem of training rural teachers receive emphasis as well as the more immediately local interests?

## CHAPTER IV

## DETAILED DESCRIPTION OF SYSTEMS IN INDIVIDUAL STATES.

I. IOWA. Each teacher training department receives \$750 per annum aid from the state. The State Department of Education employs an inspector who has supervision of the departments. The training is not placed in the charge of a special instructor, but is offered by various members of the high school teaching force. Entrance requirements demand the completion of at least two years of high school work; the training is given during the last two years of the high school; and completion of a course in an accredited high school is required for graduation.<sup>109</sup> There were 161 departments in high schools of the state for the year 1915-16.<sup>110</sup>

Algebra receives 54 weeks, physics 36, and all other courses 18. The curriculum requires 57600 recitation minutes. Only four other states make heavier demands. Approximately 40% of this time is spent on courses offered in three or less states, but geography which appears in 12 states is not included. Courses occurring in half or more of the 14 states receive 36000 recitation minutes. Five states give more time to this group. Two professional courses are given 7200 recitation minutes. Only three states devote less time to this type of work. Subjects usually taught in the rural schools are given 21600 recitation minutes. Four states spend more time on such courses. Agriculture is given 450 recitation minutes less time than the average<sup>111</sup> of the total

109. Iowa, Circular No. 1, 1914, 26-28.

110. Iowa, Official State Directory, 1915.

111. Supra, Table XI.

number of departments offering it, and American history 1750 less. Arithmetic, civics, domestic science, grammar, physiology, psychology, reading, and school management are given respectively 700, 800, 150, 600, 1350, 100, 1200, and 1100 more recitation minutes than the averages. Reading receives its maximum which is five times as many as the minimum in Maryland and 50 % more than the average of all departments offering it.

There are thirteen courses offered in the curriculum. The course in psychology follows the Mind and its Education by Betts very closely. The syllabus of school management does not show evidence of an attempt at special adaptation to needs of rural schools. In American history, arithmetic, civics, grammar, physiology, and reading, subject matter is stressed and little attention given to methods. Agriculture and domestic science are offered in the regular high school courses, Algebra, economics, and physics, -regular high school courses-, complete the curriculum. Observation and practice teaching are recommended, but not required.

II. KANSAS State aid to the amount of \$500 per annum is given to each department. No special instructor is employed, but the training is distributed among the members of the high school teaching staff. Two years of high school must be completed to gain admission and the training is given during the last two years of the high school. <sup>112</sup> There were 216 high schools reporting teacher training departments for the year 1915-16. <sup>113</sup>

The courses range from 9 to 108 weeks in length and the number of recitations per course from 47 to 540. Methods and

<sup>112</sup>. Kansas, Manual for Normal and Industrial Training Courses, 1914, 12-14.

<sup>113</sup>. Kansas, Directory of Schools, 1915-16

school management receive but 1957 recitation minutes each, while English is given 21,600. The total number of recitation minutes required in the curriculum is 91,174. Virginia is the only state requiring a greater number. Over one-third of this time is devoted to courses appearing in less than half of the 14 states. Ten courses that appear in half or more of the states receive 60,190 recitation minutes. This is greater than total time requirement in the Iowa curriculum. Three courses in professional subjects receive 7650 minutes. Seven states give more time to such courses. The courses occurring in curriculums of rural schools are given 26,294 recitation minutes. Only three states give more time to this group. Grammar and school management receive 500 and 750 recitation minutes less time than the averages of all departments offering them. Agriculture, American history, arithmetic, civics, geography, physiology, psychology, and reading receive respectively 2,550, 2,150, 850, 950, 150, 450, 250, and 100 more recitation minutes than the corresponding averages. Civics and physiology receive their maximums. Over four times as many minutes are given to civics as in Minnesota and to physiology as in Vermont.

Fifteen courses are prescribed in the curriculum. Teaching the Common Branches by Charters is the text used in methods. Psychology is similar to the course in Iowa. New School Management by Seeley is the text used in school management which no other state has adopted. The courses in the common branches, - American history, arithmetic, civics, geography, grammar, physiology, and reading, are treated differently. In the first, method and subject matter are both considered, but separately. In the second, the two are intermingled. In the third, method is omitted. The subject matter in

agriculture, rather than methods of teaching, receives attention. Algebra, English, geometry, and physics,--regular high school subjects, make up the remainder of the curriculum. Observation is carried on in connection with review subjects. Practice teaching is permissible only when grade teachers are absent and substitute teachers are needed.

III, MARYLAND. Completion of three years of high school is the entrance requirement. The training extends through the last and one additional year of the high school. <sup>114</sup> It has been impossible to ascertain the number of departments in the state.

Arithmetic is given but six weeks, while drawing extends through fifty-four. Latin receives 5,760 recitation minutes and reading 720. The prescribed curriculum requires 55,440 recitation minutes. Six states demand larger time expenditures. Over one-third of this time, 19,920 minutes, is spent on courses appearing in less than half of the 14 curriculums. Latin receives 5,760 minutes and is not offered in other states. Three states devote more time to courses offered in but one state. Courses appearing in half or more of the states receive 35,520 recitation minutes. In three states this time cost is greater. There are five professional courses offered which receive 15,120 minutes. Virginia is the only state devoting so much time to such courses. Agriculture, psychology, and school management are given respectively 1,000, 100, and 1,650 more minutes than the average of the total number of departments offering each course. American history, arithmetic, civics, domestic science, geography, grammar, physiology, and reading are given respectively 1,050, 1,700, 650, 2,650, 900, 1,800, 1,350, and 1,700 less recitation minutes than the respective average. <sup>114</sup> Maryland, Course of Study of Public Elementary and High Schools



ages of the departments offering them. In this state arithmetic, grammar, and reading receive their minimum time allotments. Three and one-half as much time is given to the first in Wisconsin, over six times as much to the second in New York, and five times as much to the third in Iowa. School management is given its maximum which is over twice as many minutes as in Kansas. There are 19 courses prescribed in the curriculum, but no data were available concerning the content of them. Observation and practice teaching are required, but the curriculum does not specify the nature of the work or give any definite amount.

IV. MICHIGAN. Each county training school receives state aid to the amount of \$500 per teacher, but no one school can draw more than \$1000 per annum. Special teachers are employed for each county training school and they are under the general supervision of the Superintendent of Public Instruction. There are three means of gaining admission to the schools: to complete three years of high school, to hold a second grade certificate or to pass successfully an examination for one, or to have taught successfully in the public schools for two years. The course extends through a full year of 36 weeks.<sup>115</sup> There were 44 county training schools reported for 1913-14.<sup>116</sup>

Four weeks are spent on school law and thirty-four on penmanship. Agriculture is given 4,143 recitation minutes and school law 606. The curriculum asks for 43,785 recitation minutes which gives it the ranking of seventh in amount of time required. Courses appearing in less than half of the curriculums receive 12,676 minutes.

115. Michigan, County Normal Bulletin No. 1, 1912.  
 116. Michigan, State Directory of Schools, 1913-14

Slightly over two-thirds of the time is spent on courses occurring in half or more of the states. Four professional courses receive 9493 recitation minutes. The time cost of courses in subjects taught in rural schools is 28,164 minutes. New York and Wisconsin make greater expenditures on them. Agriculture, arithmetic, geography, grammar, and psychology receive respectively 100, 1,000, 1,450, 800, and 50 more recitation minutes than the averages of all departments offering each course. American history, civics, physiology, reading, and school management are given 1,100, 700, 750, 300, and 600 less minutes than the corresponding averages. Geography receiving its maximum allotment is given over three times as much time as in Vermont.

There are 16 courses in the curriculum. The texts used in professional courses are Theory of Teaching by Salisbury and Classroom Management by Bagley. Neither text is used in the other states. The suggestions for teaching the common branches urge the importance of subject matter and give very little attention to methods. American history, arithmetic, civics, geography, grammar, penmanship, physiology, and reading are offered. Agriculture, drawing, English, and music complete the curriculum. Observation is required and placed under the direction of the critic teacher. At least one hour per day for ten weeks must be spent in practice teaching. There is no evidence in the curriculum that either of these activities is specially adapted to rural school conditions.

V. MINNESOTA. Teacher-training departments employing one instructor receive \$1200 aid per annum from the state. Provisions are made to pay \$2000 to departments employing two teachers and \$2800 to those with three teachers. The State Department of

Education employs a supervisor. Special instructors are required in each department. During the school year 1915-16, students who had completed two years of high school work were admitted. The 1916-17 entrance requirements demand three years of high school work and graduation from an accredited high school is advocated for entrance in 1917-18. Teachers without this academic training but with actual teaching experience are admitted. The course extends through one year.<sup>117</sup> In 1915-16 there were 129 departments reported.<sup>118</sup> There are two plans of organization; semester and three terms during the year. During 1915-16 there were 108 of the former and 21 of the latter.<sup>119</sup>

The departments organized on a semester basis have thirty minute recitation periods and those on the three term plan forty. Civics extends through six weeks and courses such as geography and reading extend through eighteen weeks in the departments organized on a semester basis. Civics in departments organized on a semester basis is given 900 recitation minutes, while reading receives 2,700. A total of 28,800 recitation minutes is required in departments running on a semester basis and 27,600 in the others. In the former 4,260 recitation minutes and in the latter 4,560 are devoted to courses appearing in less than half of the states. In the former, 900 minutes are given to story-telling and 1,200 in the latter to country life problems, courses offered in only one state. Over

117. Minnesota, State High School Board Rules, 1915-16

118. Minnesota, Twenty-third Annual Report of State High School Inspector.

119. These figures are based on reports filed in the office of the State Superintendent of Public Instruction for the year 1914-15. The form of report was discontinued for the next year. Additional departments in 1915-16 were distributed pro rata between the two plans of organization.

eighty percent of the total time costs is spent on courses appearing in half or more of the 14 states. Professional courses receive 5,400 and 4,800 recitation minutes. Nebraska and Oregon devote less time to them. Courses taught in rural schools receive 15,300 and 14,400 minutes. In 9 of the 11 courses appearing in half or more of the states the time allotments are below the averages of the total number of departments offering them, -in agriculture and American history 2,650 minutes below. In geography and school management the time costs are slightly greater than the respective averages.

There are 14 courses prescribed in the curriculum. The course classified as psychology draws from several sources: psychology, child study, and principles of teaching. A decided effort is made to make school management meet the needs of rural teachers. An attempt is made to fit the common branches to rural conditions. The course in country life problems is designed to familiarize the students with rural situations. In agriculture, construction work, hot lunch, manual training, and sewing, means are taken to adapt them to rural needs and to present them from the teaching point of view. Definite requirements of three weeks of observation have been made. Practice teaching is given a prominent position in the curriculum as from 120 to 180 clock hours are required of each student. A wide variety of experience is offered in this activity. The provision requiring actual teaching in a rural school is not duplicated in any other state.

VI. MISSOURI. Each department is given \$750 aid per annum by the state. An inspector is employed by the State Department of Education. A special teacher is employed in each high school maintaining a department. Two years of high school work must be

completed in order to gain admission. The course extends through the last two years of the high school. Completion of a four-year course in a high school is required for graduation. There were 104 departments reported for the year 1915-16.<sup>120</sup>

Reading is given but 1,800 recitation minutes and English 21,600. There are 86,400 minutes of work in the prescribed curriculum. Of these 28,800 recitation minutes, - the total number required in Minnesota, are spent on courses appearing in less than half of the 14 states. Courses included in the curriculums of half or more of the states receive 57,600 minutes. Professional courses are given 7,200. Agriculture, American history, domestic science, and psychology receive respectively 3,150, 1,850, 3,750 and 100 more recitation minutes than is given them by the average of the departments offering them, while arithmetic is given 1,100, geography 550, grammar 1,200, reading 600, and school management 900 less than the respective averages.

Fourteen courses are required. Psychology follows the Mind and Its Education by Betts and takes up problems of the body and its health. In school management a short time is devoted to special problems in the rural school. In the common branches- American history, arithmetic, geography, grammar, and reading- but little attention is given method in the first one and Teaching the Common Branches by Charters is followed with the others. Agriculture is taught as a regular high school course. Algebra, English, geometry, history (other than American), science, and a vocational subject - all regular high school courses- complete the curriculum. Observation and practice teaching meet approval but neither is

120. Missouri, Syllabus of Courses in Education Teacher-Training High Schools, 1914.

required.

VII. NEBRASKA. Each training department receives \$700 aid per annum from the state. A supervisor is employed and works under the direction of the Superintendent of Public Instruction. The instruction is given by the members of the high school teaching staff. The training is given during the last two years of the high school and at least two years of high school work must be completed in order to gain admission. To graduate, a high school course fully accredited to the University must be finished.<sup>121</sup> There were 192 high schools supporting departments in 1915-16.<sup>122</sup>

The course in spelling extends through two weeks, while foreign language continues for 108. The former is given 469 recitation minutes and the latter 21,600. The prescribed course demands 88,194 minutes. Kansas and Virginia are the only states making heavier demands. Courses offered in less than half of the 14 states receive 64,189 minutes which is more than the total number required in eight of the 14 states. Of this amount 22,421 are given to courses appearing in no other state. This is more time than is devoted to the entire course in Vermont. In spite of these excessive time expenditures, agriculture, American history, arithmetic, geography, grammar, physiology and reading are given from 550 to 1,300 less recitation minutes than the respective averages of the departments offering them. Professional courses are given 3,657 minutes. Oregon is the only state devoting less time to them. To all ten courses listed as appearing in rural school curriculums only 16,024 recitation minutes are given which is 8,500 less than is given to foreign languages alone. Observation, some of which shall be in

121. Nebraska, Normal Training Bulletin No. 7, 1915.

122. Nebraska, State Directory of Schools, 1915-16.

rural schools is required, although definite standards have not been worked out. Practice teaching is not mentioned. It has been impossible to secure data relative to the content of the courses.

VIII. NEW YORK. The state aid amounts to \$700 per annum to each department. The supervision is placed in charge of the State Commissioner of Education. A special teacher is employed. There are three ways of meeting the entrance requirements. The candidate must hold a teacher's certificate; present credits from regents' examinations for United States History with civics, arithmetic, geography, reading, spelling, writing, and a total of thirty-six academic counts including English (second year), algebra, physiology, and hygiene or biology, drawing, and some foreign history; or possess a Regents' academic diploma. The course extends through one year of at least 36 weeks.<sup>123</sup> There were 101 teacher training departments reported for the year 1913-14.<sup>124</sup>

Physiology is given 19 weeks and grammar 40. History receives 8,380 recitation minutes, while spelling is allotted only one-fifth as many. Courses appearing in less than half of the 14 states have 9,247 minutes spent on them. Those included in half or more of the states are given 34,253. Agriculture receives 1,650 and school management 700 recitation minutes less than the average of all departments offering them. The courses and the allotments in excess of the respective averages are American history 3,050, arithmetic 1,200, geography 900, grammar 4,550, physiology 100, and psychology 1,650. In this state American history, grammar, and psychology receive their maximum allotments. Professional courses

123. New York, Handbook 29, 1914.

124. Report of the Commissioner of Education, 1915.

require 11,249 minutes. Five states give them more time. Courses in subjects taught in rural schools are allotted 29,867 minutes. Wisconsin is the only state devoting more time to them. There are 43,500 minutes required in the prescribed curriculum.

There are 12 courses pursued in the required training, Methods, psychology, school law, and school management are offered in the professional courses. The course in psychology is both descriptive and genetic in its character. School management is comprehensive in its scope, but does not show any evidence of rural adaptation. An elaborate course in school law is being offered. Method is emphasized in American history, arithmetic, civics, geography, grammar, physiology, and spelling, but there is no evidence that the method is specially adapted to rural conditions. The course in agriculture is not described. Provisions are made for observation of skilful teaching at least twice a week during the year. Two weeks of practice teaching is required of each student, but its character is not described.

IX. OHIO. The county training school has been adopted by this state. Each one is given \$1000 aid by the state each year. A special teacher is required in each department. Students are required to have completed one year of high school work to gain admission or carry half academic work while taking the professional training. One year is required to complete the course.<sup>125</sup> Fifty-four counties had established these schools in 1915-16.<sup>126</sup>

Fifteen weeks are given to geography and twenty-three to industrial arts. Principles of education receive 3,856 recitation

125. Ohio, Normal School Bulletin, No. 6, 1915.

126. Ohio, State Directory of Schools, 1915-16



minutes and music only 1,143. The curriculum requires 35,770 minutes. Minnesota and Vermont are the only ones demanding less time. Almost one-third, to be exact 11,491 minutes, are spent on courses appearing in the curriculums of less than half the states. Professional courses are given 14,426 minutes. Virginia is the only state giving more time to them. The time cost of subjects usually taught in rural schools is 17,418. Six states expend more time on them. Psychology is given 200 and school management 450 more recitation minutes than allotted by the average of all departments offering them. Agriculture receives 1,950, American history 3,050, arithmetic 1,600, domestic science 1,700, geography 200, grammar 600, physiology 300, and reading 100 less than the respective averages.

Fifteen courses are offered in the county training schools. The professional courses include methods, principles of education, psychology, and school management. Methods discusses aims, attitudes, capacities, and teaching processes. It differs very much from the course as presented in either Kansas or Virginia. Principles of education are concerned with the learning process. Psychology deals with elementary phases of mind behaviour, stimulation, response, and their applications to learning and teaching processes. The subject is approached from the introspective rather than objective viewpoint. The aim of the course in school management is stated as an attempt to adapt the rural school to the needs of its environment. American history, arithmetic, geography, grammar, penmanship, physiology, and reading are presented as reviews in subject matter. Agriculture is given as a course in methods, domestic science is not described, and industrial arts attempts to cover

farm shop work, basketry, weaving, needle-work, home decoration, and cooking. Music is the other course offered in this state. Observation and practice teaching each receive two full clock hours per week for one semester. No definite statement is made as to where these activities shall be provided, nor is there any evidence that they are adapted to conditions prevailing in rural schools.

X. OKLAHOMA. No state aid is provided. Each department requires a special instructor. The course is offered during the last two years of the high school. The completion of a four-year high school which is accredited by the University is required for graduation.<sup>127</sup> There were forty-three teacher training departments reported for the year 1915-16.<sup>128</sup>

Penmanship/660 recitation minutes, while domestic science is given 8,730. The curriculum requires 47,591 minutes. Courses appearing in less than half of the 14 states are given 8,906 minutes, 3,960 of which represent courses not offered in any other state. Over four-fifths of the time is spent on courses included in half or more of the states. Professional courses are given 7,920 minutes. The common branches are allotted 14,520 minutes. Five states devote less time to them. Agriculture, American history, domestic science, and psychology receive respectively 3,450, 2,550, 5,250, and 450 more recitation minutes than the average of the departments offering them. Thirteen courses are offered in the curriculum. No description of their content is given. At least one hour per day is

127. Oklahoma, Outline of Requirements for Normal Training High Schools, Secondary Agricultural Schools, Denominational Colleges, with Respect to Certification of Graduates, 1915.

128. Oklahoma, State Directory of Schools, 1915-16.

devoted to observation and practice teaching is recommended where possible.

XI. OREGON. No state aid is offered. A special teacher is not required. Entrance requirements demand completion of three years of high school and the training is given during the fourth year. Full four years of high school work including the professional training are required for graduation.<sup>129</sup> There were fifty-six training departments maintained by the high schools of the state in 1915-16.<sup>130</sup>

School reports is given two weeks and English 108. The former is allotted 400 recitation minutes and the latter 54 times as many. The curriculum requires 38,200 recitation minutes of which 3,600 are spent on courses offered in less than half of the 14 states. Professional courses receive but 3,600 which is the least number given to them by any state. Courses in subjects commonly taught in rural schools receive 10,800 minutes. Vermont is the only state offering less work in them. Agriculture is given 1,850 minutes less than the average of the departments offering the course and American history as many more than the average, arithmetic receives 1,100 and grammar 1,200 less than the respective averages. Observation and practice teaching are required. For fifteen weeks, forty minutes each day is given to practice teaching. Grade teachers have charge of the critic work. Only eight courses are required in this state.

XII. VERMONT. The maximum amount of state aid paid to any one department is \$800 per year. A special instructor is employed in each. Two years of high school work must be completed to meet the entrance requirements. The training extends through one

<sup>129</sup>. Oregon, Courses of Study for High Schools of Oregon, 1915-16

<sup>130</sup>. Oregon, State Directory of Schools, 1915-16

year.<sup>131</sup> There were 33 teacher training departments in the state during the year 1915-16.<sup>132</sup>

The time expended on the training is 19,400 recitation minutes. Physiology is allotted 800 minutes and principles of education 4,000. Four thousand minutes are given to courses offered in less than half of the 14 states. Approximately 80 percent of the time is devoted to courses appearing in half or more of the states. Over 40 percent of the time, or 8,400 minutes are spent on professional courses and only 8,800 are given to subjects included in curriculums of rural schools. The latter is the least number given to them by any of the states. In each case the number of minutes given to courses falls below the respective averages of all departments offering them. The courses and the amounts are as follows: agriculture 1,750, American history 3,750, arithmetic 1,300, civics 1,600, geography 1,150, grammar 500, physiology 1,450, psychology 1,800, and school management 500. Four courses,- American history, geography, physiology, and psychology- receive their minimum allotments in this state. Ten courses are required in the curriculum. There are no detailed data available bearing on their content. Practice teaching and observation are provided for, but it has been impossible to secure information bearing on their character.

XIII. VIRGINIA. The amount of state aid ranges from \$650 to \$850 per annum. The State Department of Education employs an inspector. A special instructor is optional with the local department. Two years of high school must be completed to gain admission. The training is regularly given during the last two years

<sup>131</sup>. Hood, Wm. H., Director of State Laws Relating to Public Education, Bulletin No. 47, U. S. Bureau of Education, 1915.

<sup>132</sup>. Vermont, Exhibit 1a, Appendix 115.

of the high school, but may be completed in one year.<sup>133</sup> There were twenty-six such departments in 1915-16.<sup>134</sup>

Reading receives 1,800 recitation minutes, while 28,800 of English are required. The curriculum demands 103,670 recitation minutes. No other state makes such heavy time expenditures. Of this time 46,080 minutes are spent on courses not offered by half of the 14 states and 57,600 are given to courses appearing in half or more of them. Professional courses demand 17,280 minutes. No other state makes such severe requirements. Subjects taught in rural schools receive 14,400 minutes, but two other states give less time to them. Agriculture is not offered, although it is given in the other states. American history is allotted 1,850 minutes more than the average of all departments offering the course, psychology 100 and school management 900 more. Arithmetic, geography, grammar, and reading are given respectively 1,100, 550, 1,200 and 600 less minutes than the averages.

Fourteen courses are prescribed in the curriculum. The professional courses include history of education, methods, psychology, and school management. The text used in history of education is History of Modern Elementary Education by Parker. Methods treats aims of education, individual differences, course of study, presentation of subject matter and lesson plans. Psychology deals with a study of the mind and of the body and its health. School management covers equipment and its use, the teacher, school management and administration, and rural school problems and improvement. American history is given as a regular high school course. Arithmetic, geography, grammar and reading are presented from the teacher's point of view. Agriculture, history (other than American), and science are

<sup>133.</sup> Virginia, State Course of Study for Normal Training High Schools 1915. <sup>134.</sup> Virginia, Exhibit 1b, Appendix 116

regular high school courses. Each student is required to observe at least 30 lessons and teach 24 during the year.

XIV. WISCONSIN. Wisconsin has adopted the county training school plan. The salaries of the teachers in each institution are provided by the state not to exceed \$3000 in those employing two teachers and \$3500 in three-teacher schools. Special teachers are employed. There are five types of entrance requirements: graduates from high school, state graded school, or rural schools, holders of teachers' certificates, and those successfully passing the entrance examinations. Two courses extending through one and two years are offered. Only the one year course is considered in this investigation.<sup>135</sup> There were 27 such schools in 1914-15.<sup>136</sup>

The average time required in the curriculums of 11 of the county training schools is 60,670 minutes;<sup>137</sup> 24,674 of these are given to courses that appear in less than half of the 14 states; and 32,796 to those included in half or more of the states. Professional courses are allotted 11,338 minutes. Maryland, Ohio, and Virginia devote more time to them. Courses usually included in rural school curriculums receive 32,893 minutes which is the greatest amount of time given them by one state. Construction work is given 1,560 minutes and arithmetic 4,250. Arithmetic receives 1,350, geography 550, grammar 900, physiology 150, and reading 500 more than the average of the total number of departments offering the

<sup>135</sup>. Hood, William R., Digest of State Laws Relating to Public Education, Bulletin No. 47, U. S. Bureau of Education, 1915.

<sup>136</sup>. U. S. Bureau of Education, School Directory, 1915.

<sup>137</sup>. The data from the county training schools in Wisconsin have been difficult to classify. The schedules returned from them contained information concerning the one and two year courses. In order to ascertain the courses belonging to the one year course the data were checked with the catalogs from such schools as they could be obtained. The following schools are considered: Reedsburg, Eau Claire, Medford, Wautoma, Janesville, South Kaukanna, Rhinelander, New London, Marinette, Algona, and Ladysmith.

respective courses. The courses receiving less than such an average are agriculture 450, American history 1,800, civics 150, domestic science 750, psychology 650, and school management 600. The curriculum includes 22 courses. Observation and practice teaching are required. Detailed information concerning the content of the courses and the nature of the observation and practice teaching activities are not available.

Grouping the data according to states shows conclusively that there is little uniformity in the practices of the 14 states. This can best be demonstrated by comparing the states one with the other. Take Iowa and Wisconsin for example. In Iowa the state pays but \$750 aid per annum, while Wisconsin pays as high as \$3500. In the former an inspector is employed by the State Department of Education who devotes his entire time to the work, but not in the latter. Iowa trusts the instruction to the regular high school teaching staff, while Wisconsin insists on specially prepared teachers. A graduate of the latter schools might not be eligible to enter the teacher training departments of the former, for the one requires two years of high school preparation and the other takes students from the rural schools. In Iowa the graduate has completed a high school course, while in Wisconsin he may not be barely eligible to enter a high school, for students are admitted who pass an entrance examination given by the county training school. In Iowa two years are required to complete the course, in Wisconsin one. In the former state, the shortest course will extend through eighteen weeks, the longest fifty-four, and thirty-six will be the only <sup>other</sup> variation; in the latter state construction work and rural economics will continue for only eight weeks, music thirty-two, and many other vari-

ations fall within these extremes. In the former the shortest course is given 3,600 recitation minutes and the longest 10,800; in the latter 1,560 and 4,250. The student in Iowa has 57,600 minutes of recitations, the one in Wisconsin 60,670. The former will have two years of 36 weeks each, the latter one year of 40 weeks to complete the course. The Iowa student spends approximately 40 percent of his time or 21,600 minutes on courses offered in less than half the states and 3,600 on a course that no other state requires; the Wisconsin student devotes 45 percent or 24,674 minutes to courses of this type and 9,252 on courses not given in any other state. The former student in meeting the above conditions studies algebra, economics, and physics; the latter student pursues construction work, drawing, library training, music, pedagogy, penmanship, plays and games, rural economics, spelling, and theory of teaching. The two spend the same amount of time on courses appearing in half or more of the states, but the Iowa student receives no instruction in geography. In Iowa two professional courses are given 7,200 minutes; in Wisconsin four of them are given 11,338. Courses in subjects the students will likely teach in rural schools are given 21,600 minutes in Iowa and 32,893 in Wisconsin. The two students receive similar amounts of training in agriculture and American history. The Wisconsin student is given 650 minutes more training in arithmetic, 950 less in civics, 900 less in domestic science, 2,900 more in geography, 300 more in grammar, 1,200 less in physiology, 750 less in psychology, 700 less in reading, and 1,700 less in school management than the Iowa student. In Iowa observation and practice teaching are incidental and unlikely, for they are merely recommended; while in Wisconsin they are definitely re-



quired portions of the curriculum. Comparison of data from the other states show as many variations and as numerous irregularities.

The amount of state aid given to the department varies widely among the states. Oklahoma and Oregon give none, Kansas \$500, Virginia \$650 to \$800, Nebraska and New York \$700, Iowa and Missouri \$750, Vermont \$800, and Minnesota from \$1200 to \$2800 depending on number of instructors employed. The county training schools in Michigan receive \$500 per teacher with a maximum of \$1000 per annum to each school; in Ohio \$1000 is given; and Wisconsin offers \$3000 to two-teacher schools and \$3500 to those employing three teachers. Six states, Iowa, Minnesota, Missouri, Nebraska, New York, and Virginia, have placed this work under the direction of an inspector of supervisor employed by the state. Michigan, Minnesota, Missouri, New York, Ohio, Oklahoma, Vermont, and Wisconsin require special instructors in each department. Virginia makes this matter optional with the local school system. Iowa, Kansas, Nebraska, and Oregon trust the training to the regular high school teaching staff. The entrance requirements in Maryland, Michigan, Minnesota, and Oregon demand completion of three years of high school work; Iowa, Kansas, Missouri, Nebraska, Oklahoma, Vermont, and Virginia two years; Ohio one; Wisconsin accepts eighth grade graduates from rural schools; and New York a Regents' examination or academic diploma. In Michigan, Minnesota, New York, Ohio, Oregon, Vermont, and Wisconsin the course is completed in one year. This is possible in Virginia, but generally two years are required. The other six states take two years for the work. Since Maryland requires three years of high school for admission to the departments, one year beyond the high school is required for graduation. Four states, Iowa, Missouri,

Nebraska and Oklahoma, demand completion of a course fully accredited in the University.

Many problems are presented by these facts. If Minnesota finds it necessary and profitable to provide \$1200 aid to one teacher departments, those in Oklahoma and Oregon which must depend on local support are working under tremendous difficulties. Since 11 of the 14 states have provided aid from the state for this type of training, it is evident that it is an undertaking with state-wide as well as local interests and responsibilities. Placing the work in six states under the direction and supervision of state inspectors or supervisors is additional recognition that this type of training is wider than local interests and that the state has obligations to meet. Nine states place the instruction in charge of a special teacher. The question arises, can anyone teacher successfully meet so many and such varied demands. Instruction in the professional courses, in the several common branches, in music, drawing, etc., must be given. In some cases the industrial courses are included. Then observation and practice teaching must have direction, supervision, and criticism. Four states are dependent on the regular high school teaching force. Are high school teachers generally prepared to assume the responsibilities of this specialized training? Under trained specialists in other subjects, will school management in the teacher training departments of Iowa be adapted to rural conditions? Who in the Nebraska high schools may safely be depended on to supervise observation in rural schools? Will the practice teaching of Oregon be efficient when the work is assigned by a high school instructor and criticised by the various grade teachers? Will the high school teacher of history in Kansas sense

the problems of a rural teacher in presenting this subject to pupils of a country school ? It is inconceivable that the county training schools of Wisconsin are justified in admitting students from the rural schools when the adjoining states of Michigan, Iowa, and Minnesota are requiring completion of two and three years of high school work for admission. That a graduate of Wisconsin might be barely eligible to enter the departments of the schools in these three surrounding states cannot be accounted for by differing conditions in the states. The Wisconsin graduate may scarcely be prepared to enter the high school, while the graduate from a department in Maryland has completed one year beyond the high school. With so many irregularities in practice and wide diversity of standards among the states as are pointed out by the data, it is futile to attempt a uniform plan of certification of the graduates. The most obvious conclusion to be drawn from the data is the urgent need of a plan of organization by which state-wide and national interests may be conserved rather than local interests and caprices exploited.

## CHAPTER V

## SUMMARY

The facts presented in the preceding discussion disclose the existence of the following conditions in the teacher training departments and county training schools of the 14 states:

(1) The prevailing length of the recitation period is between 40 and 45 minutes. This is true of 179 of the 214 courses offered.

(2) The number of weeks given to courses varies widely. School reports receive 2 weeks in Oregon, while Virginia requires 144 of English. There is little agreement in the number devoted to given courses in different states and a given state shows much variability in the number spent on different courses.

(3) There is much disagreement in the total number of recitations spent on courses. School reports in Oregon is given only 10 but English in Virginia receives seventy-two times as many. Variability is shown in the number devoted to the same course in the 14 states and to the several courses in the same state.

(4) The total number of recitation minutes given to courses indicate a general lack of uniformity. School reports and English maintain their former relative positions.

(5) These teacher training institutions are "short course" schools. One-eighth of the courses continue for 6 or

less weeks, over one-third for 12 or less, and two-thirds for not more than 18. One-seventh of them receive 30 or less recitations, over 50% 60 or less, and 75% 90 or less. Not over one in four exceeds in total recitation minutes the equivalent of 40 minutes per recitation, five times a week, for 18 weeks. Over half of them are given much less time.

(6) These short courses are not restricted to any one type, such as "review subjects", for 37 of the 44 different courses offered are given a total of 90 or less recitations in some one of the 14 states.

(7) There is much dissimilarity in the total time costs of the curriculums in the 14 states. Virginia exacts 103680 recitation minutes of required work, while Vermont demands less than one-fifth as many. There is no point between these extremes at which there is a tendency of time costs in other states to cluster.

(8) Grouping the courses in classes just as wide variations prevail. Nebraska devotes 16 times as many recitation minutes as Vermont to courses appearing in less than half the states, Kansas 4 times as many as the latter state to those included in half or more of the curriculums, Virginia almost 5 times as many as Oregon to professional courses, and Wisconsin almost four times as many as Oregon on those usually taught in rural schools.

(9) There is much irregularity among the states concerning the number of professional courses given, the texts used, the contents, and total time costs of each. There are 11 such courses offered. Nebraska has provided but one, Maryland five.

Four courses are required in but one state each and psychology in 12 of the 14. Iowa, Kansas, and Michigan have adopted texts in school management. Three different ones have been selected. The content of the courses vary widely as has been pointed out in psychology. Oregon is the only state offering a course in school reports and gives 400 recitation minutes to it, while 12 states give psychology spending over one hundred times as many minutes on it.

(10) There is widespread diversity in the aims and content of the courses in the common branches as given in the 14 states. Some states insist on the acquisition of subject matter and neglect instruction in methods of teaching. Others deal almost entirely with methods. One state makes a strenuous effort to adapt the subject to the demands of rural conditions.

(11) Two states, Minnesota and Wisconsin, offer courses dealing with rural problems and attempt to familiarize the prospective teachers with conditions prevailing in the country.

(12) The industrial courses- agriculture, construction work, domestic science, industrial arts, manual training, and vocational subjects- are very much <sup>un</sup> like in content and the number of states offering each. In some states they are offered as regular high school subjects, in others subject matter is emphasized to the exclusion of method, and industrial arts draws from each of the others for its subject matter. Agriculture is required in 13 states, domestic science in six, and the others in two or less states each.

(13) Algebra, economics, foreign languages, geometry,

history (other than American), Latin, mathematics, physics, and <sup>95</sup> science are offered as regular high school subjects in a few states each.

(14) Library training, plays and games, and story telling are offered in not over two states each.

(15) In general each state attempts a relatively large number of courses. Oregon offers eight and Wisconsin 22. Twelve of the 14 require 12 or more courses each.

(16) Agriculture, American history, arithmetic, civics, geography, grammar, physiology, psychology, reading, and school management are fairly constant courses, since each is offered in at least 11 of the 14 states.

(17) Algebra, construction work, country life problems, domestic science, drawing, economics, English, foreign language, geometry, history (other than American), history of education, industrial arts, Latin, library training, manual training, mathematics, mental arithmetic, methods, music, pedagogy, penmanship, physics, plays and games, principles of education, rural economics, school law, school reports, science, science of teaching, spelling, story telling, teaching process, theory of teaching, and vocational subjects are courses offered in comparatively few curriculums. Domestic science and English are the only ones required in so many as half of the 14 states. Fifteen of them are offered in but one state each.

(18) Observation is required in 13 states and recommended in the fourteenth, but the practices of the states vary widely. Its nature differs from a mere recommendation in Iowa to definite requirements in Michigan that the best methods of

presenting not only each subject, but each division of a subject, shall be covered during the year. In Iowa it is given in connection with the course in school management, in Kansas with the review subjects, with methods in Missouri and Virginia, and in other states such as Minnesota and Ohio it is given a separate but definite place in the curriculums. The grade schools are quite generally utilized for purposes of observation and in two states -- Minnesota and Nebraska -- rural schools are provided. The lessons observed are taught by grade, high, rural, critic, and special teachers in the training departments.

(19) In the amount, type and facilities for practice teaching the states show a general lack of uniformity. In Kansas such activity is discouraged, while in Minnesota each student is required to teach from 120 to 180 clock hours. Nine states definitely require practice teaching, two recommend it, and three have made no provisions for it. All states requiring it provide facilities in the grades, but Minnesota is the only state that supplements such training with actual rural school practice. In some cases the students teach under the direction of the high school teacher, but are criticised by regular grade teachers as in Oregon; in Minnesota under the direction of the teacher training instructor the grades, ungraded rooms, spring primary classes and rural schools provide the practice; and in other states the work is entirely in charge of grade teachers.

(20) When the data are arranged so as to describe the system of each state in detail, a general lack of similarity is disclosed concerning the practices of the different states. The comparison of the systems of Iowa and Wisconsin is typical of disagreements which generally prevail.



(21) The amount of aid from the state for this type of training varies widely. Oklahoma and Oregon do not provide any. Minnesota gives \$1200 to one teacher department and the county training schools of Wisconsin employing three teachers are given \$3500.

(22) Six states have placed the direction and supervision of the training under state inspectors or supervisors.

(23) In eight states special instructors are employed to take charge of the training, in Virginia this matter is made optional with the local school, and in four states -- Iowa, Kansas, Nebraska, and Oregon -- members of the regular high school teaching staff share responsibility for the training.

(24) Entrance requirements, length of the course, and requirements for graduation differ among the several states. One state admits students from rural schools, another requires one year of high school preparation, seven demand two years, four insist on three, and New York admits on Regents' examinations and academic diplomas. Seven states have a one year course, six two years, and in one the course may be completed in either one or two years. Four states require graduation from accredited high schools.

These conditions reveal a chaotic state of disagreement. It is evident that the relative educational significance of the courses required have not been given serious consideration. No objective standards of achievements which may reasonably be demanded have been established. In the absence of commonly accepted educational values and more definite standards of outcomes to be achieved it is impossible to determine accurate estimates of the time costs involved in the process of imparting

instruction in the several courses of the curriculums. It can not be assumed that the variations pointed out in the length of courses and the amount of time given to them is justifiable. Neither can it be safely contended that the variety of practices resorted to in providing observation and practice teaching are economical or of nation-wide efficiency. It is inconceivable that immature high school students within the short time allotted should be able to master thoroughly both subject matter and method of giving instruction in so numerous and diverse courses as are offered in these teacher-training institutions. It seems unreasonable to insist that elementary education in rural United States is so complex that its teacher-training institutions in 14 states must attempt instruction in 44 subjects besides observation and practice teaching in the short time spent on the training. It seems incongruous that in the crowded curriculums should be found fifteen courses offered in but one state each. Rural conditions are not so different in adjoining states as to warrant the lack of uniformity pointed out in Iowa and Wisconsin systems. Improved means of communication, transportation, and distribution have broken down the more primitive barriers and boundaries of pioneer times that limited rural interests within isolated and localized districts. The response of agricultural occupations to nation-wide and even world-wide demands for services has extended its interests and awakened a class consciousness which cannot be measured by township, county, or state boundaries. It is obvious that in states where teacher-training departments have been organized in high schools or county training schools have been established state and local interests have been given preference to the broader national aspects of the problems. Each

state has arbitrarily pursued its solitary way unguided by the practices of the others. The "trial and error" method has been relied on in the futile hope that local applications might accidentally prove a panacea to the nation-wide ills besetting rural education. The data of the discussion focus on the need of a plan of organization which will eliminate many of the striking variations pointed out and at the same time give proper recognition to the national aspects and ramifications of the problem.

CHAPTER VI  
PROPOSALS LEADING TOWARD STANDARDIZATION

The remaining pages of this study are devoted to a discussion of the organization of this type of teacher training on a basis that will be less wasteful of time expenditures and more considerate of the national aspects involved. The discussion deals first with the character of the agency concerned in the standardization. Then the problems confronting it are treated under two main heads -- purpose and field of the institutions and problems of standardization.

I. AGENCY FOR STANDARDIZATION. The facts show conclusively that past efforts have been instigated by local demands and interests rather than by recognition of nationally felt needs and co-operative action. In the organization of curriculums the states have proceeded as individuals working separately, not collectively. The wide distribution of the states, which have introduced this type of training, is evidence that the institutions are responding to a nation-wide situation rather than conditions prevailing in a state or group of states. If the problems are national in scope and of public significance, they must be dealt with by a federal organization representing the entire area feeling the need. Such an organization held its first meeting at Chicago in September, 1914. At this time the United States Commissioner of Education, at the request of several State depart-

ments of education, called together the First National Conference on Teacher Training in Rural Schools.<sup>138</sup> No other organization is in a position to more fully appreciate the urgency of standardizing the movement. There is no other group more closely allied with rural conditions and so well provided with essential data. The organization is nationally representative and at the same time includes rural experts.

II. PURPOSE AND FIELD OF  
TEACHER TRAINING IN HIGH SCHOOLS  
AND IN COUNTY TRAINING SCHOOLS.

The first matter to be determined is a definition of aims and scope of this type of training. The most important issue involved is whether they are temporary or permanent institutions. The widespread introduction of them by so many states in recent years and the large number of rural teachers trained in them may be interpreted as giving them an established place in the educational program of such states. The type of training is not a new and untried experiment. By legislative act New York adopted the system in 1827 and for the past twenty-five years has been appropriating \$100,000 annually for its support.<sup>139</sup> If the institutions give promise of an ultimate solution to problems involved in training rural teachers, their policies and practices will necessarily be much different from those pursued if they are considered as make-shifts until more efficient institutions have been evolved. This is a matter that requires the insight of technically trained rural experts to decide and should not be left to the uninitiated and inexperienced. The membership of the First National Conference on

138 McBrien, J.L., "Rural Education", in Rep. U.S. Comm. Educ., I, 1914, 103.

139 Ibid, 105.

Teacher Training in Rural Schools was national in scope, and included rural experts from teacher-training departments in high schools and county training schools and representatives from normal schools.

If the teacher-training departments in high schools and the county training schools are permanent systems for the training of rural teachers, the data summarized in the preceding chapter show that in many respects they fall far short in meeting standards generally accepted in the preparation of elementary teachers in other than rural schools. Not one of the 14 states provides two full years of training beyond the high school as commonly required of elementary teachers. The standards of such schools do not admit over half the courses being less than one semester in length. Such schools do not consider giving teachers a training in how to teach reading in 720 recitation minutes as is proposed in Maryland. Neither do they attempt so many courses in the short time given to the training as many of the states which have introduced teacher-training departments and county training schools, nor do they give their stamp of approval to students who have had training in so few subjects as those in the states offering a more limited number of courses. Virginia would have difficulty in explaining why a course in agriculture is not provided, since all the other states offer it. Not one of the 14 states has a teaching force sufficiently prepared in subject matter and at the same time possessing the professional qualifications demanded of those offering the same type of work in normal schools of recognized standing. Special teachers employed by the eight states placing instruction in professional

courses, common branches, supervision of observation and practice teaching, and in some cases instruction in industrial courses in charge of one teacher cannot meet the academic requirements in the subject matter of each of the courses. In those states distributing the courses among the members of its high school teaching force the teachers cannot be expected to meet the professional preparation required of normal school instructors. No normal school of recognized standing can afford to have its observation and practice teaching supervised in so loose and haphazard a manner as is inevitable from the data presented from teacher-training departments and county training schools. The data show that the standards in these teacher-training institutions are much below the ones proposed by the Carnegie Foundation for the Advancement of Teaching.<sup>140</sup> Furthermore the recommendations are made for a specialized training for primary, intermediate, or upper grade teachers, not for those who have all grades to teach; and they are made for teachers who will be employed by schools maintaining close supervision, far superior to that of rural schools.

Evidence questioning the desirability of teacher-training departments and county training schools as permanent agencies for training rural teachers is not wanting. Oregon is outspoken in its position on the matter. "The Teachers' Training Course is at best a makeshift until Oregon can have sufficient normal schools to train its teachers for the elementary schools."<sup>141</sup>

---

140 Carnegie Foundation for the Advancement of Teaching, Curricula Designed for the Professional Preparation of Teachers for American Public Schools, 1917.

141 Oregon, Courses of Study for High Schools of Oregon, 1915-16, 11.

At least an implication that the system is a "short cut" to the teaching profession if not a makeshift is found in Kansas.

"Graduates of the state normal schools are almost always able to secure grade- and high-school positions, and consequently rarely go into the country schools, nor would the establishment of additional state normal schools greatly improve conditions in this respect, because students would not feel that they could go to the expense of leaving home and taking a four years' course in order to prepare themselves to become country teachers. But the fact that under the normal-training act they can get a year's professional training in the local high-school course, and at the end of it secure a state-wide certificate good indefinitely if successfully used, is serving at once to induce more young people to enter high school with the intention of becoming teachers and to hold more of those entering school until the course is completed.<sup>142</sup> Virginia expresses a similar motive. "The purpose of normal training departments in high schools is to prepare in some measure teachers for the elementary schools of the State. It is not intended that these schools shall take the place of our State Normal Schools; nor are the courses as given by our normal training departments equivalent to those offered by institutions of higher rank. On the other hand, these are the ways in which such departments in high schools may be of service: First, by offering an opportunity for professional training to those who cannot attend a State Normal."<sup>143</sup> The motive is much the same in

---

<sup>142</sup> Kansas, State Manual for the Normal and Industrial Training Courses in Kansas High Schools, 1914, 9-10.

<sup>143</sup> Virginia, State Course of Study for Normal Training High Schools, 1915, 7.



Oklahoma. "We are convinced that high school students finishing this course as prescribed will be far better qualified to teach than the average rural school teacher in the state today. In addition to this, it will enable many boys and girls to prepare themselves to teach under the care and protection of the home and without the expense of going away to school."<sup>144</sup> State Superintendent Delzell states the case for Nebraska, "Our normal schools, filled to their capacity, are yet unable to supply a sufficient number of teachers for the grades of city and town schools. This leaves the high school our greatest source of supply for teachers of rural schools."<sup>145</sup> At the First National Conference on Teacher Training in Rural Schools Dr. Thomas F. Finnegan, assistant commissioner of elementary schools in New York, is reported to have stated his dissatisfaction with the present teacher training system and expressed a hope that within the next decade the state will establish at least ten normal schools for this purpose.<sup>146</sup> Even more significant is one of the resolutions adopted by this conference. "That the preparation of teachers for rural schools in county training schools and in teacher-training classes in high schools is approved as a policy where more extensive training is not feasible; and it is recommended that such training in high schools should not begin before the junior year and no diploma of graduation be granted before the twelfth school year is finished."<sup>147</sup> That such

<sup>144</sup> Oklahoma, Outline of Requirements for Normal Training High Schools, Secondary Agricultural Schools, Denominational and Private Colleges with Respect to Certification of Graduates, 1915, 15.

<sup>145</sup> Nebraska, Biennial Report of State Superintendent to Legislature, 1915, 39.

<sup>146</sup> McBrien, J.L., "Rural Education," in Rep. U.S. Comm. Educ. I, 110.

<sup>147</sup> Ibid, 104.

a policy is being realized in states that have introduced teacher-training departments and county training schools is made evident by the rural education departments in the normal school of Iowa, at Cedar Falls, of Kansas at Emporia, of Michigan at Kalamazoo, of Minnesota at Winona and Moorhead, of Missouri at Kirksville, and of the several normal schools in Nebraska and Wisconsin.

III. PROBLEMS

Granting that the teacher-training

OF STANDARDIZATION. departments and county training schools are not institutions fitted to the permanent solution of problems involved in the training of rural teachers, the needs for co-operative organization and standardization are increased rather than diminished. The rural teaching force must be gradually lifted from its present level to the higher plane of a profession. Immediate and urgent demands for an adequate teaching force to supply the vast number of rural schools with teachers prevents an abrupt change in standards that would deprive any great number of schools of teachers. The constantly shifting character of our rural school teaching population makes progress even more sluggish. Failure of rural communities to appreciate the real value of a well trained and skilled teacher keeps salaries too low to encourage prospective teachers in entering costly or lengthy periods of preparation. As a matter of necessity the amount of time given to training must be short. The present organization of rural schools on the one room basis demands that the teachers have training in many and varied lines. Instruction must be given in all subjects and to all grades. There are no special teachers of industrial subjects, departmental work in the upper grades is an impossibility, special teachers of music and drawing are unknown, even close general supervision has not been provided,

in many cases the teacher must be the organizer of the school, and vexing problems of management and administration are only too frequent. As a result time is precious and demands of preparation are multiplied. If it is possible to give prospective teachers in Vermont sufficient training in geography with the expenditure of only 1200 recitation minutes, it is important that Michigan, which spends over three times as many minutes on the same subject, should adopt a similar method; or if Vermont is slighting this important subject, proper adjustment should be made; but the proper time allotment may be between the two extremes, in which case each state would profit by readjustment. Whether Kansas is justified in giving prospective teachers of rural schools over twice as much training in American history as in Iowa is not a matter of significance to these two states alone, but is one of public concern, for the pupils trained by the teachers will be distributed throughout the entire country and as citizens participate in activities of national importance. Then if these teacher-training agencies are to give way to more efficient ones, close coordination between them should be established from the beginning. A common denominator should be found so that the work performed in the one may lead to and anticipate later training and receive proper credit in the permanent institution. These results may be achieved only through a careful definition of terms, an objective determination of values, and fixing of uniform standards of achievement.

Standardization of the policies and practices of the training does not mean that the curriculums shall be identical in all respects. Opportunity for differentiation on the basis

of local conditions and needs must be open. In agriculture different types of farming should not be given similar emphasis in all states, but certain limitations should be objectively determined that will guarantee undue emphasis on this subject will not lessen the teachers' skill in imparting instruction in such subjects as geography, history, and others which have wider and deeper ramifications than local interests. Improved means of communication, transportation, and distribution have not only made possible more definite specialization, but at the same time interests formerly restricted to local districts have been extended until they have become common bonds of social solidarity co-extensive with national boundaries. Even in the more general curriculum of the elementary school such a strong advocate of differentiated curricula as Professor Frank M. McMurry urges that the subject-matter of one elementary school should duplicate that of others "possibly to the extent of two-thirds or three-fourths of its entire content."<sup>148</sup> Professors Judd and Parker advocate such close restrictions on the elective system as to make practically all courses in the curriculum required after a choice has been made as to the specific line of teaching that is to be followed.<sup>149</sup> In the curricula requiring two years of preparation beyond the high school prepared by the Carnegie Foundation for the Advancement of Teaching no provision whatever has been made for electives.<sup>150</sup> The problem has two phases -- an

- 
- 148 McMurry, "Principles Underlying the Making of School Curricula" in Teachers College Record, Sept. 1915, 8.
- 149 Judd and Parker, "Problems Involved in Standardizing State Normal Schools," in Bull. No. 12, U.S. Bur. Educ., 1916, 83-84.
- 150 Carnegie Foundation for the Advancement of Teaching, Curricula Designed for the Professional Preparation of Teachers for American Public Schools, 1917.

opportunity for response to local needs must be preserved and the broader national appeals must be protected from the encroachments of local aggressions. Stated in concrete terms, do local conditions in Maryland warrant spending 5760 recitation minutes on Latin, when only 720 are given to reading, which is generally conceded to be of wider interest and greater value in the training of an elementary teacher.

Standardization in four respects may be undertaken with profit by the organization proposed: courses to be offered, time allotments, content of courses, and general matters of administration such as entrance requirements, and requirements for graduation.

Courses Offered. The data show that agriculture, American history, arithmetic, civics, geography, grammar, observation, physiology, psychology, practice teaching, reading, and school management have well established places in the curriculum. Each is offered in at least 11 of the 14 states. Rather definite objective standards have been reached and each state should be under obligations to include them in its curriculum. In regard to the regular high school courses required, an agreement should be reached as to which ones give specific aid to the equipment of a rural teacher and include them in a "pre-Normal Course" which shall be completed before entrance to the teacher-training course proper has been granted.<sup>151</sup> Since a course in domestic science is made possible in at least half of the states, it might be

<sup>151</sup> Such a course has been formulated for Minnesota. "After September 1, 1917, all students entering this department shall be required to have had civics, American history, English grammar, hygiene, agriculture, and home economics (for girls), or manual training (for boys), at some time during the high school course preparatory to the training year." High School Board, "Rules relating to High and Graded Schools," in Bull. No. 45, 1916, 27.

included as either a specific or optional requirement. Sufficient progress has been made in the measurement of abilities in handwriting and spelling to make possible the use of tests and scales in determining certain minimum standards of achievement necessary for admission to the departments. Such tests would not work undue hardships on any one or make the standards too severe, if the degree of achievement required were based on the abilities displayed by those completing the course in any one year. Assurance of ability in the fundamental operations in arithmetic can be secured by a similar method. By the arrangements proposed much of the instruction in subject matter might be disposed of before the normal training course proper is begun. Definition of the content of courses in psychology and school management will make possible the elimination of many of the courses offered in but few states each which have been listed as professional courses. These changes would make much more time available in the course of training. It should be possible for these experts to select from the courses offered in few states each the more promising ones -- such as construction work, country life problems, library training, plays and games, and story telling -- which could find a place in the curriculums of all.

Content of Courses. — The general nature of the scope and content of each course should be carefully defined. Such a statement would do much toward unifying courses which under present conditions are full of disorder. Such a process would likely eliminate from psychology in Missouri and Virginia that portion which deals with the problems of school sanitation and hygiene. Michigan would be compelled to define quite definitely the "fundamentals" in the course. New York would be required

to explain more concretely such terms as "physical concomitants of feeling." In other courses demands of a similar type would be made for definition of terms. The relative values of academic and professional subjects may be given the attention they deserve. The degree of emphasis to be placed on "subject matter" and "method" in the common branches may be determined in a more satisfactory and objective method. With a better grasp of the subject matter included in the industrial courses more time could be spent on methods of teaching them.

**Time Allotments.** When the courses offered in the curriculums have been unified and their contents defined, it will be possible to arrive at their relative values by a more objective method. Comparison of achievements attained in the different states can be made. It will be possible to check up some of the wide variations which exist under present conditions; to find out whether Wisconsin is justified in spending over three times as many minutes on arithmetic as Maryland; to ascertain whether Vermont by spending less than one-fourth as much time on physiology is obtaining as good results as Kansas; to inquire whether Minnesota by spending less than one-fifth the time on agriculture is training teachers as well as the state of Oklahoma.

**General Problems of Administration.** After uniformity has been reached in the three preceding respects, similar entrance requirements can be insisted upon. The length of the course from state to state will be the same and requirements for graduation alike. Work performed in one state will be recognized in others. A uniform system of certification applying in the different states will become a possibility. Normal schools offering further training will find it possible to evaluate the work and give it exchange value.

## BIBLIOGRAPHY.

- Anderson, C. J., "Observation and Practice in Courses for Training Rural Teachers." In School Review. XXV : 16-25
- Burnham, Ernest, "A Decade of Progress in the Training of Rural Teachers". In the Proceedings of National Education Association. 1915. 801-807
- Foght, H. W., In collaboration with Monahan, A. G., and McBrien, J. L., "Rural Education". In Commissioner of Education Report for the year 1915. Vol. I, 81-112
- Foght, H. W., In collaboration with Monahan, A. G., and Kharman, J. C., "Rural Education". In Commissioner of Education Report for the year 1916. Vol. I. 77-95
- Gray, A. A. "The Training of Teachers in High Schools". In American School Board Journal. LIV: 32-34.
- Hood, William R. With the assistance of Weeks, Stephen B., and Ford, A. Sydney. Digest of State Laws Relating to Public Education. U. S. Bureau of Education. Bulletin, 1915, No. 47. Washington, 1916.
- Iowa. Regulations Governing the High School Normal Training Course and Examinations. Circular No. 1. Des Moines, Sept. 1914.
- Outlines of Psychology and School Management. Circular No. 2. Des Moines. Sept. 1914.
- Outlines of Music for Normal Training High Schools. Circular No. 5. Des Moines. 1915.
- Outlines in Home Economics. Circular No. 4. Des Moines. 1915
- Spelling List for Use in Normal Training High Schools. Circular No. 14. Des Moines. Nov. 1914.
- Johnson, A. A., County Schools of Agriculture and Domestic Economy in Wisconsin. Office of Experiment Stations, Bulletin 248. Washington, 1911.
- Kansas. Manual for the Normal and Industrial Training Courses in Kansas High Schools. Topeka. 1914.
- Koos, Leonard V. "Teacher-Training Departments in North Central High Schools." In School Review. XXIV : 249-256.



## BIBLIOGRAPHY continued.

- Larson, W. E., The Wisconsin County Training Schools for Teachers in Rural Schools. U. S. Bureau of Education. Bulletin No. 17 1916. Washington.
- McBrien, J. L., "Rural Education". In Commissioner of Education Report for the year 1914. Vol. I. 99-125
- Maryland. Course of Study of the Public Elementary and High Schools of Maryland Including Courses for Normal Schools Departments of Pedagogy in Colleges and Teachers' Training Course in High Schools. Baltimore, 1914.
- Michigan. County Normal Training Classes. Bulletin No. 1. Lansing 1912
- Minnesota. High School Board Rules Relating to High and Graded Schools. Bulletin No. 45 St. Paul. November 1914.
- \_\_\_\_\_ Teachers' Training Schools. Bulletin No. 57. St. Paul 1915.
- \_\_\_\_\_ High School Board Rules Relating to High and Graded Schools. Bulletin No. 45. St. Paul, May 1916.
- Missouri. Syllabus of Courses in Education - Teacher-Training High Schools. Jefferson City. 1914.
- Monahan, A. C., "Rural Education". In Commissioner of Education Report for the year 1913. Vol. I, 157-210.
- Nebraska. Normal Training in the High Schools of Nebraska. Bulletin No. 7. Lincoln. August 1913.
- New York. Training Class Syllabus. Albany 1912.
- \_\_\_\_\_ Teachers Training Classes. Handbook 29. Albany. July 1914.
- Ohio. Normal School Bulletin. Columbus. September 1915.
- Oklahoma. Outline of Requirements for Normal Training High Schools, Secondary Agricultural Schools, Denominational and Private Colleges with Respect to Certification of Graduates. Oklahoma City. June 1915.
- Oregon. Courses of Study for the High Schools of Oregon. Salem 1915.

## BIBLIOGRAPHY concluded

Pittenger, Benjamin Floyd. Rural Teachers' Training Departments in Minnesota High Schools. Bulletin of the University of Minnesota. Minneapolis, October 1914.

Virginia. State Course of Study for Normal Training High Schools. Richmond 1915.

Wilson, R. H., "The Oklahoma Plan in Teacher Training for Rural Schools." In American School Board Journal. 54:40

APPENDIX

"Exhibit 1A"

"Exhibit 1B"

"Exhibit 2"

"EXHIBIT 1 A"

Subjects offered in the curriculum

	No. Students enrolled in subject	No. minutes per recitation	No. recitations per week	Length of course in weeks
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				

"EXHIBIT 1 B"

Subjects offered in the Curriculum

	No. students enrolled in subject	No. minutes per recitation	No. recitations per week	Length of course in weeks
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				

