



LIBRARIES

UNIVERSITY OF WISCONSIN-MADISON

Fifty years of rural leadership in Wisconsin's county normal schools. [1945]

[Wisconsin]: Principals' Association, County Normal Schools, [1945]

<https://digital.library.wisc.edu/1711.dl/OQVPO5JAONWTY9C>

This material may be protected by copyright law (e.g., Title 17, US Code).

For information on re-use, see

<http://digital.library.wisc.edu/1711.dl/Copyright>

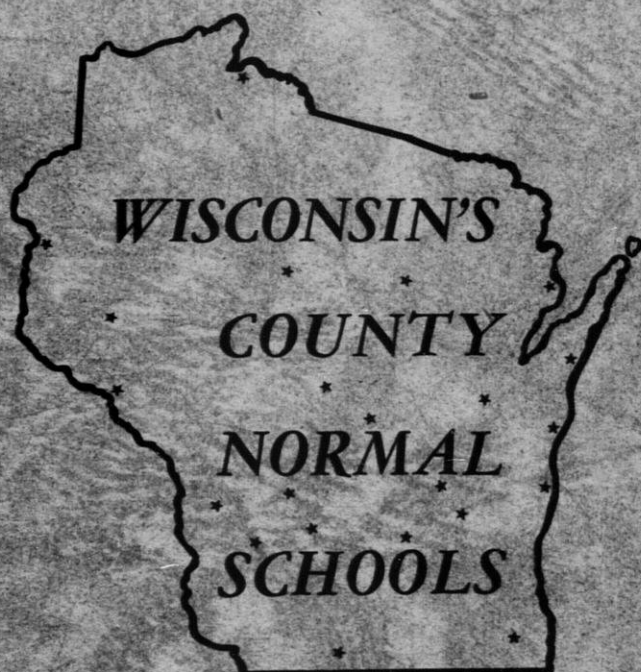
The libraries provide public access to a wide range of material, including online exhibits, digitized collections, archival finding aids, our catalog, online articles, and a growing range of materials in many media.

When possible, we provide rights information in catalog records, finding aids, and other metadata that accompanies collections or items. However, it is always the user's obligation to evaluate copyright and rights issues in light of their own use.

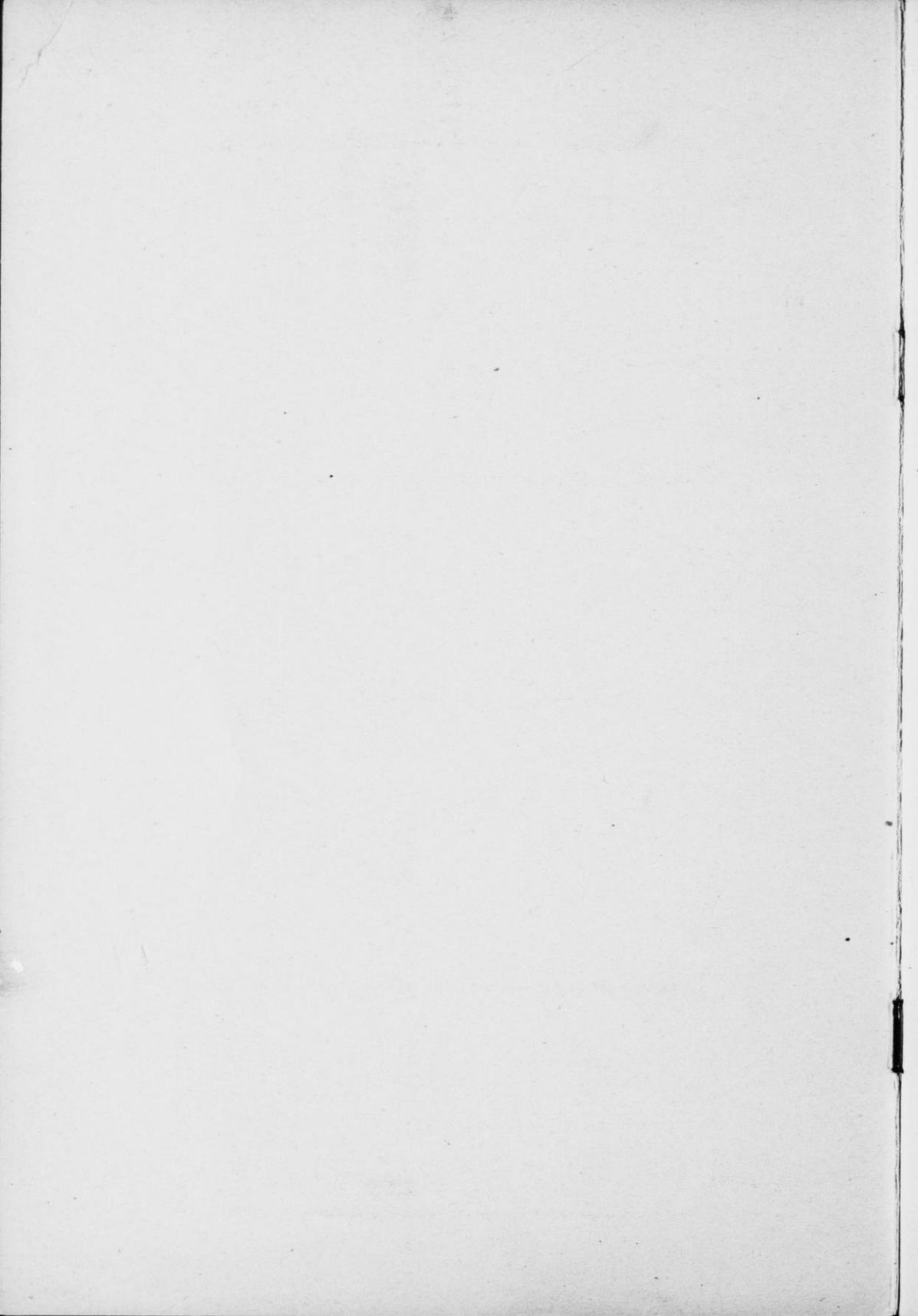
F9029
PR

Pam 56-3394

**FIFTY YEARS OF
RURAL LEADERSHIP
IN**



"of the people - by the people - for the people"



FIFTY YEARS OF
RURAL LEADERSHIP
IN
WISCONSIN COUNTY
NORMAL SCHOOLS

Published by the

[PRINCIPALS' ASSOCIATION,
Wisconsin County Normal Schools]

February, 1945

Statistical information and survey results on which conclusions are based were furnished officially to the Principals' Association by the following:

Wisconsin County Superintendents of Schools, Wisconsin Bureau of Vital Statistics, State Departments Public Instruction in Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, Ohio and Wisconsin.

THE TWO BUILDERS

A builder builded a temple,
 He wrought it with grace and skill;
Pillars and groins and arches
 All fashioned to work his will.
Men said as they saw its beauty
 "It shall never know decay.
Great is thy skill, O builder:
 Thy fame shall endure for aye."

A teacher builded a temple
 With loving and infinite care,
Planning each arch with patience,
 Laying each stone with prayer.
None praised her unceasing efforts
 None knew of her wondrous plan,
For the temple the teacher builded
 Was unseen in the eyes of man.

Gone is the builder's temple,
 Crumpled into the dust;
Low lies each stately pillar,
 Food for consuming rust.
But the temple the teacher builded
 Will last while the ages roll,
For that beautiful unseen temple
 Is a child's immortal soul.

Author Unknown

MAR 20 1959

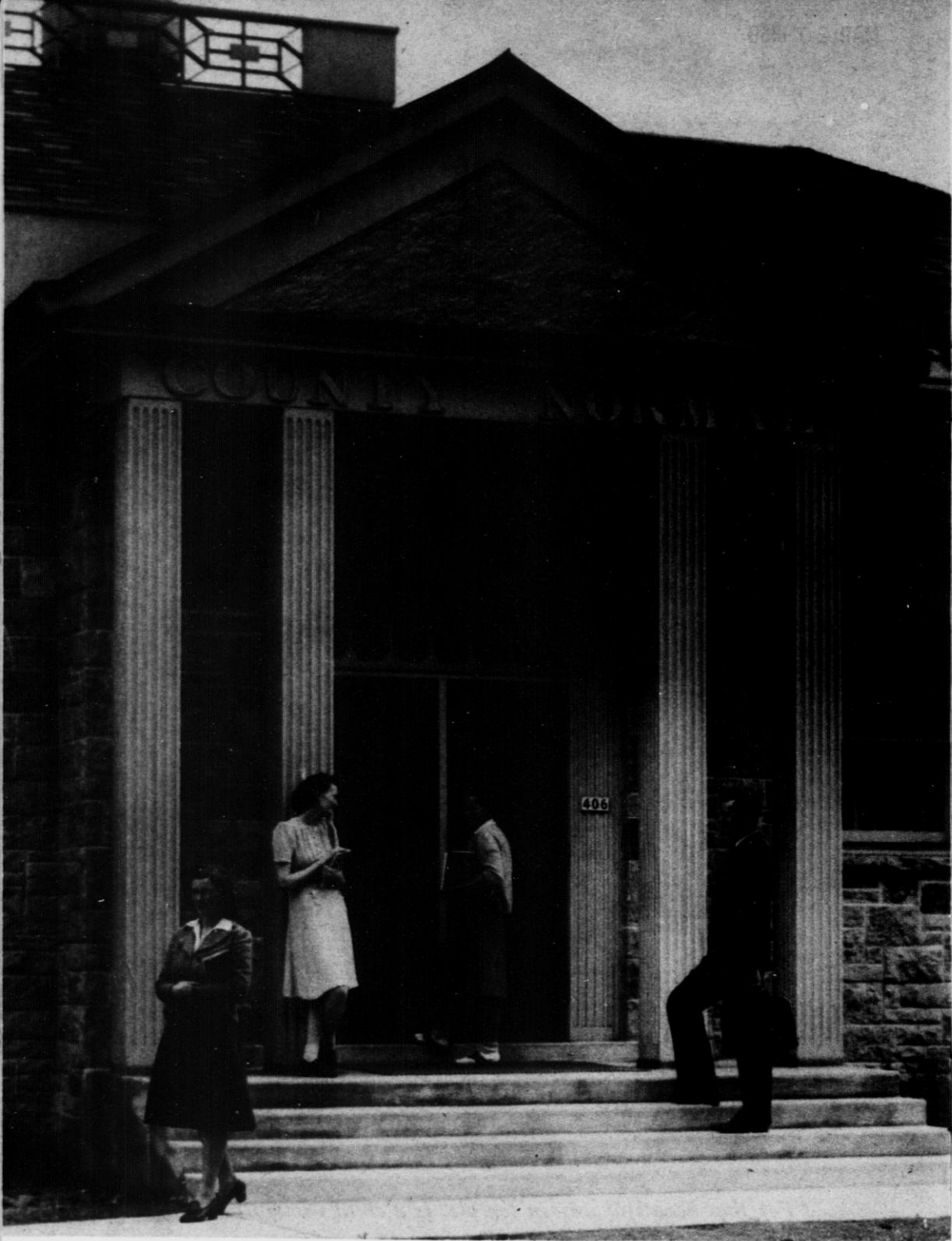
5118'

F9029

PR



"For that beautiful unseen temple, Is a child's immortal soul."



The door to new opportunity for service

INTRODUCTION

Within the past twenty-five years various types of educational and sociological efforts have been made in Wisconsin to relieve the rural problem at its most distressing points. Among them are:

- (1) More equitable distribution of state aids with special aids for weak schools.
- (2) Definite standards for rural schools set up by the state department.
- (3) More centralized responsibility and supervision.
- (4) Consolidation of small schools into larger educational units.
- (5) Higher standards for preparing rural teachers.
- (6) Laws for longer school terms, better attendance, and more adequate buildings.
- (7) A back-to-the-farm movement.

During the early 30's there was a general decline from land ownership to tenancy. We have since witnessed the growing idea of more land ownership on a family basis. This has made remarkably sound and steady progress among Wisconsin people.

The proportion of land owners to tenants will determine whether rural life in our state will continue to be democratic or tend toward proletarianism. Land ownership goes hand in hand with a predisposition for education.

As rural citizens in a great rural state we must keep homes on the land. Families on the land must think more in terms of making farming a way of life. County Normal Schools must con-

tinue to develop in their students this rural attitude and magnify the advantages of rural life.

That the County Normals are a most significant factor in attaining these ends is obvious. First, they bring education close to the rural people where it is needed and where it rightfully belongs; second, they serve in a large measure to cement the rural cultural pattern to the rural community; third, the fact that they are local in character adds to the prestige of farming as an enterprise. In addition, students become acquainted with the social and economic problems of the communities which they will serve as teachers.

The enrichment of the lives of our rural people, the careful guidance to many of our boys and girls in agricultural pursuits centered about the farmstead is a matter of vital importance. This fact must be recognized by rural leaders in education and other representatives of the people. If educators and legislators accept this challenge they will become instrumental in raising the cultural, spiritual, and economic standard of life on the land.

Rural schools will reflect a greater enrollment in the years just ahead. This is due to a increasing birth rate among rural people, who comprise about 45% of Wisconsin's population.

Wisconsin's educational service must be adapted to meet the particular needs of this increasing group. A successful example of such an adaptation is the Wisconsin County Normal School system of preparing rural teachers.



"Learn to do by doing" — a County Normal feature



A rural sociology class at work

How the County Normal Schools are Serving Rural Wisconsin

(1) They have prepared 10,500 teachers for Wisconsin's rural schools in the past ten years. The average is twenty-three graduates per school per year.

(2) County Normals draw students from an area extending about fifty miles from each school. They are close to the rural people whom they serve.

(3) County Normal graduates most often teach in their home counties.

(4) 83.7% of Wisconsin's rural and state graded elementary teachers are trained by county normals. The range is from 50% to 98%. This means that eight of every ten rural teachers now serving in Wisconsin were prepared at county normals.

(5) 13.72% of county normal graduates have been lost by the rural field to city and village positions in the past ten years. The trend is upward from 11.9% in 1940 to 18.2% in 1943. Higher salaries offered is the cause.

(6) Of 458 students now attending the county normals (1944-45) only 102 would have gone to teachers colleges if there had been no county normals available. Only 17 of these 102 going to state teachers colleges would have entered the *rural* departments according to students' own statements.

This would mean a loss of 441 candidates for rural teaching positions in the one year.

(7) Nine hundred fifty teachers have been prepared at County Normal

Schools for neighboring counties without such schools since 1939. Thus all counties derive benefit from county normal schools.

Other types of service rendered by County Normals to home and neighboring counties:

TYPES OF BUILDING USES

1. Office Space
 - a. County Supt. of Schools
 - b. County Nurse
 - c. County Supervising Teachers
2. County Superintendents
 - a. County music meetings
 - b. County competitive contests — rural and state graded schools
 - c. County teachers institutes
 - d. School board conventions
 - e. County diploma exams
 - f. County music festivals
 - g. County Teachers Association—professional meetings
 - h. Curriculum reorganization meetings
 - i. School board conventions
 - j. Substitute teachers meetings
3. County Agents
 - a. Farmers meetings
 - b. Selective Service meetings — Status of farm boys
 - c. Harvest festivals
4. Home Demonstration Agents
 - a. Meat cutting demonstrations
 - b. Homemakers programs
 - c. Canning demonstrations
 - d. 4-H meetings
5. Farmers
 - a. A.A.A. meetings
 - b. General Mills - Farm Day
 - c. John Deere Day
6. Smith-Hughes Agriculture Instructors

- a. Meetings of farmers and farm youth
- b. Garden Clubs
- 7. Cities
 - a. Red Cross - First Aid Classes
 - b. Nutrition meetings
 - c. Civilian Defense meetings
 - d. War Bond Drives
- 8. County Nurses:
 - a. Small pox vaccinations
 - b. Whooping cough immunizations
 - c. Diphtheria immunizations
 - d. Baby clinic (pre-school)
 - e. Child clinics
- 9. General Uses:
 - a. Girl Scout meetings
 - b. Recreation Leadership Schools and Committee meetings
 - c. Workshop in education and necessary committee meetings
 - d. P.T.A. meetings
 - (1) Monthly
 - (2) Executive Committee
 - (3) District Conferences
 - e. Alumni meetings and reunions
 - f. State Rural Life Conferences
 - g. County Exhibits of Rural Art
 - h. Boy Scout meetings
 - i. Rationing work
 - j. Holiday programs
 - k. County Conservation work
 - l. County hospitality center
 - m. County educational center
 - n. U. of W. Extension classes

LIBRARY SERVICE

1. Loans to rural teachers (books and equipment)
2. Loans to city supervising teachers (books and equipment)
3. Cataloging rural school library books.

EQUIPMENT LOANS

1. County Agent
2. Elks Club
3. Local churches
4. City Chief of Police
5. City schools
6. County Supt. of Schools
7. Schools in Rural Areas

FACULTY SERVICES

1. Judging contests
2. Speaking
3. Counseling in High Schools
4. Supervision of recent graduates
5. Radio broadcasts
6. Recreational leadership
7. Assistance in curriculum building
8. Rural school programs
9. In-service training for teachers

Learning geography for a new era



Wisconsin Compared With Other Mid-West States in Rural Teacher Training

A recent study of Mid-west Rural Teacher Training reveals interesting facts relative to the preparation of teachers for rural schools. The following significant data has been obtained as a result of an official survey through the cooperation of Departments of Public Instruction in Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, Ohio and Wisconsin:

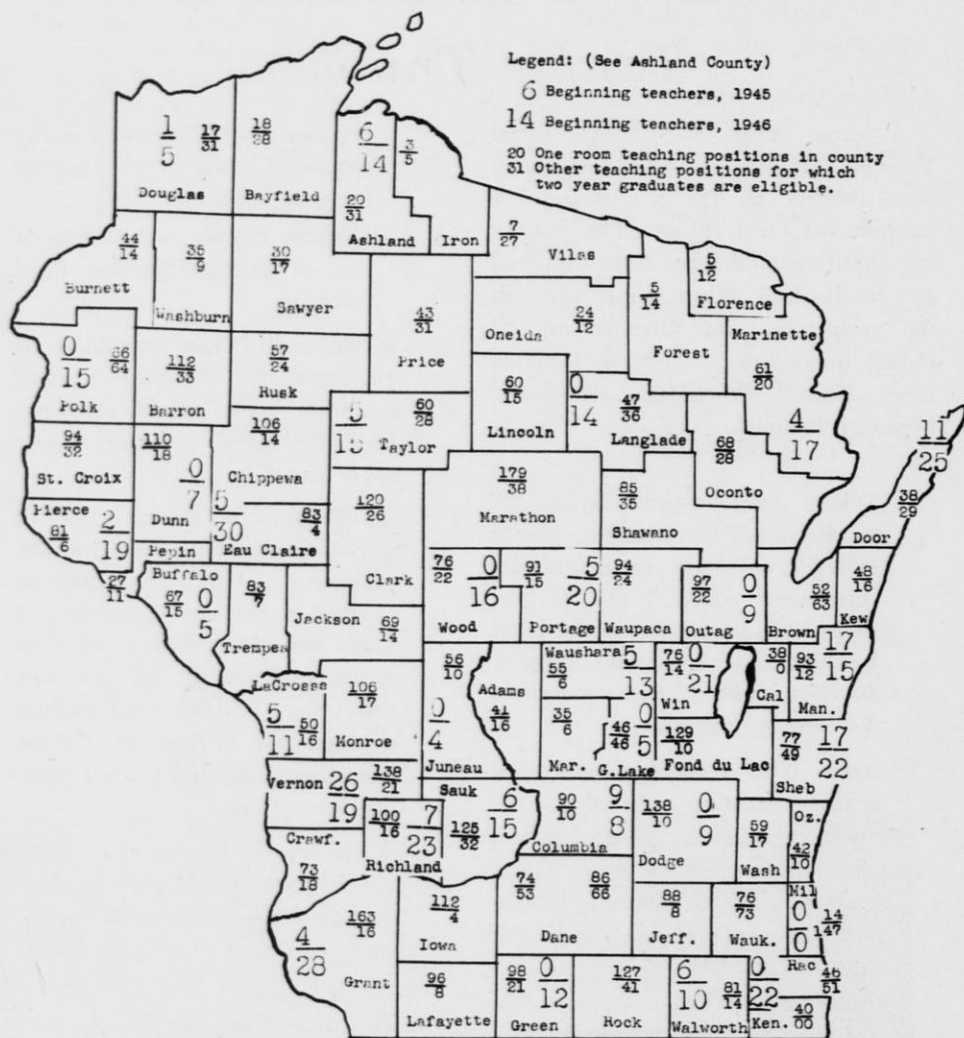
1. When small institutions, county normals, private colleges, junior colleges, etc., are geographically distributed near rural people, from 50 to 95 percent of the rural teachers are trained therein. *In Wisconsin 87.3% are trained by County Normals.*
2. There is an average of 63.6 rural teacher training institutions per state in the ten states studied. When states having high school training departments are eliminated, the average becomes 33 per state. *Wisconsin has 32.*
3. State Universities train very few teachers for rural schools.
4. Minimum training requirements for teaching, in addition to high school graduation, are as follows:
 - 2 States require 4 years of preparation for all teachers.

3 states (including Wisconsin) require 2 years of preparation for rural teaching.

5 states require but 1 year or less of preparation for rural teaching.

Wisconsin's 2 year minimum requirement for teaching in rural and state graded schools compares very favorably, therefore, with other states.

5. Certification or licensing of all teachers is administered by Departments of Public Instruction in 7 states including Wisconsin; 2 states have State Boards of Education performing this function, and 1 state certifies rural teachers through the offices of County Superintendents and teacher training institutions.
6. Wisconsin is one of five states which grant special rural elementary certificates only after specialized study is made to meet particular needs of rural schools.
7. The data shows conclusively that students preparing for rural teaching prefer to obtain training in schools located near the communities in which they plan to teach. Rural teachers usually prefer to teach near home.



HOW SERIOUS ARE WISCONSIN'S RURAL TEACHER NEEDS?

6611 Rural Positions Reported (1944-45) By 72 County Superintendents:

One-Room Teachers Employed	4841
State Graded Teachers	1770
Total Positions	6611

1490 New Rural Teachers Were Needed 1944-1945:

County Normal Beginning Teachers in Above	312
State Teacher College Beginning Teachers from Rural and Elementary Departments	226
Former Teachers with Certificates or Licenses	250
Former Teachers with Emergency Permits	702
Total Replacements	1490

1.9% Increase In Wisconsin Birth Rate Reported:

Average Birth Rate Per 1000 Population

1939-1943 - 19.4%

1934-1938 - 17.5%

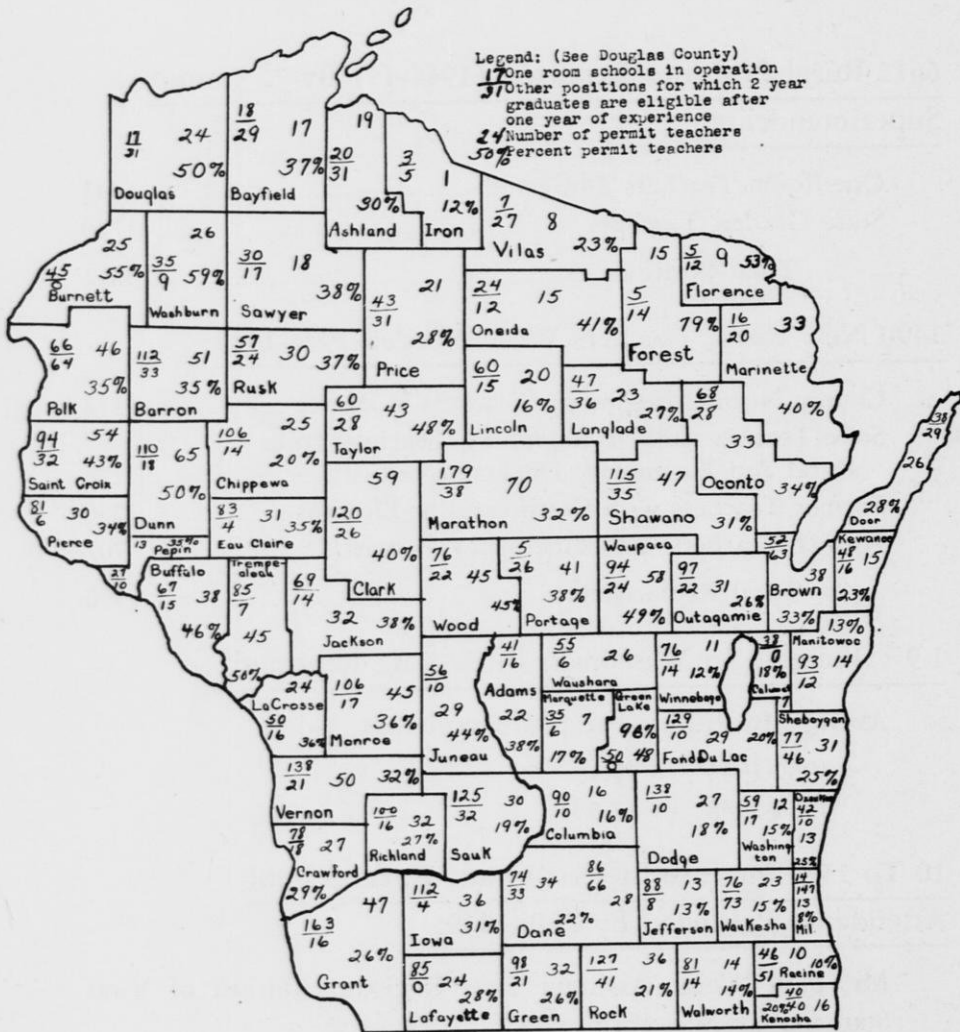
10 To 15% Increase In First Grade Rural School

Attendance Predicted By 1948-1949:

Mr. Paul Weiss, Assistant State Registrar, Bureau of Vital Statistics for Wisconsin, says:

"It's safe to predict that rural school attendance in the first grade will increase slightly in 1946 over 1945, and about 10 to 15% in 1947-1948 over 1945, and again a like increase in the first grade will occur in 1948-1949 over 1945."

Legend: (See Douglas County)
 17 One room schools in operation
 370 Other positions for which 2 year
 graduates are eligible after
 one year of experience
 24 Number of permit teachers
 50% Percent permit teachers



HOW SCANT IS THE SUPPLY OF RURAL TEACHERS IN WISCONSIN?

Only 203 New Teachers Available For September 1945

County Normal — 2nd Year Students Enrolled (1944-45)	149
State Teachers Colleges — 2nd Year Students Enrolled	54
TOTAL AVAILABLE SEPTEMBER 1945	203

Only 453 Available For September 1946

County Normal — First Year Students Enrolled	309
State Teachers Colleges	144
TOTAL AVAILABLE SEPTEMBER 1946	453

30.8% of Total Rural Positions Are Now Filled By

Permit Teachers

6698 Positions in Wisconsin are Open to the Above Two-Year Graduates.

2066 of These Positions (30.8%) are Filled by Permit Teachers This Year.

8 to 9 Years Are Necessary to Replace Permit Teachers with Legally Qualified Teachers

On the basis of present enrollment it will take nine years to replace permit teachers with legally qualified teachers, allowing a turnover of 25% each year and maintaining a 2% consolidation each year. Checking this against an independent ten year study by county superintendents of the state we find they indicate 8.5 years to have fully qualified teachers in the rural and state graded schools of Wisconsin.



Normal students in the library for study

What Others Say Regarding the Work County Normals are Doing

**County Supt. S. G. COREY
OF WOOD COUNTY, writes:**

"We have worked with the graduates of your school over a period of fifteen years and we are happy to report that our experience leads us to conclude that our County Normal School has done and is doing, a unique job of training young people for service in rural one room schools and in state graded schools."

"We have observed that, as a general rule, our most satisfactory teachers in rural areas are selected young people from those same areas and that the nearness to their own county school assures a larger percentage of rural minded teachers for this service."

"Our County Normal School faculty members are selected with special attention to training and experience which fit them for their specialized work. All of their efforts are directed toward the one purpose of training teachers for rural and elementary grade children."

"These young teachers are not required to enroll in any courses that are designed for other than rural and elementary teaching responsibilities."

"Apprentice teaching, both in the Normal School itself and in the district schools, is of great importance. Our *Normal Schools are especially well organized and they are located to provide a maximum of this teaching experience.*"

"It is our experience that the teachers

trained in County Normal Schools are especially inclined to remain in service in the field for which they have been trained."

"For these reasons, especially, we feel that County Normal Schools are fitted to render unique service in training teachers for the rural and elementary fields."

**County Supt. WILBUR GIBSON
OF PEPIN COUNTY, writes:**

"It has been my experience through careful observation and supervision that the graduates of our County Normal School have done a very commendable job. My contacts with you and your faculty have been most pleasant and I firmly feel that *these training schools have a very definite place in the educational program of the State of Wisconsin.*"

**County Supt. KURT R. SCHOENOFF
OF SAUK COUNTY, writes:**

"County Normals were established by law for a definite purpose. In Sauk County, where agriculture is a leading industry and where there are many one-room schools, this purpose has been achieved."

"The presence of a normal school here has made it possible to preserve high standards of education for our boys and girls, even in time of emergency caused by war."

"In order to more fully realize the many benefits of our county normal, we have only to make a study of teacher



A Normal School glee club — for participation — individual growth

certification, tenure, teacher shortage, training, etc., and compare our situation with counties where there are no such training institutions."

"The facilities of the school are, of course, used most by those in attendance, but they are also available for teachers in service and for members of all educational organizations operating within the county."

"We make frequent and constant use of the well trained faculty in a co-operative effort to improve educational plans and policies."

"We now have 114 teachers in rural schools who have had county normal training. *In our estimation there are, at present, no other schools so well equipped to train teachers for service in rural areas.*"

**County Supt. F. J. NIMITZ
OF LANGLADE COUNTY, writes:**

"I believe that the rural county normal schools should be given every encouragement so that there will be no lessening of the number of schools and no curtailment of aids. It is hard to ascertain just how many years it will take to build up the supply of rural school teachers to meet adequately the rural school needs. In the eleven and one-half years of my experience as superintendent I have found that over ninety-nine per cent of the teachers in the rural and state graded schools of Langlade County were graduates of the Langlade County Normal School."

"I know that I am expressing the views of most of the county superintendents of the state of Wisconsin when I say that the County Normal Schools

should continue to be maintained as they have been in the past."

**County Supt. A. L. PAHR
OF SHAWANO COUNTY, writes:**

"A County Normal, as I have seen it, has a very definite place in the field of education. The school is usually located close to the Rural Area that it serves. Its Faculty usually has members who have been County Superintendents, Supervising Teachers, or other Teachers who have been closely related to Rural Schools and their problems. A County Normal which gives 2 years of intensive training to its students prepares teachers who can go into Rural Schools anywhere in the state and do a very good job of teaching. The School offers training facilities to young people who perhaps would find it impossible to travel greater distances to attend State Teachers Colleges. *The School is interested in only one type of training, namely, that for Rural Teachers.* The student body is not thrown into close contact with students or instructors who are interested in other fields of education and their entire interests center in the one thing they are going to do: teach in Rural Schools. Likewise the Faculty's entire interest is centered in this one thing."

**County Supt. DORRIS L. SANDER
OF TREMPLEAU COUNTY, writes:**

"I have worked with a number of teachers trained in County Normals and have found that the training they received gave them an understanding of the problems of rural life."

"The courses there provide subject matter and apprentice teaching which are easily adapted to real situations



Sketching — opportunity for artistic expression offered Normal School students

upon graduation. I have felt that the County Normals have made a real contribution to the education of our rural boys and girls in the type of training they have given the teachers who have gone back to rural communities to teach. *Young teachers, who attend a County Normal, usually go into rural communities with a better understanding and a deeper appreciation of the advantages of rural life.*"

**County Supt. W. E. MOORE
OF MARATHON COUNTY, writes:**

"There is no question in my mind but that there is a very definite need for County Normal Schools in the state's program of the training of rural school teachers. The only purpose of these schools has been the training of rural school teachers, and as a result, I strongly believe that they have been doing a very fine job."

"The State Teachers Colleges have never been quite as close to the rural situation as has the County Normal School. The Rural Department of the Teachers College is just another department as far as they are concerned and, while some of them have done fine work in the training of rural teachers, I should hesitate in recommending that all of our future rural school teachers should come from this source.

"The chief difficulty in the past as I see it, has been that students of the Teachers Colleges have not always had ample opportunity to do cadet work in rural schools sufficient to be of much help to them. As a result, they come to us with good academic backgrounds but, too often, with little or no appreciation of a rural school situation. *I think*

that one of the really strong points of the County School Normals has been the opportunity that they have given their students for extended periods of practice teaching right out in the rural school. Other things being equal, the beginning teacher from a County Normal School has a better chance of making a good beginning as a teacher than does one from some other training institution."

**County Supt. OTTO W. NEUMANN
OF OCONTO COUNTY, writes :**

"County Normals have provided and will continue to provide teacher training opportunities to large numbers who would not be able to avail themselves of the regular college training."

"The County Normal creates an atmosphere and an environment more closely related to the rural environment in which the student will carry on her work."

"My experience as a student in both situations leads me to believe that County Normals permit a closer relationship between instructors and students and between instructors and parents of the students."

"County Normal instructors have shown more interest in their graduates than have the colleges."

"County Normals can play a part in the rehabilitation of returning veterans."

**County Supt. O. J. SOHRWEIDE
OF BUFFALO COUNTY, writes:**

"Because of our close contacts with the Normal School students and with the faculty, we feel we can give these people better supervision because we have worked with them and observed



Students collecting milk weed pods — a nature excursion to aid the war effort

their work during their periods of cadet teaching."

"By and large we are well pleased with the teachers trained at the Normal School and without these people there would definitely be a more serious teacher shortage. Locally trained people in most cases, remain in their teaching positions longer than those trained away from home. This helps to reduce teacher turnover and makes better schools in this vicinity."

"Because of our location, we have always depended upon our local school to train the teachers which we have needed. Because of my work in the Normal School and of my experience as Superintendent of the Schools in the County, my observation has been that we have turned out a very good product with few exceptions."

**County Supt. BEATRICE BURGDOFF
OF JUNEAU COUNTY, writes:**

"As you know in the past the County Normal has supplied nearly all of the rural and state graded teachers in Juneau County. Until this war period, the supply usually took care of the demand. School boards were always eager to obtain the services of these graduates. It has been found also that city superintendents and principals are eager to hire teachers with rural experience and those people are usually County Normal graduates."

"Personally, I believe that graduates of the two year County Normal course are better prepared to teach our boys and girls. They usually are quite familiar with the problems confronting rural school communities and, with ex-

perience they are able to better cope with these problems."

"As County Superintendent of Schools I fully recognize and appreciate the value of the service rendered by the County Normal."

**County Supt. HARRY M. HANSON
OF DANE COUNTY, writes:**

"During my twenty-two years of teaching, supervising rural schools and, of late County Superintendent of Schools, I have worked with teachers who have had their training at a rural normal school.

"I have found these people well prepared to cope with the problems of rural education. *They are grounded in the right philosophy which is so necessary to teach our rural schools successfully.*

"The rural school holds an extremely important place in education. I feel that the graduates of rural normal schools are prepared with that in mind. The schools they maintain and their excellence in rural leadership directly reflect the training they received at the rural normal schools."

**County Supt. R. J. FOREHAND
OF TAYLOR COUNTY, writes :**

"During the past eight years our office has learned to know how really helpful and effective the County Normal School can be in assisting in the administration and supervision of the schools in our county. Some of the reasons for this are as follows:

1. "Realizing the importance of 'on the ground rural practice experience', your faculty has designated practice work in the rural schools during which



A Normal School dormitory — for students away from home

time the prospective normal school graduate actually takes complete charge of a school. You have further made this practice period more effective by an arrangement wherein the cadet is supervised, not only by qualified members of your faculty, but also by the regular supervisory force of the County Superintendent's office."

2. "Realizing the value of follow-up supervision after graduation the normal school faculty

a. Provides the teacher with additional professional leadership during the critical first year.

b. Improves its own effectiveness in teacher training activities by a first hand study of 'graduates in action'."

DUNN COUNTY SUPT.

ARCHIE SHAFER, writes:

"Most of the students attending this school are rural people who understand conditions and problems in farming areas. This being true, *they fit into rural communities better than do urban teachers*. A survey of the teachers shows that sixty per cent of our rural schools are filled with rural graduates."

"General organization of schools varies in individual counties and a local training school is able to take these matters into consideration better than institutions who train for the teaching in many counties."

"*It is much more convenient for preparing teachers to take the training locally than to have the additional expense and inconvenience of living in another city.*"

WASHINGTON COUNTY SUPT.

M. T. BUCKLEY, writes:

"Over a period of fifteen years experience with these County Normal graduates I have evidence that they come to us with a fine cultural background and that *they are earnest, sincere and cooperative young people.*"

"You are privileged to call on me at any time to support this very valuable instrument in the field of teacher training."

MARQUETTE COUNTY SUPT.

SAMUEL LONG, writes:

"At the present time about thirty-five per cent of our rural teachers are graduates of Waushara County Normal. We have two employed in our state graded schools and four in grades below high schools."

"Our school boards who have employed teachers from the Waushara County Normal are very well pleased with them and *appreciate the fact that we have a training course so near to Marquette County.*"

PORTAGE COUNTY SUPT.

L. D. CULVER, writes:

"During the short time I have been County Superintendent, there have been Waushara County Normal graduates teaching in several of our schools. They have come to us well prepared for the job they had to do, and I am sincere when I say, I wish we had more with the ability such as they possess. *As a graduate of the Waushara County Normal School, I feel greatly indebted to it for many of the philosophies and principles that have remained with me over the years.*"



Dramatization, a popular type of learning



Student teacher at work with Reading 2



Student teaching first grade reading class



Rhythm band work under student direction

WAUSHARA COUNTY SUPT.

ARTHUR DIETZ, writes:

"I wouldn't know how I could have succeeded without an available supply of rural trained teachers from County Normals to supplement the yearly turn-over in rural areas."

"It may be of interest and of informational value to know how the County Normal is contributing to the personnel of teachers in Waushara County. 90.2% of the rural teachers, 66 2-3% of the state graded teachers, and 44% of the elementary teachers in the grades below the high school have received their basic training in the county teachers training school."

FLORENCE COUNTY SUPT.

WINIFRED W. ROBINSON, writes:

"May I take this opportunity to inform you that we regard the Rural Normal School graduates as our best teachers in nine cases out of ten. They are eager to work, take suggestions, and understand the rural and small town situations. They adapt themselves to the community without causing friction. About fifty per cent of our teachers are rural normal school graduates."

MARINETTE COUNTY SUPT.

CHRISTINE CHRISTENSON, writes:

"Having had experience with teachers not trained in the County Normal, I find that in making a comparison, the teacher trained in our County Normal is invariably more successful. The reasons for this are: First, she is trained with the problems and responsibilities of the local rural life and of the rural schools definitely in mind; second, she is given actual observation and cadet

teaching in a rural school in her respective county for at least three or four weeks; third, she is generally a girl from the rural area, and therefore, does not have the difficulty of adjusting herself to the rural situations."

"The County Normal itself is an asset to any county or community for the reason that the faculty members give freely of their time and talents for the educational and cultural betterment of the county. The Normal is a social and educational center for the county."

"A good County Normal has a very definite and important place among the teacher training institutions of the state. I dare say that if it were not for the County Normals, the teacher shortage in the state would have been far greater at this time. So many young people have been able to take advantage of this training, because of the institutions being so much closer at hand than the State Teachers College."

BUFFALO COUNTY EX-SUPT.

ROSALIE GANZ, writes:

"There is a close relationship between the county superintendent, the supervising teacher, and the county normal faculty. Problems peculiar to the rural schools can be discussed and thus much assistance and guidance can be given to the student teachers before they enter the field of actual teaching. This co-operation with the county superintendent and the supervising teacher is a very important advantage in the training at a County Normal."

"Another outstanding factor about County Normal graduates in the field



An art club demonstration



A typical County Normal ensemble



The Dramatics Club strikes a pose



Plays and games for future teachers



Spring Dance — one of a series of planned social events for students

is their eagerness for help from the county superintendent and his personnel. They are anxious for suggestions and as a rule they follow them carefully. This is probably due to the fact that they worked with the members of that office during their entire training."

"County normals are especially fitted to train teachers for rural schools and were established to fill a long felt need."

**Dane County Supervising Teacher,
EVALYN DAVIES, writes:**

"The following are my observations based upon supervisory visits in the schools of several Columbus Rural Normal graduates in Eastern Dane County:

1. Consistently and carefully planned and prepared work.
2. A good foundation in the fundamental teaching procedures.
3. Thorough knowledge of correct practices in oral and written expression with high standards set for pupil attainment in these areas.
4. Practical application of current, worthwhile, teaching procedures.
5. A sincere interest in the progress of individual pupils.
6. *Keen professional interest and a fine co-operative attitude toward supervision."*

**Dane County Supervising Teacher,
MARY MEYER, writes:**

"For a score of years it has been my privilege, as a supervisor, to work with teachers who came from various training institutions. *I have found that those teachers trained in the County Normals were much more efficient, because they were definitely trained in*

the what, why and how of rural teaching."

"These people are happy in the rural communities because the majority of them are products of the farm. Furthermore, they are schooled in the art of caring for the physical conditions within a building."

"The teaching tenure is generally greater among these rural trained people because they are definitely interested in rural areas."

**Crawford County Supt. of Schools,
LEONORE M. FELDMANN, writes:**

"The County Normal graduates have a good foundation on which to build and can adjust themselves readily to changing conditions in the teaching profession. *They are practical and know how to apply what they have learned. County Normals have filled a definite need in supplying our rural schools with capable teachers."*

**Monroe County Supt.
OLLIE M. SWANSON, writes:**

"*Graduates of County Normals come to our schools well trained for their work.* They are rural minded and are prepared to carry on the work without loss of time in making adjustments. The course allows generous time for practice not only in the demonstration school but in the rural schools where they take complete charge. Thus these graduates have an opportunity to become acquainted with the situation as it really exists. They are familiar with textbooks and the course of study as well as with administrative duties."

"*I cannot speak too highly of the training being given by our County Normals."*

Waushara County Supt.**ARTHUR DIETZ, writes:**

"For over a quarter of a century there have always been some Green Lake County Normal graduates who were teaching in our county especially in the eastern part of Waushara County. *The general type of their service was on a high level of efficiency.* They gave evidence of having been well trained, interested in rural folks, and they were extremely co-operative."

Ashland County Supt.**DWIGHT M. KENYON, writes:**

"Our Ashland County Normal for the past several years has given us excellent service in furnishing teachers for our rural and state graded schools."

"I believe we should continually strive to strengthen our rural schools, and by the same token, support and strengthen all the County Normal Schools that merit that support."

MR. O. A. DAMROW, Chairman of the Sheboygan County Board, writes:

"The County Normals of Wisconsin were created for the express purpose of training teachers for our rural and state graded schools. This they have accomplished to such a fine degree that the graduates from these schools are given two full years credit toward their degrees at a teachers college. I believe the Normal Schools have been and are

today a vital force in encouraging young farm men and women to continue on the farms and in keeping our farm lands from becoming co-operative farms or from being owned by absentee land holders."

Attorney Guy A. Benson, Racine, until recently President of the Racine-Kenosha Joint County Normal School Board says:

"For more than a quarter of a century, the Racine-Kenosha County Rural Normal School has occupied an important place in the educational life of this State and particularly in Racine and Kenosha Counties. Because of the War Emergency, this School, like practically every other school, has last year and this sustained a reduction in enrollment, but the need for maintaining the School in efficient operation is probably more necessary than ever. The teacher shortage in this State is greater now than it has been for many years past and it is certain that when the War Emergency is over, there will be greatly increased attendance to fill the demand for capable teachers. *The service given by this school during its history in the preparation of teachers for rural schools can never be adequately measured in money.* It is my hope that the Institution may continue to render for the future the same efficient service that has been rendered in the past."

"We have taught our youth how to wage war; we must also teach them how to live useful and happy lives in freedom, justice, and decency."

—President Roosevelt

"The rural home, be it ever so humble, with parents of gentle culture, is nature's great university, more richly endowed than Harvard or Yale."

—Dr. Seaman Knapp

"These Normal Schools will continue to help shape the philosophy and culture of our rural people and will continue to play a most important role in the economic and social pattern of our rural people in Wisconsin."

Columbia County Supt.

CLIFFORD BARNARD, writes:

"County Normals alone can insure rural schools an adequate supply of teachers now and in the future.

County Normal Schools insure the rural school of a generally higher product academically.

County Normals train rural people for rural positions under a rural environment.

County Normals train each individual with greater thoroughness.

County Normals give a thorough program in practice teaching both in the school and in the training field.

County Normal graduates tend to stay in the community, thus raising local civic standards.

County Normal Schools enable students with limited financial means to secure an education.

Rural schools are assured of a high grade of product morally and spiritually when they come from a County Normal School.

A sufficient supply of the product of County Normal Schools will insure rural schools of certified teachers.

For these reasons I believe County Normal Schools to be at present the best place to train rural teachers."

Atty. T. H. SANDERSON, President

Columbia County Normal Board, writes:

"If it were not for the Rural Normal

ninety per cent of those who attend would obtain no higher education above the high school and would never become teachers. The fact that most Rural Normals are close to the homes of many of the students makes it possible for practically all of the Normal School students to rent rooms and board themselves largely with food from home, except those residing close enough to board at home. They thus obtain their education very cheaply and most of them could not afford to obtain higher education elsewhere."

"Our Rural Normals have been making a vital contribution to better rural education and we cannot afford to lose them."

"They should be maintained even though the attendance during this war period may not seem to justify it. We should be ready to receive those who will likely come to us in substantially larger numbers as soon as, and perhaps before the war is over. Many of our young people may soon be released from the war industries and with the improved salaries now being paid rural teachers it may not be long before the Normal Schools will again have full attendance and will again be graduating well trained and adequately prepared teachers so greatly needed."

Honorable HENRY W. TIMMER,

Assemblyman, SHEBOYGAN COUNTY, writes:

"County Normal Schools were established in various parts of the state to train teachers for rural schools. Of the 28 such schools originally established nearly all have proved successful in their efforts, thus proving that there is real necessity for the schools."



Normal students learning plays and games for future use

"Being located in smaller cities throughout the state and being readily accessible to students in rural areas, these schools have presented opportunity to many young people to obtain higher education and to prepare for a profitable and highly honorable profession at minimum expense to themselves. Owing to the fact that institutions of higher learning are, in many cases, located great distances from the homes of students and because of lack of financial means, many Normal School graduates would have been denied an opportunity to develop themselves into leading and outstanding citizens of their communities."

"By their records of achievement, County Normal Schools have justified their establishment. Their sphere of influence in matters of education and character building should be enlarged and accorded corresponding financial appropriations."

"Education is the very foundation of our form of government; it should never be curtailed but it should be improved and expanded to the end that every individual has the opportunity to develop his natural bent and talents thereby becoming a worth while and desirable citizen of this great nation of ours."

Green Lake County Supt.

LOUIS BOSMAN, writes:

"Anyone familiar with the work of the County Normal School will agree that this institution has been and still is the backbone of rural education in the state of Wisconsin."

"The County Normal School is and

has been constantly devoted to training and preparation of teachers in classroom procedures and techniques closely associated to the unique demands of our rural schools."

"The leadership and the experiences of the teaching staff in most cases began in the so-called 'little red school house,' the proving ground of our profession. Many of them have come up the hard way and continue to sacrifice their professional vigor in directing an educational program essential to democracy. Above all that they have strengthened and encouraged the minds of those who choose the rural school as a workshop to give a life of service."

Manitowoc County Supt.

E. S. MUELLER, writes:

"Experience shows that teachers trained in the County Normal School are superior to those trained in other institutions for rural work. If it were not for our County Normal we would be without regularly certified teachers within a few years."

Sheboygan County Supt.

R. B. LIGHTFOOT, writes:

"From experience, we have found that the people who have had their training at the County Normal, adjust themselves much more easily in the rural school. Probably one of the important reasons for this is the fact that they do a great deal of practice teaching right in the actual situation."

"Then during the past few years where it has been necessary to call back into the profession those who have been out for some time, our Normal School has been of tremendous help. Special classes and observation lessons



Reading periodicals to supplement text book study

held for these people did a lot to maintain educational standards."

"We County Superintendents can not afford to lose the County Normal Schools. They must maintain their place in the vast educational program which confronts us today."

County Supt. HARVEY CORNELL
of **DOOR COUNTY**, writes:

"County Normal Schools have been the principal source for over 95% of our rural and state graded teachers. Without a school of this type, which is devoted entirely to preparation of rural teachers, in or near our county the progress of our rural schools would have been greatly impeded. Teachers trained in these schools with the opportunity afforded for observation and practice in the type of school in which they later teach have in my opinion done and are doing a fine job. *The close connection between the Rural Normal School and the schools of the counties in which these schools are located as well as the close relationship between the Normal School staff, the County Superintendent's office and the rural schools is an asset the results of which cannot be over evaluated.*"

"My personal observation and contacts with the teachers trained in these schools while they are cadets and as beginning teachers warrants the opinion that they are well prepared to meet the problems in the rural field, they are aware of the needs of rural boys and girls and they have the necessary background of rural experience and knowledge to serve as rural teachers."

"As County Superintendent of Schools I recognize and appreciate

the good job the Rural Normal School is doing in preparing rural teachers to serve rural communities as educators and as leaders."

County Supt. KENNETH L. OUTCELT
of **POLK COUNTY**, writes:

"I think it is important in considering the place of the County Normal School in the field of teacher training to emphasize the fact that the quality of work performed by County Normal School graduates has always been recognized in this county as being very satisfactory and, in fact, probably superior to any other type of training. As a result of eleven years of observation of beginning teachers in the elementary schools of this county, *it is my opinion that the nearness of the County Normal School training program to the actual work to be accomplished has resulted in a superior type of professional training for teachers.* Probably no little part of the success of County Normal graduates in rural schools is accounted for by the very thorough observation and practice schedule maintained in rural schools. Periods of cadet practice have been increased over the years and this has resulted in the much better orientation of beginning teachers with the rural community and school."

EARL L. ANDERSON County Supt. of Schools,
RICHLAND COUNTY, writes:

"*Since our Richland County Rural Normal School was organized there have been over 1400 graduates who have made their contribution to rural teaching and culture.*

The rural and graded schools of our



County Normal students learn to direct groups like this

county depend on the Richland County Normal School to provide qualified teachers for their districts. The school has met this need through the years, and in addition has provided several teachers each year for Crawford, Iowa and Grant counties.

I indorse this school, without reservation, as an institution that provides good teachers for our rural students."

EUGENE W. LAURENT, County Supt. of Schools CLARK COUNTY, writes:

"When students are graduated from county normal schools, they are excellently equipped for beginning teaching. They are practical and consistent in their work, and they are remarkably efficient in managing a school. It is very evident that they have been given sound and intelligent training. Considering the fact that their training has been such as to readily fit them into the school picture, the problem of supervision is a much less serious one. We have numerous teachers from county normals, and so we are in a position to compare their work with that of people who have graduated from other types of institutions. *It is only logical that we should prefer the county normal school graduates.*

I want you to know that we are most highly in favor of the county normal institutions."

ALTA R. ROUSE, County Supt. of Schools, GREEN COUNTY, writes:

"The County Normal has been the greatest contributing factor for rural schools in my county during the years of my administration. The students are generally from the rural area and have made on the whole excellent teachers.

The normal has made it possible for them to acquire the training for this vocation, where in many instances they would not have been able financially to attend another training institution. The training they received has been excellent and the results very satisfactory.

The County Normal here in Monroe has given me an excellent chance to cooperate in the rural training program and prepare these teachers for schools in my community.

It has also been a great asset in this time of emergency when I needed teachers to renew their certificates. They were able to attend here in Monroe but would not have been able to leave their families to go to outside training schools. As proof of this I now have over 80% of my teachers graduates of the Green County Normal."

PAUL F. GLEITER, County Supt. of Schools, LA FAYETTE COUNTY, writes:

"Your Green County Normal graduates who teach in LaFayette County compare very favorably with beginning teachers that come from other institutions. I can safely say that they do better than those that come from other institutions. I make these statements on the basis of what I have seen them do.

It is teacher performance in the schoolroom that counts. I like the willingness to work that your graduates show, and the wholesome manner in which they cooperate with me and the county supervising teachers. I believe the personal contact your training staff has with the cadet teachers means much to their insight in regard to school problems and how to solve them."



County Normal sextet — learning a new song

Educators from Canada and Honduras Prefer Wisconsin County Normal Plan

The province of Saskatchewan recently commissioned two members of its Department of Education to make a five to six week survey of rural teacher training institutions covering ten to twelve states in the U. S. A. The purpose was to discover the most suitable means of preparing high school graduates in two years for teaching rural schools in Saskatchewan.

Chosen were: Dr. J. W. Tait, Director of Teacher Training and Supervision and Principal G. A. Brown, Provincial Normal School, Moose Jaw, Sas.

In Wisconsin their survey included a careful study of the County Normal School plan for preparing rural teachers. Since returning Dr. Tait writes:

"We saw nothing on our trip equal to your rural school unit in its possibility for rural practice teaching."

In a second letter of December 19th dating, Dr. Tait says:

"I was sufficiently impressed with the excellence of your rural school unit for practice teaching purposes that we hope to set up six such units for each of our Normal Schools in this province on an experimental basis, gradually increasing the number to thirty for each school as they justify their existence."

It is encouraging to have other countries adopt the Wisconsin plan.

Recently Dr. Angel G. Hernandez, Minister of Education in Honduras visited Wisconsin to study rural education

and to confer with Wisconsin educators. With him came Dr. Lloyd H. Hughes, Program Officer, Coordinator of Inter-American Affairs, Washington, D. C.

A visit to one of Wisconsin's County Normal Schools was arranged for Dr. Hernandez. His reactions to Wisconsin County Normals are expressed in the following letter received from Dr. Hughes, January 18, 1945:

"It was stimulating to meet with you and the other county normal school principals, and to learn of the Wisconsin rural teacher training program. Dr. Hernandez afterwards told me that, on his return to Honduras, he hopes to introduce in that country many of the things that you are doing.

Our visit to Mr. Smith's County Normal School at Union Grove was most interesting and Dr. Hernandez considers his experience there the highlight of his trip to the Middle West. The program of studies, the teacher training plan, and the methods of teaching used in this school so impressed the Minister that he plans to use it as a model for the new normal school in his country.

I, too, was impressed by the work that Mr. Smith is doing, and if possible, would like to work out some arrangement whereby our exchange students from the other American republics might spend time with Mr. Smith."



Folk dancing — a popular student recreational activity

The Story of Our Wisconsin County Normal School System

Wisconsin County Superintendents of schools a half century ago were experiencing difficulty in securing trained teachers for the rural schools of their counties. This in spite of the fact that Wisconsin had a State University and five State Normal Schools. Those charged with the responsibility of rural education in that day were concerned over the increased emphasis the State Normal Schools seemed to be placing on the training of secondary or high school teachers and their apparent neglect and indifference toward the training of the teachers for the rural schools.

The acts of the legislature of 1848 and 1849 gave the University the first responsibility for the training of teachers for the district schools. The University regents in 1849 acted to establish a training department, but soon allowed it to become inactive because of insufficient funds. In 1856 the regents established a normal department for the training of teachers, at the University which was also discontinued after a few years due to the legislature's refusal to make appropriations for its support.

Considerable thought and energy was directed toward the establishment of State Normal Schools between 1856 and 1866. The Normal School law was passed in 1866 and declared their purpose to be:

"The exclusive purpose of each

Normal School shall be instruction and training of persons, both male and female, in the theory and art of teaching and in all the various branches that pertain to a good common education; also to give instruction in agriculture, chemistry, in the arts of husbandry, the mechanic arts, the fundamental laws of the United States and of this state, and in what regards the rights and duties of citizens."

As the number of high schools began to increase, there was a tendency on the part of the State Normal Schools to expand their training in the high school field, and shape their elementary courses toward meeting the increasing demands of the cities for graded school teachers without enlarging or improving their facilities to anywhere near meet the demands for teachers in the country schools. This made them vulnerable to the charges of rural educators of that day, that they were neglecting the elementary teacher training field for which they were primarily established. The rural people grew concerned over their inability to secure trained teachers for their schools. Many of their schools were being taught by teachers with little or no training beyond an eighth grade education and not much older than many of the rural school pupils.

County superintendents held summer institutes of two or three weeks in length allowing those who had com-



Typical County Normal building — suited to particular needs

pleted the eighth grade to attend. Following the institutes the superintendents held examinations for the purpose of qualifying teachers. In this manner many an eighth grade graduate became legally qualified to teach in rural schools—professionally they were without training.

In 1892, C. F. Patzer, County Superintendent of schools of Manitowoc County, read a paper before the Wisconsin Teachers Association outlining a plan for the establishment of schools, to be known as county training schools, and designed for the specific purpose of training teachers for the rural schools. There was no thought in mind that these institutions would infringe upon the teacher training covered by the State Normal Schools, but rather that they would train teachers specifically for the rural schools, a field for which the State Normal Schools never had trained a sufficient number of teachers. The city demand for teachers lured and is still luring many prospective students of rural teaching at the State Normal Schools into courses that prepared them for city grades. In this manner the services of many good prospective teachers are forever lost to the rural schools.

Patzer gave as the sole purpose of the establishment of such schools as being the training of competent teachers for country schools. "Although State Normal Schools were created for the purpose of furnishing trained teachers for the state, they have not performed this function as far as country schools are concerned. The State Normal cannot expect to furnish more than one-fourth

the number of teachers necessary to fill the vacancies of the ungraded schools. These training schools may not be ideal and they will not cure all the ills of the district schools, but they will at least be a long step in advance of the experimental measures applied for so many years which have proved abortive."—C. E. Patzer, *Wisconsin Journal of Education*. March, 1893, pages 63-66.

In 1893 he presented his plan to the Manitowoc County Board. This Board approved his plan by a 24 to 6 vote. It is reported that the objections were not so much opposed to the plan because of its merits as they were because they thought they had no legal right to appropriate money for that purpose. To bring about this legality, a bill was prepared for introduction into the next legislature to authorize their establishment.

The dearth of teachers trained for rural teaching was a condition that existed quite generally over Wisconsin, for many others outside Manitowoc County were giving consideration to it. J. F. Lamont of Marathon County conceived a similar plan without knowledge of what was being done in Manitowoc County. The Marathon County Board passed a resolution and voted a \$3,000 appropriation to establish a school for the training of rural teachers. Here also the legal status of their action was questioned and the establishment delayed.

The legislature of 1899 passed an act granting the statutory authority for the establishment of two such schools, pledging to pay half the sum actually

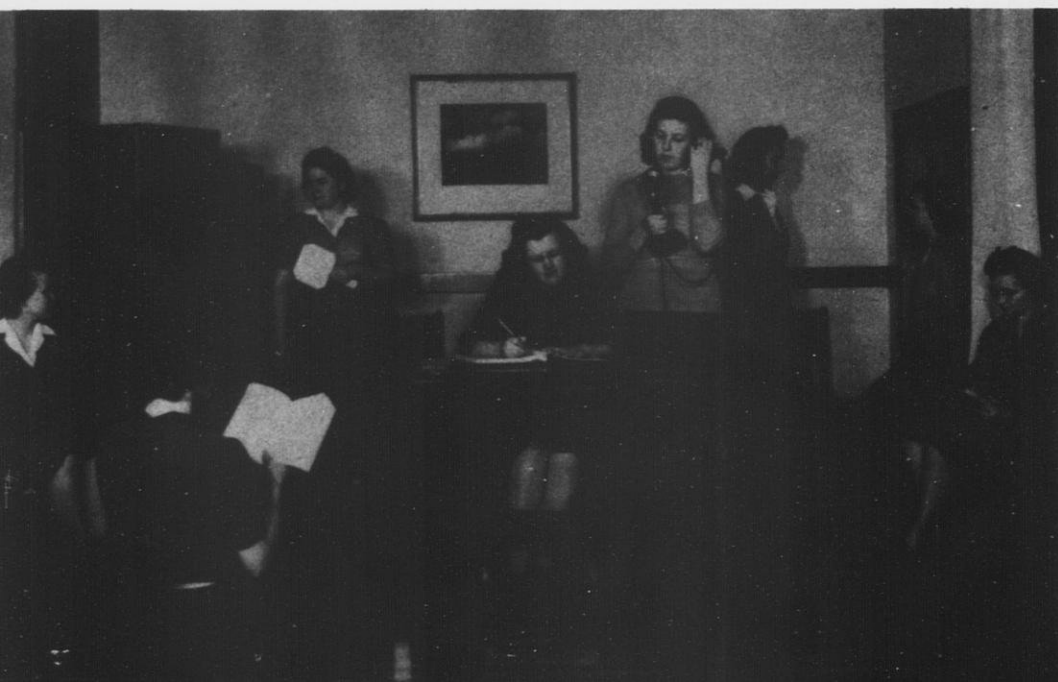
expended in such schools up to \$1,250 per year. Again bearing out the state wide prevalence of this problem of scarcity of trained teachers for the rural schools, Dunn County, well up in the northwestern part of the state, and Marathon County made application for the state aid the legislature had authorized to establish schools. The applications were approved, the aid granted, and the schools were set in operation.

The need for these schools and their graduates has been definitely indicated by their increasing numbers during the past forty-five years. Teaching in the one room rural school is a strenuous and difficult task. The multitude of classes, the janitorial work expected of the teacher and the difficulty in securing desirable living conditions has made rural teaching unappealing to many prospective students of teaching. These conditions together with insufficient salaries paid rural teachers has not en-

couraged very many intelligent farm youths to go very far away from home or expend very much capital to prepare themselves for rural teaching.

The County Normal Schools, being located in, or relatively near to their home communities, and in places where living accommodations can be obtained at moderate costs have induced many an intelligent rural young man or woman of limited financial circumstances to attend and take up rural teaching. The great majority of the students attending these schools where dormitories are not provided, obtain rooms and reduce their attendance expenses by carrying on light housekeeping activities in lieu of boarding and rooming. Because so many attending these institutions live by this method, light housekeeping does not have the social stigma attached to it as when carried on at institutions where the majority of the students pay for their board and rooms.

Play practice — a popular type of learning activity



The County Normal Schools are often referred to as "the colleges of the common man's children." They are thus spoken of because the great majority of the students who attend these schools are able to do so on a limited financial basis. Were these schools not accessible the great majority of those attending would not enter rural teaching or avail themselves of education on a college level, as has been indicated on numerous surveys that have been made. Thus it can be seen that the schools are really serving a two-fold purpose; initiating a college education for the common man's children, and training and providing teachers for the rural schools. Thousands of rural boys and girls in Wisconsin are today receiving their common school education under the guidance of better educated and more skilled teachers, because the County Normal Schools have carried teacher training and education on a college level out into the areas nearer to the homes of prospective students.

If every institution of higher learning in Wisconsin were to inscribe itself within a circle with a twenty-five mile radius and count their students in attendance from within that circle, most institutions would find far more students attending from within the area of that circle, than they would find attending from the much greater area added when a second concentric circle is drawn with a fifty mile radius. Stated in another manner, more students per square mile attend a school from the immediate area about a school than from the remote area. It has been proven that twenty-five or thirty County

Normal Schools strategically distributed over the state encourage more students to enter rural teacher training than fewer schools centrally located.

It is not an uncommon occurrence to learn that high school as well as college teachers discourage high school students and graduates from entering rural teacher training because of some of the undesirable aspects already mentioned in this article. In colleges training teachers for both elementary grades and rural school, it is easily conceivable that the natural tendency of the trainers would be to encourage the stronger academic students with better personalities to enter the training for the elementary grades, where placement competition is keener, and likewise encourage the weaker students of less pleasing personality to train for rural teaching. While such guidance may be of particular worth to the students receiving training, it certainly is not contributive to the general welfare of the thousands of rural boys and girls who are compelled by law to attend schools taught by these teachers with lesser qualifications. The County Normal Schools, functioning with the one and only purpose in mind, that of training rural teachers, have no opportunity for such shifting. They train and place their best trained people first, in the rural schools served by board members who are alert in seeking well trained teachers.

Sociologists point to the fact that institutions lag behind social progress, the larger the institution the less susceptible to change and therefore the greater the amount of the lag. County Normal Schools being small institutions



Students enjoying informal fun under wholesome conditions

near to the source of their prospective students as well as the field of service of their graduates, are very alert to criticisms and find it a much easier task to make the adjustments needed to keep abreast of social progress. The students benefit from the greater amount of individual attention while attending, and from the inservice training after graduation that these schools are able to give because of size and location. A much greater opportunity is also given the student to do student teaching while in training. Living in the same building day in and day out in constant contact with children of the ages they will be teaching after graduation, provides a phase of training that has no substitute. In addition to the opportunities to do student teaching in their demonstration schools, the County Normal Schools offer further opportunities for trips to the rural schools that fringe their campuses for observation and teaching in the typical rural situations.

The County Normal Schools offer specific training in the teaching of rural schools. Some educators have expressed the opinion that this special training is not necessary for rural teachers, that rural and grade teachers could just as well be trained alike and in the same classes. Specific training is so obviously necessary that it hardly seems worth the time to attempt to refute this argument. Most County Superintendents and supervising teachers as a result of their actual experiences will bear testimony in behalf of the need for specific training. The great majority of the students attending the County Nor-

mal Schools are born and reared in rural communities thus they understand rural conditions and think in terms of rural welfare. In such an environment close to the rural community, with the most of their associates thinking in terms of rural conditions it is much simpler to train and return them to the schools as rural minded teachers.

Statistics could also be cited on the teacher shortage, the decreased number of cadets in teacher training, the number of successful rural teachers that the village and city schools employ to place in positions they find it difficult to fill, and the numbers trained by the different types of institutions. Lack of time and space prevents such a citation and discussion here but if it were made it would only increasingly emphasize that the need for the County Normal Schools and other elementary teacher training institutions is today as great if not greater than it ever was.

The County Normal Schools have in most instances enjoyed the hearty support and co-operation of the State Legislature. Still almost continuously, but with increased vigor biennially with the meeting of each session, forces are at work attempting to decrease the number of teacher training institutions in Wisconsin. These forces operate not for the purpose of improving education but almost wholly for the purpose of reducing the taxes of vested interests. To disguise their efforts they enlist the support of different groups at different times by changing their proposed plans. At one time they may stress the reduction of the State Normal Schools (now called State Teachers



Student teachers directing playground activity



Informal Teas are part of the planned social program

Colleges) and at another time they may place their emphasis on the closing of County Normal Schools. That their prime purpose is not the improvement of education for the youth of the state may be noted in the fallacy of some of their supporting arguments. In the legislative sessions during the depression years, when there were sufficient teachers, they advocated reducing the number of teacher training institutions because of what they termed an over supply of teachers. During the past legislative session (1943) they again advocated closing teacher training institutions because there were too few cadet teachers in training and in spite of the fact that the schools of Wisconsin are now employing some 3,000 teachers not fully prepared to meet the teacher standards of Wisconsin and teaching on emergency permits only.

Another technique they use to support their attacks, which is definitely indicative of their true purpose, rather than their declared purpose the welfare of education, is that of comparing per capita costs of institutions and colleges. This is a vicious and extremely unfair method of attempting to measure the worth or efficiency of educational institutions. There are too many tangent and unconsidered factors about education to make per capita cost a reliable measure for comparing. The County Normal Normal Schools generally offer much county, school, and community service to their surrounding areas without charge. When per capita cost comparisons are made, items of this nature go unconsidered. Emergency conditions often also make per capita costs

completely without meaning. The reliability of per capita cost comparisons would be somewhat increased if they were figured over longer periods of time than the customary one year. Even then, most of the intangible factors would be left out of consideration. In spite of all that can be said about the unfairness of this method of comparison, the County Normal Schools with their many additional services to their communities can, except in emergency times, generally make a favorable showing even on the per capita cost basis.

One might raise these questions—Are not the results of institutions more important than the per capita costs? If they are doing a good job and producing worthwhile results, is not that a factor as well as the per capita cost? Should the public not be willing to pay the expenses of schools producing good results regardless of their cost as long as they are legitimate and fairly within reason? The public is much more concerned over the winning of the war at present, than they are over how much it is going to cost per capita or how much cheaper per capita it could be prosecuted. A well educated populace is just as vital to the welfare of the nation as winning the war.

Most of the special emergency permit teachers are married women of middle age or beyond. Many of them have husbands in the service. Many of them plan to teach only for the duration. If rural children are to have an education in the future it would seem that the state of Wisconsin will have need for all the elementary and rural training agencies she can keep in operation.

LOCATION OF WISCONSIN'S COUNTY NORMAL SCHOOLS

CITY	COUNTY	PRINCIPAL
Algoma	Door-Kewaunee	Harvey Cornell
Alma	Buffalo	R. B. Tremain
Antigo	Langlade	W. E. Switzer
Ashland	Ashland	A. J. McDermott
Berlin	Green Lake	Lewis R. Marchenkuski
Columbus	Columbia	M. R. Goodell
Kaukauna	Outagamie	W. P. Hagman
Manitowoc	Manitowoc	A. R. Thiede
Marinette	Marinette	T. K. Hocking
Mayville	Dodge	L. C. Johnson
Medford	Taylor	Orvus Dodsworth
Menomonie	Dunn	F. W. Jungck
Monroe	Green	Howard Teasdale
New Lisbon	Juneau	C. W. McNown
Reedsburg	Sauk	H. H. Thies
Richland Center	Richland	John G. Stoffel
St. Croix Falls	Polk	L. Heinsohn
Sheboygan Falls	Sheboygan	L. O. Tetzlaff
Union Grove	Racine-Kenosha	A. J. Smith
Viroqua	Vernon	Otto Lund
Wautoma	Waushara	Lulu O. Kellogg
Wisconsin Rapids	Wood	A. W. Zellmer

Attend the one nearest your home

