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The Training of Teachers

FOR THE

Country Schools of Wisconsin

PREPARED

BY

ANNIE REYNOLDS

STATE SUPERVISOR OF TEACHER TRAINING

ISSUED BY

C. P. CARY

State Superintendent

MADISON, WISCONSIN

1917

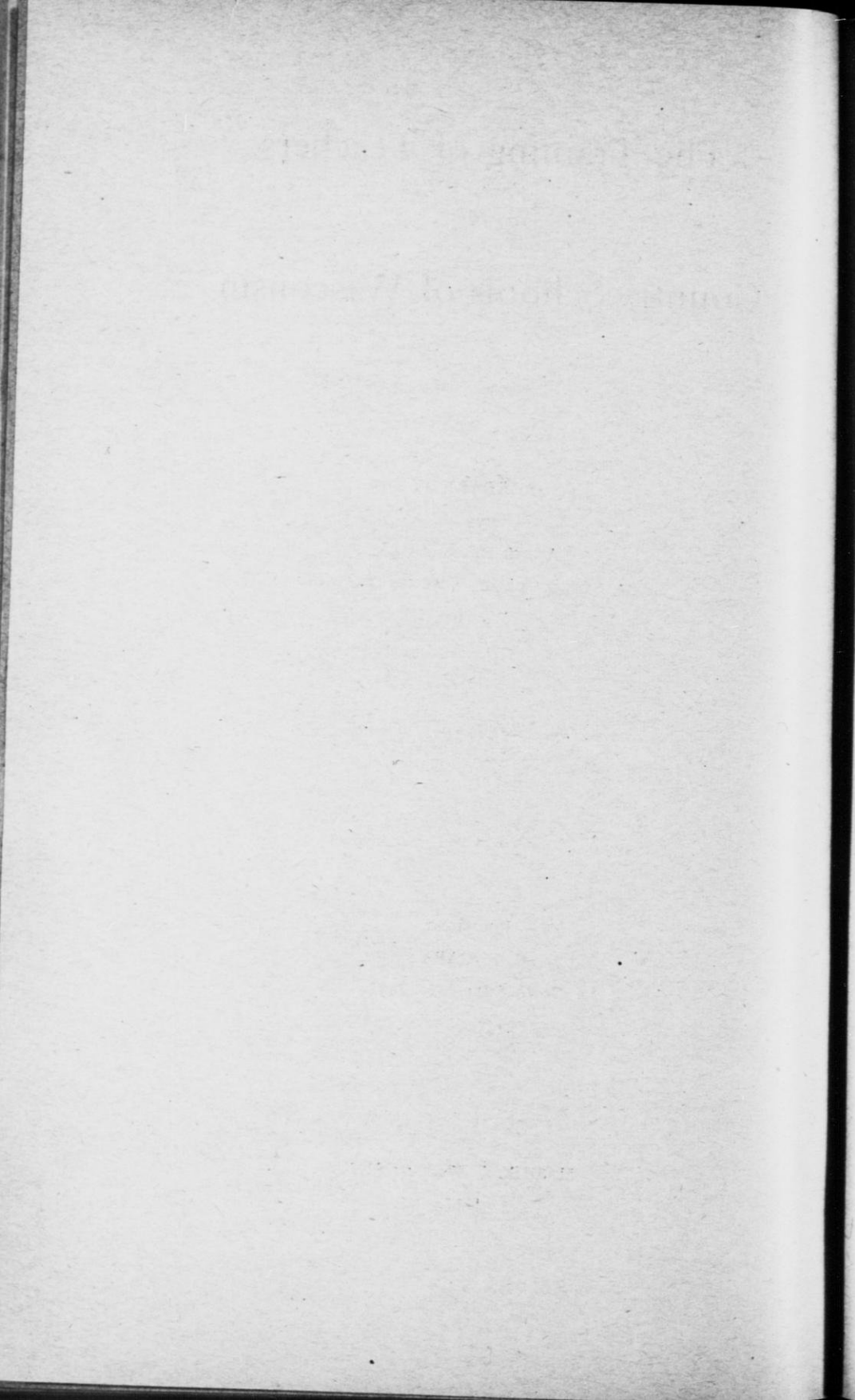


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Analytical Table of Contents.

	Page
I. Introduction	3
1. For whom this pamphlet is intended	
2. The aim in view in its publication	
II. Basis for suggestions and recommendations made.....	3
1. Reports of state supervisors	
2. The Manual and other publications	
III. Aims of training schools.....	4
1. To improve elementary education	
2. To become important factors in country life progress	
IV. Present courses of study	4-12
1. In county training schools	
a. Changes needed in catalogs	
b. Defects as revealed by catalogs	
c. Courses of varying lengths	
(1) Two year course	
(2) Three year and four year courses	
(3) The one year course	
d. Preparation of students for these courses	
e. The work of the junior year in the two year course	
(1) Advantages in offering regular ninth grade work	
(2) Advantages in offering other than ninth grade work	
f. Reasons for lengthening training school courses	
(1) A higher standard of work is possible	
(2) Needs of individual students are met	
(3) A professional spirit is aroused	
(4) The physical equipment favors it	
g. A typical course	
2. In state normal schools	
a. The elementary rural course	
b. Course for high school graduates	
3. In high schools	
a. Outline of course	
b. Students from high schools without training departments.	

V. Essential characteristics of a good school for training country teachers	12-15
1. Cooperation secured	
2. Knowledge of country life emphasized	
3. Both men and women help	
4. A student group consciousness created	
5. Equipment and standards receive attention	
6. Individual attention given students	
7. Adequate reference libraries provided	
8. The daily program posted	
9. Failure forestalled	
10. Secondary education provided	
11. Common school subjects skillfully taught	
12. Common school subjects thoroughly reviewed	
13. Industrial education emphasized	
14. Professional training given	
15. Country life books and rural economics studied	
VI. The academic and vocational studies.....	15-52
1. Secondary education	
a. Adaptation to training students	
b. Capitalizing country experience	
c. Adapting the work in English	
(1) Careful choice necessary	
(2) Illustrations of suitable selections	
(3) Needs of elementary teachers	
d. A few further suggestions	
2. Common school subjects	
a. The testimony of supervisors	
b. Dependence of method work upon subject matter	
c. The necessity of reteaching these subjects	
3. Reviews of common school subjects—general suggestions	
a. Why reviews are necessary	
(1) Measuring achievement has been rare	
(2) The Manual has not been used	
b. Testing every class	
c. The Manual as a guide	
d. Time needed for reviews	
4. Method work—general suggestions	
a. The first essential	
b. The use of the Manual	
c. How well the Manual should be known	
d. The Manual references	
e. Outlining the Manual	
f. Examination of texts and comparison with the Manual	
(1) Up-to-date texts should be accessible	
(2) Tests should be applied to texts	
(3) Lists should be revised	
g. Need of drill	
5. Review and method work—special suggestions	
a. English—Its high aim and the standards attainable	
(1) Reading	
(a) Selections to be read by students	
(b) Work in phonics	
(c) Dictionary work	

- (2) Spelling
- (3) Language
 - (a) Why language is taught
 - (b) Acquiring skill in language
 - (c) Study of the Manual
 - (d) How this work prepares a woman for service
 - (e) Grammar
- (4) Library reading
 - (a) Practice work with book reports
 - (b) Books in country school libraries
 - (c) Young People's Reading Circles
 - (d) Purchase of books by students
 - (e) The reading of books by country people
 - (f) Traveling libraries and the work of the library commission
- (5) Library cataloging
 - (a) Texts needed
 - (b) Practice work in cataloging
 - (c) Training school catalogs
 - (d) Use of public library
- b. Arithmetic
 - (1) Use of country experience
 - (2) The Manual as a guide
 - (3) Consulting the county superintendent
 - (4) Eliminations in textbooks
 - (5) A few special topics
 - (6) Academic and professional work
 - (7) Equipment to be prepared by students
- c. Physiology and hygiene
 - (1) Health habits
 - (2) Medical inspection
 - (3) Accidents and disease
 - (4) Public Health Work
 - (5) Attention to students' health
 - (6) Names of a few books
- d. History
 - (1) Use of the Manual
 - (2) An European background needed
 - (3) Social and industrial phases emphasized
 - (4) Excursions as a help
 - (5) A test of the success of history teaching
- e. Civics
 - (1) First hand experience a necessity
- f. Geography
 - (1) Elementary science as a preparation
 - (2) Use of Manual
 - (3) Local geography
 - (4) School surveys
- g. Music, drawing and penmanship

TABLE OF CONTENTS

6. Industrial work
 - a. Characteristics
 - b. Reasons for offering
 - (1) The demand for it
 - (2) Farmers appreciate it
 - (3) Its intrinsic usefulness
 - (4) Its stimulating effect upon children
 - c. Educational exhibits
 - d. Detailed suggestions
 - (1) Agriculture
 - (a) Study of the Manual
 - (b) Study of the local situation
 - (c) Equipment
 - (d) Previous academic study necessary
 - (e) Special training needed
 - (f) Extension work
 - (g) All training teachers need it
 - (2) Domestic science
 - (a) Qualifications of teachers
 - (b) The course
 - (c) Equipment
 - (d) Details of the equipment
 - (e) Essentials for successful work
 - (f) Measurements and weights
 - (g) Outline of work
 - (3) Sewing
 - (a) Equipment
 - (b) Aim of course
 - (4) Construction work
 - (a) Its place in the course of study
 - (b) Use of models
 - (5) Manual training
 - (6) Seat work
 - (a) Forms of seat work
 - (b) Considerations for the teacher
 - (c) Planning seat work
 - (d) The housekeeping side
 - (e) A few concrete illustrations
 - (f) Work of a special assistant
 - (g) Importance of seat work to children
7. The professional subjects
 - a. Observation
 - (1) The teacher's preparation
 - (2) Observation periods
 - (3) Planning the work
 - (4) A series of recitations
 - (5) Profitable observation
 - b. School management
 - (1) A good text
 - (2) Other publications
 - c. School law
 - d. School records and reports

e. Pedagogy

- (1) The method work of the Manual
- (2) General pedagogy
 - (a) A good text
 - (b) Acquisition of a technical vocabulary
 - (c) Indispensable references
 - (d) A broad view of the subject
 - (e) Reference books

f. Practice teaching

- (1) The supervisor and the children
- (2) Demonstration lessons
- (3) A model department
- (4) Practice work in different grades
- (5) Minimum amount of practice
- (6) Limitations to the number of classes
- (7) Small sections at first
- (8) Lesson plans
- (9) Helpful constructive criticism
- (10) Room management
- (11) Rural practice
- (12) Observation in country schools
- (13) Illustrations of rural observation and practice
- (14) Students as assistants to country teachers
- (15) Success of practice teachers
- (16) Supervisors as teachers
- (17) Cooperation needed

8. Country life books and rural economics

a. List of books

- (1) Challenge of the Country—Fiske
- (2) Better rural schools—Betts and Hall
- (3) The rural school—Culter and Stone
- (4) Improvement of rural schools—Cubberley
- (5) Country life and the country school—Carney
- (6) Chapters in rural progress—Butterfield
- (7) New ideals in rural schools—Betts
- (8) Country life movement—Bailey
- (9) Educational resources of village and rural communities—Hart

b. Rural economics—special suggestions

- (1) Why study rural economics
- (2) Correlation helpful
- (3) Keep the work practical

VII. The teachers who train students for country teaching... 52-55

1. Well prepared teachers hard to find
2. Qualifications of training teachers
 - a. Vigorous health and attractive personality
 - b. A broad education coupled with large interests
 - c. Right attitude towards country life
 - d. Variety in teaching experience
3. Conditions confronting us
 - a. Early country experience valuable
 - b. Careful inquiry necessary
 - c. First hand acquaintance with country life

TABLE OF CONTENTS

4. A favorable local environment important	
a. Adequate financial compensation	
b. Freedom to develop initiative	
c. Leisure for recreation and a natural life	
5. Planning for the future	
VIII. County Superintendent and supervising teacher.....	55-57
1. The superintendent an important factor	
2. Circulars sent out to teachers	
3. Reporting on the work of alumni	
4. Importance of diploma examinations	
IX. Cooperation of city grades.....	57-66
1. Need of a city course of study	
2. A legitimate source of pride	
3. Questions asked by practice teachers	
4. Raising the standard of grade work	
5. Illustrations of weak work in the grades	
6. The rights of city children	
7. Grade supervisors	
X. Extension work	60-65
1. That done from a professional motive	
a. Forms it may take	
(1) Work in connection with existing as-	
sociations	
(2) Selection of graduates for certain	
schools	
(3) Work done for the alumni	
b. Cooperation of superintendent and alumni	
(1) Conferences	
(2) Letters from country teachers	
(3) Study of county maps	
(4) Study of country schoolhouses	
2. That done from a social motive	
a. Social training needed by all	
b. Typical experiences which all may meet	
(1) Meeting of strangers	
(2) Behavior at table	
(3) Sharing of leisure with others	
(4) Cultivating a democratic attitude	
(5) Exalting the value of a good home	
(6) Rudeness to be cautioned against	
(7) Other indispensable topics	
(8) A helpful device	
c. Incidental work of a social nature	
d. Value of a motive	
3. Regular school work not to be neglected	
XI. Conclusion	65

FOREWORD

Country teacher training has been given special emphasis by the United States Department of Education during the past few years. Various ways have been provided to give country-school teachers that training which under existing conditions will best equip them for their work. A number of factors have to be taken into consideration when demanding certain qualifications of the prospective country school teachers. The most important of these factors are adequate facilities for those of teacher training and a sufficient number of teachers. Standards cannot be placed so high that the supply is inadequate. Neither can standards be imposed without providing an opportunity to meet them.

In the United States, four types of schools have been entrusted with the work of country teacher training,—namely, colleges and universities, normals, high schools, and a special type known as county training schools or county normals, such as we have in Wisconsin. But few of the persons trained in the first two groups go into country schools to teach. Some of their most efficient graduates have done much for country schools through training teachers for them. Wisconsin is training country teachers in high schools, in county training schools, and in some of the state normal schools. A few years ago a law was passed providing for the training of teachers in all high schools where application was made by pupils for such instruction. Almost invariably the instruction that was given at that stage of our development was perfunctory and bookish. Realizing that the high schools could not be counted upon to deal with this problem in a serious and efficient manner, the state established county training schools.

The course of study in the beginning was only one year in length and pupils who were graduates of a country school course or the eighth grade in a graded system, might enter. As time went on the schools found it possible to double the requirements for graduation and two year courses were established. At the same time more and more high school students or even high school graduates entered the county training school until today a fair percentage of the students in our training schools are high school graduates. A number of schools have gone beyond the two-year course. These schools have always been flexible in character and have adjusted themselves as best they might to the local condition within the limits prescribed by law and the state department of education.

Some of the normal schools in Wisconsin are paralleling the work of county training schools in respect to the training of country teachers. There is also provision in the normal schools at the present time for offering a two year course for country teachers beyond high school graduation. The state provides a bonus of \$10 per month for the first year and \$15 a month thereafter to be added to the salary of such teacher beyond the amount paid by the local school board when such service is rendered in country districts. There are twenty-seven high schools in which the state pays the salary of the teacher who has immediate charge of the pupils who are training for this work. Pupils taking the high school training course require four years beyond the eighth grade to graduate. The work of the last two years of the course is differentiated and at least one year of strictly professional work is given during these years. In these schools satisfactory work is being accomplished.

The laws of the state at the present time require at least one year of academic work and one year of professional training beyond the eighth grade, or graduation from a country school. This minimum standard is not satisfactory and it would seem that the time is not distant when the state will require at least two years of special training beyond a four-year high school course. This is the least amount of preparation that can be regarded as satisfactory when requirements for teaching in other schools are taken into consideration.

The county training schools have made an excellent record for themselves in the past fifteen years in this state. They seem to be an indispensable part of our educational machinery. The results of high school training have likewise proved satisfactory in the sense that the training classes are doing as well as could be expected of them under the circumstances. The aid of the high school is imperatively needed at this time to supplement the county training school and normal school output of country teachers. It must be expected, however, that with the exception of high schools in which the principal is to an unusual degree interested in the problem of training teachers, the work of training will not have the momentum and the singleness of purpose to be found in institutions devoting themselves wholly to the training of teachers. It is highly desirable to confine the work of high school training to high school graduates in the near future.

I trust that the information given in this pamphlet will answer the inquiries which have come to this department during the past few years, and will furnish a basis on which a better foundation for the future country schools may be built.

C. P. CARY,
State Superintendent.

I. INTRODUCTION

1. For Whom This Pamphlet Is Intended

This pamphlet is intended for the use of all persons in Wisconsin directly interested in the training of country teachers. It is hoped that it will be read by men and women who, though not responsible for school courses, are interested in improving country life through country schools.

2. The Aim in View in Its Publication

Its aim is to give publicity to the good work which has been done and to offer concrete suggestions which may lead to better work in the future. It is hoped that it may contribute towards the solution of some of the problems which have puzzled training teachers and superintendents.

It is not proposed to offer suggestions concerning the teaching of academic high school subjects, although students preparing to become country teachers need the fundamentals of a secondary education as well as professional training. Teachers of these academic branches should consult frequently the Manual of the Free High Schools of Wisconsin issued by the Wisconsin State Department of Public Instruction. The books on the State Teachers' Reading Circle List especially adapted for high schools should be studied.

II. BASIS FOR SUGGESTIONS AND RECOMMENDATIONS MADE

1. Reports of State Supervisors

The supervisors in the state department have made numerous visits during the past few years to schools training country teachers and also to country schools themselves. The conferences of county superintendents, of supervising teachers, and of training school teachers held during the past few years have proven very suggestive.

2. The Manual and Other Publications

Ranking almost equal in importance with these first-hand observations has been a study of the 1916 edition of the Manual of the Elementary Course of Study for the Common Schools of Wisconsin issued by the state department and of the catalogs published by county training schools and state normal schools. Many recent books and pamphlets by experts on country schools have been consulted. The United States Bureau of Education bulletins have proven especially helpful. Some of the addresses heard at national rural conferences have furnished suggestions.

III. AIMS OF TRAINING SCHOOLS

Before considering specifically the work training schools should do, let us consider the two distinct aims which training schools have in view:

1. To Improve Elementary Education

To bring all possible influences to bear upon the improvement of the elementary education furnished country children; to train teachers in using the school time of these children to the best advantage, so that they may be, as far as possible, prepared for life in its various phases. This aim depends for its realization on a better understanding of the nature, development, and purpose of the subject matter to be taught and all that this implies.

2. To Become Important Factors In Country Life Progress

To help improve the condition of country people financially, socially, physically, intellectually and morally. Part of this work may be done indirectly for the next generation through the children who are now in school, but training teachers must also work, as opportunity offers, with, and for, the parents. Naturally, teachers often prefer to emphasize the work with children to the exclusion of the work with adults. Nevertheless, "the formidable and unavoidable judgment of their contemporaries" must be taken into account by training teachers who should become skilful in cooperating with country people and in unobtrusively assisting them to bring about needed results.

IV. PRESENT COURSES OF STUDY

1. In County Training Schools

a. **Changes needed in catalogs.** An examination of training school catalogs reveals the fact that their preparation needs more consideration. Some of them are too brief and too hastily compiled to reflect credit on the school issuing them. The publication of a creditable catalog is one of the tangible ways in which a training school discharges its obligations to the public. The student body of the school, the alumni, country teachers of that part of the state, and in fact all people attacking the problem of rural education, are benefited by such a catalog. An additional reason for giving care to the

preparation of a catalog is that the principal of every new school relies in great measure upon the course adopted in some other school or schools with which he is acquainted. If there is no up-to-date, detailed account of the most recent course adopted, he is likely to repeat the mistakes made by another school.

Greater uniformity in the terms used in designating courses offered is needed. The terms pedagogy, theory and art, methods, and manual, are all used for the same study. More definite information as to the equipment and extension work of the school would prove helpful; it might help to get the good work done by one school started elsewhere.

b. Defects in courses of study as revealed by catalogs. The framers of the first training school courses were helped chiefly by their knowledge of normal school courses and of country conditions. However, as time goes on, there should be many modifications in the courses offered. Training teachers who keep themselves informed as to the trend of modern educational thought, and who are at the same time doing the field work the circumstances demand, are likely to make these changes.

The industrial subjects have acquired a new importance in the last few years. Not all catalogs bear witness to this. Other subjects, such as algebra and grammar, have become relatively unimportant for elementary teachers. The year of algebra (there is seldom less) is probably not a wise choice in a two year training school course, in view of the omission of other more useful studies which it entails. But if one judges by catalogs the study of grammar receives in some schools undue emphasis, to the neglect of very necessary work in oral and written English.

Subjects which are occasionally omitted but which should be included are courses in either English or European history, nature study, and penmanship. Students should learn both by observation and practice to direct the play of children. These are only a few illustrations to show that training teachers need to measure and test, and, as a result, sift, emphasize, or reject topics, and even entire subjects.

c. Courses of varying lengths. (1) *The two-year course.* The most common course in county training schools at present is a two-year course demanding a common school diploma for entrance. This two years of training beyond the elementary school is in itself a great gain. The average level of country school teaching throughout the state is raised to a far higher level than that at which it stood during all the years when immature pupils, just out of an elementary school, might hope to teach at once upon passing the superintendent's examination.

Young people who cannot afford a high school education can often manage to get two years of training beyond the eighth grade, especially if these two years give them vocational training. In this way many young people get ten years of schooling who would otherwise get only eight. This helps to raise the general intelligence of many communities.

Since it is still difficult in a few counties to secure enough teachers, two years of training makes it more certain that there will be a sufficient number of teachers than if a longer preparation were demanded.

(2) *The three-year and four-year courses.* A few county training schools offer a three-year course requiring a common school diploma as an entrance. Naturally, this three-year course will send out better prepared teachers than the two-year course.

A beginning has been made in some county training schools with a four-year course. As such a course parallels the high school course, this is not likely to be a successful movement.

(3) *All county training schools offer a one-year course for high school graduates.* Recent legislation has favored an increase in the number of students taking this course, as since August 1, 1915, no high school graduates can teach in this state without having had a year of professional training.

d. *Preparation of students for these courses.* One of the problems before the teachers in county training schools is the fact that the students enrolled in the same class have frequently not had the same amount of training. The teachers in many instances must do the best they can in two years for three classes of students: First, those with eight years of training; second, those with nine or ten years of training; third, high school graduates. Eighth grade graduates are handicapped if they recite with students with ten years of training. Students with ten years of training are handicapped if they recite with high school graduates. Yet the county training school which admits these three classes of students must perforce put those who have finished tenth grade work either with graduates from the eighth grade or with the high school graduates, as the number of teachers employed seldom permits the formation of three distinct sections.

e. *The work of the junior year in the two-year course.* The work covered during the last year of the two-year course is, in general, provided for by law. It must be professional work, so the question is narrowed to this: What work should be offered during the junior year? There are two answers: The school may offer regular ninth grade work such the students would get in a state graded or high school, or the teachers may plan another course.

(1) *There are certain advantages to offering regular ninth grade work.* Many of the best trained people have long been at work determining the content of high school education. Regular ninth grade work is the secondary work which in the judgment of these experts is best adapted to students who have completed the eighth grade.

Many parents prefer to have their children stay at home long enough to get the first of the two additional years required of all who plan to teach, either in the local state graded school or the high school. They object to sending their immature young people away from home. The training school can give credit for the first year work in high school

or state graded school only if it offers the same course in the junior year that is offered generally in the ninth grade of state graded or high schools.

Again, if the county training school offers regular ninth grade work, it ministers to the needs of many pupils who take ninth grade work in their own school before deciding, or before they know, whether or not they can complete a high school course or must begin work sooner. The training school offering regular ninth grade work has the further satisfaction that it has not in any possible way arrested the normal development of the educational system of the county.

If county training schools have the utmost freedom in planning their own courses, the temptation presents itself to undertake too intensive study of elementary branches; or a training school may spend an undue amount of time on professional work. Instead of devoting an excessive amount of time to either elementary subjects or to professional work the students are greatly benefited by the study of high school branches, as they give a broader view of a wider field.

(2) *The advantages that come from offering other than regular ninth grade work* in the junior year of the county training school course should be considered. Many principals and superintendents consider that other studies such as music, drawing, and construction work are more important. Students are frequently very deficient in common school subjects. Country teachers need to know these subjects exceedingly well so the training school teachers may decide that the junior year should be devoted to an intensive study of them.

If the county training school elects its own junior course, the professional work need not be entirely confined to the senior year, but can be distributed throughout the course. It is a frequent observation that it is better to so distribute it.

Some schools require students who have already finished the tenth grade work in a state graded school to take two years in the county training school. In this case the work offered during the junior year must necessarily differ from regular ninth grade work.

Many training students are interested in eventually getting a higher certificate, so second and first grade subjects offered somewhere in the course, some of them in the junior year, meet their needs.

f. Reasons for Lengthening Training School Courses. The question of a three-year or even a four-year course in a county training school needs consideration. The following reasons have been given for a course of such length.

(1) *A higher standard of work is possible.* The principal and the patrons of the school may feel that a higher standard of work may be reached in a county training school than in a state graded school or in a high school. This is often true because training teachers have more experience and experience of a kind likely to make them better acquainted with the needs of country students. The salaries paid in some of the training schools have helped to attract some of the best teachers to these schools.

(2) *The needs of individual students may be met.* Needed emphasis may more easily be placed on school branches in which students are found to be deficient. There is much more freedom possible in planning training school courses than there is in planning high school or state graded courses. Elementary graduates feel more at home in schools where the other students are to so large an extent country pupils.

(3) *A professional spirit may be aroused.* Pupils are surrounded with other pupils, all of whom are interested in teaching problems. This professional spirit which county training schools are fitted to evoke is regarded as a great asset. Orientation of all the work towards the country is important. This orientation is difficult but not impossible to secure outside of special schools.

(4) *The physical equipment may favor a lengthened course.* The county training school building is often a spacious one, whereas many local high school buildings are overcrowded.

However, as before stated, duplication of any considerable portion of the high school course, in a separate school, seems objectionable. The cost is greater; the duplication is more or less needless, and rivalries are likely to grow bitter.

g. A typical training course. The courses offered in the different county training schools as has been stated above, show considerable variation in the length of the course, and in the branches offered; much more variation as to the term and year when each study is offered, and in the length of time given to each branch. In view of this, it does not seem advisable to print the course of any one school in this pamphlet.

The different courses are similar in the following particulars: The county training schools all give, as by law required, one year of work or its equivalent to professional studies preparatory to the work of teaching. The term "professional studies" shall be interpreted to include a thorough review of the branches required by law to be taught in the common schools of the state of Wisconsin, the study of the Manual of the Course of Study provided for the common schools, observation work, at least ten weeks of practice teaching, school management, and school law. (See Section 450d of the school code.)

The principal of each school submits the course adopted for that school to the state superintendent for his approval; whenever a new course is adopted in any school, this new course is submitted.*

2. In State Normal Schools

a. The elementary course. Most of what has been said in regard to county training schools applies to the elementary rural school courses offered in a few of our state normal schools. These courses are more recent than those in many of the county training schools, but on the whole bear a close resemblance to them.

* For statistics regarding training schools see Biennial Report of State Superintendent 1914-1916.

b. **The course for high school graduates.** Besides these courses, all of the normal schools maintain a one year course for high school graduates. As this course is approximately a uniform one, a typical course is printed in this pamphlet. This one-year course may be thought of also as the junior year of a two-year course offered to high school graduates in order that they may come under the provisions of subsection 2 of section 560g—1 of the school laws. The course for the senior year follows.

Juniors

First Term

Reading and Language Methods	Geography Methods
Arithmetic Methods	Gymnastics and Writing
Agriculture and Nature Study	

Second Term

Grammar and Composition	Physiology
Drawing $\frac{1}{2}$, Observation $\frac{1}{2}$	Gymnastics and Spelling
History and Civics	

Third Term

School Management, etc.	Gymnastics and Singing
Library Methods	Practice (6 wks. all day)
Moral Instruction, etc.	

Seniors

First Term

Advanced Grammar and Composition
 Drawing—Adv. $\frac{1}{2}$, Reading $\frac{1}{2}$
 Psychology and Pedagogy
 Music
 Gymnastics and Games

Second Term

Arithmetic and Farm Accounting
 Juvenile Literature
 Primary Handwork and Blackboard Drawing
 Cooking
 Gymnastics—Games, etc.

Third Term

Agriculture and Nature Study
 American Literature and Expressive Reading
 Rural Sociology $\frac{1}{2}$, Sewing $\frac{1}{2}$
 Practice Teaching $\frac{1}{2}$ day (6 wk.)
 Physical Training, etc. $\frac{1}{2}$

3. In High Schools

a. Outline of Course

In the twenty-seven high schools offering training courses the state pays the salary of the teacher who does the training work in each high school with the understanding that her full time shall be devoted exclusively to the professional work of the junior and senior years.

A uniform course is administered. High school students who are to become country teachers begin their professional work in the junior year but they are not at liberty to take what they choose during their sophomore and freshman years. During their high school course it is recommended that they obtain the following credits:

3 units (years) of English	1 unit of physiology and hygiene*
$\frac{1}{2}$ unit of arithmetic	$\frac{1}{2}$ unit of English history
$\frac{1}{2}$ unit of domestic science	$\frac{1}{2}$ unit of civics or citizenship
$\frac{1}{2}$ unit of agriculture	1 unit of United States history
$\frac{1}{2}$ unit of geography	

Wherever possible it is to be hoped that students will get a whole unit of work in geography, arithmetic, agriculture and domestic science, instead of one-half unit of each, as given above.

A number of high schools maintaining training departments offer instruction to training students in music and drawing by the special teacher who teaches these subjects to the grade pupils. This is a good plan worthy of more general adoption. A few high schools are offering a little work in manual training to these students. This, too, is a good idea.

Training students must in addition have four professional units.

Junior professional reviews (reading, phonics, library reading, cataloging, spelling, language and grammar).

Senior professional reviews (arithmetic, geography and history).

$\frac{1}{2}$ unit pedagogy

$\frac{1}{2}$ unit practice work

1 miscellaneous unit (school management, school law, records, rural economics and observation.)

As country teachers are obliged by law to teach agriculture, high schools maintaining training departments which have not also agricultural departments, should provide a special twenty weeks class in agriculture for these students. If domestic science is not in the high school course some other study may, for the present, be substituted for it. However, there is such a growing interest in certain features of this work in country schools that country teachers who have had no preparation are quite handicapped. So, wherever possible, domestic science should be added to these high schools.

The work in pedagogy should be divided between work in general pedagogy and work in the special pedagogy of studies not otherwise

* Some schools prefer to offer, instead, $\frac{1}{2}$ unit of physiology and hygiene and one unit of English or European history.

provided for, such as music, drawing, penmanship, etc. The observational work may most profitably be taken in connection with the professional reviews, or in connection with school management.

It will be seen from an examination of this course that high school students taking the training work have eight, or if a full unit each of geography, agriculture, domestic science, and arithmetic is taken, ten required academic units, leaving from two to four elective units in addition to the four professional units.

Instead of distributing work through the junior and senior years the four professional units may all be taken in one year. In this case, however, no other than professional work can be taken during that year.

b. Students from high schools without training departments.

In case students in high schools in which training courses have not been established, wish to complete the high school course, including the training work, in four years, they will find it to their advantage to enroll as students in a high school which maintains a training course at the beginning of their junior year. If they finish their junior year in the local high school and then go away for their professional year, care should be taken that they have twelve academic units of work to their credit. These twelve units should include the eight academic units required above, and four elective units. During their year in the high school with a training department, the time of students will be filled with professional work, and there will be no opportunity to take any of the work for which they have no credits.

Many students who are obliged to leave their local high schools in order to get professional training, first graduate at the local high school. This is to be recommended. The high schools maintaining training departments are enrolling many of their own graduates for the year of professional training.

While the state department does not at present demand that graduates desiring to take training work shall have studied the branches listed above during their four years of training, county and city superintendents and high school principals are urged to counsel high school students who intend to become country teachers to take these branches during their high school course: English, arithmetic, geography, civics, United States history, English history, physiology and hygiene, domestic science, and agriculture.*

* After the manuscript for this pamphlet went to the printer a new law bearing on the subject was added to the statutes. It provides that after September 1, 1919, every person to obtain any form of license or certificate to teach in any public school in Wisconsin shall have completed at least two years of high school work, and in addition thereto shall have completed at least one year of instruction and training preparatory to the work of teaching: after September 1, 1921, every person to obtain any form of license or certificate to teach in any public school in the state shall have completed a four-year high-school course of study, and in addition thereto shall have completed at least one year of instruction and training preparatory to the work of teaching. (See chapter 269, Laws of 1917, Section 450e).

V. ESSENTIAL CHARACTERISTICS OF A GOOD SCHOOL FOR TRAINING COUNTRY TEACHERS

There are in this state three kinds of schools engaged in the training of country teachers,—county training schools, high schools, and state normal schools.* Country teachers may be successfully trained in any of these schools, provided the men at the head keep certain things in mind.

1. All the Forces Concerned Must Work Together

County superintendents and supervising teachers must frequently visit the school or schools which train their teachers, and the teachers who are doing the training must frequently get into the country schools. These visits should include both day time visits to the schools when they are in session, and attendance at evening meetings. The expenses connected with these trips should be provided for by the school, as they are a legitimate part of its work. There is no possibility that training teachers will know the condition of affairs as it should be known unless they get into the country to visit.

Conferences of county superintendents, supervising teachers and training teachers should be held occasionally. With a few exceptions this field work needs to be pushed far more than it has been in the past.

2. Knowledge of Country Life Emphasized

The teacher hired for the training department in the high school, the supervisor of practice in a county training school, the man at the head of the rural department in the normal school, and all the teachers who teach young people taking training for country teaching must know country schools and country conditions. Conferences of all these teachers should be held from time to time.

3. Both Men and Women Help

No class of schools is immune from the temptation to neglect the field work, but the question is perhaps most difficult in high school training departments. The work of the woman who is the high school department teacher should be supplemented by the field work of the agriculture teacher, the supervising principal, or the city superintendent. There is no disputing the fact that if in any school there is only

* In this pamphlet the term training school is used very frequently as a general term to include county training school, high school training department, and rural training department of a state normal.

one person engaged for training work, that person should be a woman, because the students enrolled in these courses are almost wholly girls who need in many emergencies the counsel and direction which only an older woman can give them. Again, it is women who have most often had the necessary practical experience in elementary teaching which prepares for training work. But the contribution made by men in a number of county training schools and state normal schools has been so invaluable, and so distinctive, that it is certain that any high school maintaining a training department without the active cooperation of some man connected with the city school system is very much crippled indeed.

4. A Student Group Consciousness Created

Young people receiving this training may form a part of a larger student body. If so they should feel that they are an integral part of this larger body, but it is imperative that they should assemble frequently by themselves and feel the inspiration that comes through working with others preparing for a common work. One form that these meetings may take is that of a literary society—"a country life club," if that phrase is preferred.

5. Equipment and Standards Need Attention

When the students are a part of a larger student body, the other members of the school must feel that the students in the country training course are held to as high standards of work as any other students are. There should be as much attention paid to their needs when inviting quarters in the building are assigned to classes as to the needs of any other body of students. Many county training schools point with pride to buildings and equipment which show the estimation in which the training of country school teachers is held in those counties. A number of high schools training department rooms bespeak the generosity and the interest of city boards in the same problem. Probably it will not be long before our state normal schools are as proud of the quarters assigned the students taking training for country teaching as they are today of their quarters for domestic science, physical training, agriculture, etc.

6. Individual Attention Given Students

Students preparing for country teaching are, as a rule, very young and so should get far more individual attention than they would need were they more mature. No class made up of students of fifteen and sixteen should enroll more than twenty-five members.

Training teachers should become so well acquainted with each student that they may give at any time a fairly accurate opinion as to that student's ability and promise as an instructor and manager

of a school. The student should know this opinion in time so that he may become interested in improving himself and in becoming as good a teacher as his capacity makes possible. (See page 46 of this publication.)

7. Adequate Reference Libraries Provided

Carefully selected reference libraries especially designed for the use of these students should be accessible and there should be enough copies of each reference book so that students can consult references assigned. One copy for every group of ten students is about the right proportion if the reference book is one frequently consulted.

8. The Daily Program Posted

All schools should have the daily program of the training department posted for the use of students and there should be mimeographed copies of this program for the convenience of visiting teachers, so that they may quickly decide what classes they desire to visit and where these classes are to assemble; otherwise time is lost by the visitor in finding her bearings. These programs should give, in addition to the regular training school classes, the names of practice teachers, the class assigned each practice teacher, and the room in which each class meets.

9. Failure Forestalled

Time enough should be taken to make certain that students have fairly mastered the work before they are allowed to graduate. Some graduates of training courses observed at work in their own schools during the past two years were doing very weak work when visited. In response to inquiries they acknowledged that they had been allowed to carry so many branches during their training that they never mastered certain topics; or they had been excused from certain branches because they had had previous country experience. They were so driven that they left without having acquired even a feeling of confidence in themselves.

A school may have had some excuse in the past for yielding to the temptation to let students carry extra studies in order to graduate in a stipulated time, because county superintendents have occasionally been hard put to it to secure teachers with even meagre preparation. But it should be remembered that when a school lowers its standards to do this and sends out poorly prepared students equipped with diplomas, no people regret it more later on than these students to whom the concession was made. The schools which have won the most favorable reputation in this state are those which have steadfastly refused to set their seal of approval upon poorly prepared students. It is worth while to be known as a school which refuses either to overtax its students in order to shorten their course or to lower its standards in order to graduate a larger class.

10-15. A Few Other Essentials

Besides these characteristics which have been discussed in this section, mention may be made of six additional characteristics which are treated in full in section VI of this pamphlet:

Secondary education is provided.

Common school subjects are skillfully taught.

Review work in common school subjects is carefully planned.

Opportunities are offered to all to acquire the rudiments of the industrial education most needed by country teachers.

Professional training proper receives due attention.

The reading of country life books and a study of rural economics supplement the students' first hand knowledge of country conditions.

VI. THE ACADEMIC AND VOCATIONAL STUDIES OFFERED IN TRAINING SCHOOLS.

1. Secondary Education*

a. Adaptation of secondary education to the special needs of training students. The kind and amount of secondary education most valuable for country teachers to secure is a puzzling question. A complete secondary education includes sixteen units of work. If we cannot at present demand all of these units, just which ones shall be chosen?

The secondary education given prospective teachers should as far as possible be adapted to their special needs. If the training students are taught in the same school where other students are preparing for other lines of work, these training students should preferably form a group by themselves and recite in separate sections. The object of the separate sections is to enable the teachers to make the secondary branches contribute far more effectively than they frequently do to the direct aim of teacher training.

b. Capitalizing country experience. If training teachers are themselves intimately acquainted with country conditions, they may, by illustration, comparison, comment, quotation, etc., use the material most familiar to the country child, and so stimulate their town-bred students to inform themselves in regard to country con-

* If secondary education, thorough training in common school subjects, and industrial training have been included in the preparation of those applying for entrance to a training school, as may happen in the case of high school graduates who have received good training in these three lines of work in the high school, the training school may, during its course of one year, confine its work to carefully planning the review work in the common school subjects, giving due attention to professional training proper and directing the reading of country life books and a first hand study of rural economics and country life conditions.

ditions and at the same time implant in the hearts of all the students a conviction of the vital worth of country experience.

c. Adapting the work in English. (1) *Selections should be chosen carefully.* Certain selections in literature for instance, may be chosen which will give as much culture as the selections studied in order to satisfy college entrance requirements, and at the same time contribute toward the preparation of country teachers for their future work. Training teachers must be very careful to choose standard authors and books, but there are many authors better adapted for study by those who have in mind the needs of elementary children than the books generally accepted as best suited to the needs of adolescent youth. It is true that teachers who know something of such authors as Chaucer, Shakespeare, Milton and Spenser have indirect preparation for teaching reading and language to elementary children. However, these authors prepare teachers far more directly for high school work than for teaching in the grades. Undoubtedly, the literary qualifications which will most directly contribute to the efficiency of elementary teachers are more easily obtained if during their preparation for teaching they studied the great poets mentioned above, or Montaigne, Lamb, Pater, and Newman and other great essayists than if they did not study any of the masters. But they might have received far more direct preparation for their work.

(2) *Illustrations of suitable selections.* They might have read, instead, and found them mighty good reading, too, such books as *Arabian Nights*, *Gulliver's Travels*, *Water Babies*, *Fanciful Tales*, *Alice in Wonderland*, *The Jungle Book*, and others of the long list of veritable masterpieces which all children fortunate enough to be introduced to them, will so easily learn to love and to reread many times. Teachers of elementary children cannot afford to neglect the writings of Hans Andersen, the Grimm brothers, Perrault, Stevenson, the best children's versions of the Iliad, the Odyssey, the Arthurian legends and the old British ballads—to mention only a few of the undisputed classics which made a strong appeal to children.

(3) *Needs of elementary teachers.* So long as our schools which train elementary teachers continue to give them only, or even chiefly, (as is now frequently the case) the poetry and prose suited to high school students or adults, these teachers will either be obliged to get ready unaided to teach elementary pupils the selections fitted for them, or else very many children who leave school without the advantage of a secondary education, will never have the delight which comes to those in whom the great masters "create the taste by which they are enjoyed."

This lack of definite preparation for teaching children the classics which should rightly form a part of their literary inheritance, is perhaps the greatest single obstacle in the way of better teaching of intermediate and upper grade classes in reading and language today. Of what avail is it if readers are selected which are

filled with literary masterpieces suited to children, unless they are taught by teachers who bring to their classes intimate knowledge of, and loving enthusiasm for, these classics? Country and grade teachers are often so over-burdened with their multitudinous duties that they have neither the time nor the inclination to become acquainted, while they are actively at work in the schoolroom, with reading material which should have formed the core of their instruction in literature during the years in which they were receiving training for teaching.*

d. **A few further suggestions.** Among the indispensable high school subjects with which training students should have an acquaintance are: Elementary science, civil government, history, physiology and hygiene, agriculture, and domestic science.

2. Common School Subjects

In deciding how much time is necessary for a thorough grounding in common school subjects, a general conclusion can be reached only by keeping in view the previous preparation of the students. In planning what to offer in the different common school subjects, training schools must bear in mind:

a. **Testimony of supervisors.** All persons engaged in elementary supervision in this state bear witness to the fact that intermediate and upper grade work is frequently poorly taught largely because the teachers are not themselves intimately acquainted with the subject matter. They have not ready command of the facts which constitute the core of the branches which they are teaching.

b. **Dependence of method work upon subject matter.** The successful teaching of the method work in common school subjects depends upon a thorough acquaintance on the part of the students with the subject matter of these branches.

c. **Why common school subjects must be retaught to all training students.** That the full significance and broad relations of common school subjects cannot be comprehended by immature elementary children, is undeniable. It is necessary to reteach them after pupils have finished the common school, especially if these pupils are in a short time to be called upon to teach these same subjects to other children.

3. Reviews of Common School Subjects—General Suggestions

Since most students, before taking the review work in the common school subjects, have studied these branches academically, during their secondary training either in the training school itself or in state graded or high schools, it is often hard to account for

* Fortunately for the children, not a few teachers read widely when they were children and so have happy memories of many excellent children's books. But many more teachers were restricted to a very few books in their childhood days; often these books were not standard ones. So training schools must become responsible for increasing greatly students' acquaintance with suitable reading matter for children.

the small residuum of usable knowledge which they bring to the reviews.

a. Why reviews are necessary. (1) *Measuring achievement has been rare.* Reviews are more necessary at the present time than they will probably be (a) when elementary teachers have had more practice in the application of standard tests and scales for measuring achievement; (b) when these same teachers more frequently have the advantage of receiving help from well trained supervisors; (c) when teachers in general begin their work more adequately trained for it; (d) moreover, as retardation and over age conditions are more frequently combated pupils will more often have their individual needs met and so will know better what they have been taught.*

(2) *The Manual has not been used.* A second reason for this, is that the secondary teacher of the common school subjects may be wholly unacquainted with the presentation of these subjects in the Common School Manual. On the other hand, the training teacher in reviewing the branches is necessarily obliged to follow the Manual very closely. It seems that, where possible, conferences of the teachers who teach the common school subjects to pupils of secondary school age and of training teachers should be held. Such conferences would undoubtedly conduce to the saving of much time on the part of students as well as teachers.

b. Testing every class. Each teacher will find it incumbent upon her to test every class of students before she can adapt the work to their particular needs. As a result of such testing, whole topics may have to be carefully retaught. Unless teachers do test, they often imagine that students know far more than they do of the common school subjects.

c. The Manual as a guide. No teacher should attempt either the teaching or the reviewing of common school subjects to students who are preparing to become country teachers without frequent references to the Manual and to other publications giving the minimum essentials. The topics indicated in the Manual for emphasis and those whose elimination is recommended should be stressed or slighted according to the recommendations made there.*

d. Time needed for reviews. After training school teachers have satisfied themselves that students have had, during their secondary education, a thorough grounding in the leading common school subjects, these same students should have at least five weeks' review of reading, language, arithmetic and geography preceding the method work in these branches. If in the judgment of the training teachers it is considered advisable to teach both the review and the method of each subject during the same term or quarter, fifteen weeks of time, it is believed, should be given to the combined re-

* See Section II *Suggestive Studies of School Conditions* issued by the state department.

* See also Minnesota Course of Study.

view and method work in each of reading, language, geography and arithmetic. Such a combination is generally called a professional review. Besides studying professionally these four leading common school subjects it will be necessary for training students to spend a few weeks studying how such branches as physiology and hygiene, United States history, agriculture, and domestic science should be presented in the country school, using the Manual as a guide.

4. Method Work—General Suggestions

a. The first essential. It should be remembered that it will profit little to give the students good method work unless they at the same time are taught by teachers who exemplify correct pedagogical principles in all of their own teaching, whether the branches are academic or professional ones. It is a good plan for training teachers to call frequently on individual students to finish teaching the topic which is under consideration by the class. The efforts to make training school recitations socialized or cooperative recitations are to be highly commended.

b. The use of the Manual. The latest edition of the Manual of the Elementary Course of Study for the Common Schools of Wisconsin should be the text used by the students during their method work in reading, language, arithmetic, geography, history, music, drawing, agriculture, domestic science and manual training. It should also be a frequently consulted reference book in the hands of the teachers who handle the academic work in these branches.

c. How well the Manual should be known. No one should be graduated from an institution training teachers for the country schools of Wisconsin who does not feel (1) either so well acquainted with the Manual that she knows what the Manual says regarding important topics, or (2) at least so well acquainted with the Manual that she can easily and quickly consult it for any information she may need.

d. The Manual references. Because of the extensive bibliography given in the Manual at the end of every subject, bibliographies for special subjects are not given in this pamphlet. The Manual bibliographies should be consulted and the books there recommended, if not already in the training school library, should be purchased.

e. Outlining the Manual. The importance of thoroughly organizing any subject matter they are to teach may be impressed upon students if training teachers themselves outline the Manual (See language outline, page 80 to 85 of Manual) as well as other studies which they teach, and also require students to prepare outlines.*

The attention of students should be called to the fact that because the training teacher outlines the subject matter she teaches,

* The analytical table of contents in this pamphlet may be suggestive.

the members of the class are likely to be called upon continually to compare one day's work with another, to sum up the essential points in any unit of work, and to habitually show how new subject matter is connected with the old. An outline, however, should not be given undue prominence. Students should be held for a full, free discussion of topics. If a socialized recitation is the regular procedure, this danger will be obviated.

f. Examination of texts and comparison with the Manual. (1) *The best of recent texts should be accessible.* In connection with their study of the Manual, or preceding this study, students should study textbooks which they are likely to use in their country school teaching. These texts are unfortunately sometimes out of date and also beyond the ability of the children studying them. The result of this study should lead to betterment of this condition, if it needs improvement. Here the cooperation of the county superintendent will be needed. Students should become well acquainted, through a careful examination, with a few of the best series of readers, language books, geographies, arithmetics, etc., in order to have a standard to use as a basis for comparison. Training teachers should spend time enough in examining elementary texts so that they may help the students determine which are best adapted to the country pupils whom they are to teach. The books should embody the best recent ideas on the teaching of elementary subjects.

(2) *Tests should be applied to texts.* The questions which come to members of the state department as to suitable texts for country and city schools reveal the fact that no work is more urgently needed than the training of the judgment of our students through having them examine and compare good texts. In this connection it is worth while to remember that the value of any text is increased greatly through a teacher's understanding it. See Manual, page 6, for tests of a good reader; page 41, for tests of a good language book. After studying these tests and applying them to a number of texts, students should formulate tests for a good text in history, geography, etc.*

(3) *Lists should be kept up-to-date.* Lists of suitable texts should be made and kept for future consultation. This study will produce intelligent judges of school books. Any list will certainly need revision occasionally as new texts are published. The aim should be to include no books which fail to meet, more or less perfectly, present day demands. No text in any subject should be chosen without careful examination of a number of texts from different publishers.

g. Need of drill. In the method work and in the academic teaching students in training should be impressed with the idea of drill as essential in the development of both power and interest. Our schools today undoubtedly lack in this respect. The multiplication

* See Minnesota Course of Study page 224-227.

table, spelling of common words, punctuation marks, etc., must be made second nature if pupils are to use them with ease and accuracy in daily work.

5. Review and Method Work—Special Suggestions

a. **English**—Its high aims and the standards attainable. The day is far distant, doubtless, when training teachers will fail to discover serious weaknesses in English on the part of their beginning students. This should not discourage or surprise them. Before students have spent much time in training schools, however, it is a good plan for teachers with the help of students to enumerate briefly a minimum list of attainments all students must have before they will be allowed to graduate. The following may be suggestive:

1. They should be able to read quickly and with intelligence ordinary prose both silently and aloud. Training teachers should become familiar with the scientific measurements of educational results in reading. Students' rate of reading and their efficiency in silent reading should be tested. This testing should be followed by such suggestions as will make students interested in the "unrealized possibilities of cultivating rapid and efficient silent reading."

2. They should be certain as to the pronunciation of most words commonly met with in general reading.

3. They should be able to infer the meanings of most commonly used words from the context.

4. They should be able to take part in conversation freely and not make glaring mistakes.

5. They should be able to write either from dictated or original matter, and, as a matter of course, punctuate, capitalize, and spell correctly.

Not enough has been done to bring students to the realization that unless they succeed in eradicating very noticeable faults in speaking, in enunciation, in pronunciation and in spelling, they cannot be allowed to finish the course. Some schools do not give final standings in either oral or written English until the end of the course. Then the standings given are based upon the English used by the students in all other studies and in their conversation out of school as well as upon their school standings in oral and written English. Students in these schools are occasionally kept an extra quarter until they reach a fair standard of proficiency in English. This should be the general practice. If the number of students in the English classes is limited, as it should be, to twenty-five, the training teacher can certainly be held responsible for giving enough individual attention to the students so that the weak ones may be discovered in time and receive the help they need.

(1) *Reading.* (a) Selections to be read by students. Students should study in preparation for their future teaching, the selections to be read by children in the upper grades of the country schools of the county. In fact it is the part of wisdom to have them study a number of the selections read in the primary and middle form when this is possible. (See page —of this pamphlet.)

In this class students should become acquainted with a number of magazines; several of these should be on the reading table of the school. Others may be found at the public library. See *Lessons on the Use of the School Library*.

(b) Work in phonics. A careful study of the work in reading in the new Manual should result in the students becoming acquainted with at least one system of phonics. This ought preferably to be the system most commonly used in the county in which they are likely to teach. If the system used in the city grades in which practice work is carried on is not the one commonly used in the country, at least two systems of phonics must be studied* For suggestions in regard to the teaching of orthoepy, see Manual XIII. If the directions given there are followed, no training school will organize a separate class in orthoepy, or use a textbook in this subject.

(c) Dictionary work. For lessons designed to help students acquire facility in the use of the dictionary, encyclopedias, and other reference books, the pamphlet, *Lessons on the Use of the School Library*, issued by the state department, will be found invaluable.

(2) *Spelling*. A few days should be spent in studying the eight pages in the Manual devoted to spelling. The references there given should be consulted. The texts used in spelling are often more woefully belated than any other texts used in a county, whereas there are texts in spelling deserving the highest praise. The prefaces of some of these excellent texts are well worth study. Students should become familiar with the fact that the real test of anyone's spelling is found in his written work. They will not live up to this test in their own teaching unless training teachers judge the spelling of students by the freedom from spelling errors in their written work. Investigators have ascertained that errors in spelling can very largely be prevented by good teaching and proper assignments. Students should know that children can be safeguarded against spelling errors by teachers who anticipate their errors. They should at the same time become familiar with some of the measuring scales used in spelling. Some of the recent reports of the investigation of the material of English spelling should be at hand.

(3) *Language*. (a) Why language is taught. Before beginning this subject as given in the Manual it may be well to ask the students to give a few cogent reasons for teaching language in any school. Let them compare the reasons which occur to them with these:

1. That pupils may form the habit of enunciating so clearly that listeners cannot help but understand them.
2. That pupils may get enough practice in talking about everyday occurrences so that they may lose their self consciousness.
3. That pupils may become the possessors of a wide, accurate vocabulary.
4. That pupils may know something worth while talking about which means that they must observe, read, study, think, act, and listen as well as talk. "He who talks assists in the making of knowledge".

* See Manual, also *Suggestions on Teaching Reading* issued by the state department.

5. That pupils may learn to listen with interest to others and later report what they have heard with accuracy, ease and fullness.

6. That when pupils become skilled in doing at least a few of the things, that the world needs to have done, so well that listeners will have confidence in them when they express an opinion, they may know how to express this opinion.

7. That pupils may become accustomed to paving the way with the gracious introduction, the kindly greeting, the good natured jest which will help strangers to become acquainted.

8. That pupils may begin to understand that a person's influence as well as his power to resist temptation often depends on his many sided interests; and that language study is a close second to the kindergarten in the possibilities which it opens of widening anyone's interests. "The subject which trains youth for their fullest and freest communion with their fellow beings, occupies a position of tremendous importance."

(b) How to stimulate students to acquire more skill in language. Many students are satisfied with a low standard of individual achievement in language because they have the idea that skill in language is a gift. They have not come to the realization that learning to use language is learning to use the commonest and most difficult tool, yet one which all may hope to learn to use with skill.*

Training teachers should see that the ability of students along language lines is measured by one of the standard composition scales.

(c) The study of the Manual. After students have become acquainted with the general suggestions given in this publication, they should be asked to do much of the work outlined under *Suggestions with Regard to Particular Phases of the Work*. They should become acquainted with *Selections for Study and Memorizing*, Manual, Page 71, and learn by heart a number of the poems given there. They should have practice in telling a number of the stories whose names are given. (Pages 44, 48 and 49.)

(d) How this work prepares a woman for service. Training teachers must see far enough ahead to know that a number of the students will probably be associated for many more years than those in which they teach, with little children bound to them by far closer ties than those of pupils. If training teachers can get these students so familiar with the Gingerbread Boy and Epaminondas, with the Tin Soldier and the Musicians of Bremen that they will tell these stories to eager, youthful, audiences many times in the future, many little children whom training teachers will never meet will be happier and better.

(e) Grammar. It will help any training teacher interested in the relative amount of time that should be devoted to professional work in language and grammar, to read the grammar outline in the Manual, page 58-65, and compare it with the language outline, page 38-58; page 65-79. Since technical grammar is taught for but one year to pupils in the country schools and oral and written English work for all of the preceding years, it is necessary that training students receive consider-

* See *Bulletin on the Teaching of English*—Stewart, Manual, page 79.

able preparation for teaching language. Attention should be called to the eliminations in grammar in the Manual.

(4) *Library reading.* A number of schools assemble their students once a week for a year to discuss with them the reading of library books. These book reports may be oral or written. See *Lessons on the Use of the School Library* and *Suggestive Studies of School Conditions*, both issued by the state department; also *A Course of Study for Normal Schools on Literature for Children*, the Elm Tree Press, Newark, N. J.

(a) Practice work with book reports. Students should be given an insight into the methods to be used to induce children to read library books. To get this insight no practice is better than that of hearing children in the city grades, in which students do their practice, give book reports. Assign one or two children to each student. She is to read the book which the child reads and talk it over with the child, etc. Each special assistant should discover how the country teacher in whom she is most interested does this work.

(b) Books in country school libraries. Students should get a first hand acquaintance with the books which are found in the country schools of the county. The books for the youngest children should receive special attention.

(c) Young People's Reading Circles. The progress of the Young People's Reading Circle work in the county should be known and discussed. The pamphlet issued by the state department to promote this work should be familiar to students.

(d) Purchase of books by students. Many a student during her training would order a few books selected from the Township Library List were she urged to do so. These books might preferably be those suited for reading by primary children. The student ordering them might use them as Christmas gifts. Having once sent for such books, the purchaser would be likely to send again.

(e) The reading of books by the country people. Owing to lack of libraries many country people do little reading.* Students should become interested in augmenting this amount.

The kind of reading that many of the students have done previous to their entering the training schools reveals their need of introduction to good authors. Mary J. Holmes, Bertha M. Clay, Mrs. Southworth, etc., should be looked up in the Britannica or International—at the public library—and their relative standings decided by the lines or paragraphs devoted to them. Then see what is the space given Dickens, Eliot, Scott, and the students will easily draw their own conclusions as to the value of books written by authors who have not attained a high rank.

(f) Traveling libraries and the work of the Free Library Commission. Training teachers should do what they can to enlist the interest of students in increasing the number of traveling libraries in the state.

A talk given by a public librarian on the opportunities offered by the Library Commission, the traveling libraries, and the city and village libraries of the county will help to stimulate interest in the reading of books.

* See *English in the Country School*—Barnes.

(5) *Library cataloging, library methods, or library work.* (a) Texts needed. This is the technical aspect of the work with books and is generally listed under one of the heads given above in the training school catalogs examined. It may be studied as a separate subject for three or four weeks or it may occupy three or four weeks of the time given to professional English. The work given should be based on the pamphlet, *Lessons on the Use of the School Library* and on the *Township Library List*.

(b) Practice work in cataloging. In counties where some country school libraries are still uncataloged, students may profitably help to catalog them. If this is not feasible, each student should catalog at least ten books representing as many different classes.

(c) Training school catalogs. The training school library catalog should be complete and easily accessible and should be consulted freely by the students.

The catalog habit should be formed by students if they are to later help children form it. The training school library should include a model country school library. Each year the students should be held responsible for keeping the library in proper condition and for cataloging the new books added for that year.

(d) Use of public library. Students should be taken to the nearest public library early in their course and those who need this instruction should be shown how to use the catalog. They should be trained to use a public library as one of the resources of life.

b. Arithmetic. (1) *Use of country experience.* Any training teacher who is attempting to see to it that a class becomes thoroughly familiar with the Common School Manual will discover that she cannot "assemble the knowledge children already have" (Manual, page 109,) unless she is familiar with the knowledge which country children have. So there is need of her acquiring country life experience.

(2) *The Manual as a guide.* Country teachers are not likely to have their pupils secure data for practical problems (Manual, page 109) unless they have had practice in doing this while getting their training. For the same reason they should be required to make out a price list of common commodities (Manual, page 95) and dramatize business transactions (page 96). Undoubtedly considerable work in country arithmetic (Manual, page 96) will have to be given during the training period.

(3) *Consulting the county superintendent.* All schools training teachers should consult with the county superintendent as to whether he prefers their becoming familiar with the Courtis Tests, Thompson's Essentials, or the Studebaker Economy Practice Exercises (page 97). Whichever one or ones are used in the county should be used by students who are receiving training.

(4) *Eliminations in textbooks.* It is very necessary that students become thoroughly familiar with the names of the topics which should be eliminated. They may be asked to take texts in arithmetic which

they are likely to use and indicate what pages and lessons are to be omitted according to the Manual.

(5) *A few special topics.* Perhaps no greater change in the work in arithmetic in the new Manual has been made than the suggestion that no combinations be taught during the first year. (See page 101.) Country school teachers fail frequently by attempting to teach too many combinations in a given period. (Manual, page 109.) Long division needs to be carefully taught if two figure divisors are to be introduced with proper attention to grading difficulties. (Manual, page 112). All students taking training should have work with the illustrative square given in the Manual, page 117. The farm problems on page 119 will demand first hand acquaintance with farm conditions. One of the best places to try out the suggestive exercises given on pages 129 and 130, is in a school training country teachers.

(6) *Academic and professional work.* Whoever teaches the academic work in arithmetic to students who are to become country teachers should read carefully the pages devoted to arithmetic in the Manual. If this teacher will check the topics covered in her class and then confer with the teacher who is to handle the work in professional arithmetic as to where the students are strong, where weak, it will result that the method work in arithmetic will give the students what they need.

(7) *Equipment to be prepared by students.* All students should leave the training department either with two or three sets of cards which they may use for drill in combinations or with the understanding that in their county such cards are purchased by the different districts for the use of schools. One or two extra sets are invaluable for the use of individual children who need special drills. If it is possible to enlist the interest of children so as to be certain they will not abuse the privilege, a small group of children may be allowed during pleasant weather to take these cards out in the yard and drill one another.

Besides the cards mentioned above which are useful for drills in addition, subtraction and multiplication, it is a great help to have 100 cards, each giving one of the numbers between 0 and 100. After teaching the table of 3's remove from this pack the multiples of 3: 6, 9, 15, 24, 30, etc. Let the children have drill in giving the quotients when these numbers are divided by 3. When drill is needed on division work with 4, remove the multiples of 4, etc., etc. Later, dividends which cannot be exactly divided by the divisors given, should be used. At present pupils are likely to be far better in multiplication than they are in division, because much more drill is received in multiplication than in division. These same cards just described may be used in giving drills on the factors of numbers.

It is a good plan to have students prepare discs that may be used in teaching fractions. A whole circle, two halves of a circle,

three-thirds of a circle four-fourths of a circle etc. all of the same diameter may be a part of each student's equipment. A number of dividends and two figure exact divisors to be used in the first work in long division may well be a part of the equipment of each outgoing student.

c. Physiology and hygiene. (1) *Health Habits.* If habits of taking care of their health are more important than any study about health for country children (see Manual, page 203-208) the same health habits are important for training students. The work in physiology and hygiene gives a teacher a capital chance to reenforce the work in food study in domestic science and vice versa. The two studies will help a teacher to fight such diseases as tuberculosis with a double edged weapon. The cover legend on the *Crusader* for February, 1911, is pertinent here—"Whatsoever was the father of tuberculosis, an ill-diet was the mother".

It should be a matter of pride for every training school to present to visitors a group of young people with good color and robust physique, who look and act as if they were well nourished, sensibly clothed, and vitally interested in the care of their health. Young women who take training for nursing are expected to enter the training school—according to hospital catalogs—with their teeth in excellent condition. Should not as high a standard be demanded of candidates for the teaching profession? Some physical training or gymnasium work should be provided. It is advisable to give students a little practice in directing plays and games.

(2) *Medical Inspection.* Medical inspection for country children has not yet been secured. Only a few counties have so far employed county nurses. But it seems possible for a number of schools training country teachers to have medical inspection for their own students at once.

If young people during their training become acquainted with the fact that examination of eyes and throats, as well as comparison of weights and body measurements, are valuable, they will want the children they teach to have these advantages and so will help to bring about these opportunities throughout the state. Where it is possible to have a public health nurse talk to the students, she should be secured.

(3) *Accidents and Disease.* There should be included in this branch a study of the detection and prevention of contagious diseases, and instruction in the prevention and handling of accidents. The work of the Wisconsin State Board of Health should be emphasized.

(4) *Public Health Work.* A little attention should certainly be given to the work of the National Children's Bureau and to the Baby Week campaigns. A few of the pamphlets issued by the Bureau should be in the library.

(5) *Attention to the Health of Students is Imperative.* Let it be conceded that attention to the health of students means an added duty for training teachers. It does, and it may be well to urge or re-state that the first qualification for a successful training teacher or student is vigorous health and its attendant unselfish care of self; not the health that girls may have in their teens or even in

their early twenties, but the health that will last thru a lifetime and enable its possessor to relish life while keeping busily at work.

Let teachers be trained to realize their physical limitations and be guided by them; to lose selfconsciousness and to work without strain; to have wills strong enough to shun small physical indulgences including the formation of the candy habit; to resolutely play by the rules of the game so that the superior health of teachers may become one of the gains of the race.

(6) *Names of a Few Books.* *The Health Index of Children* by Hoag and the two books by Terman in the Township Library List should be consulted by students. Such books as *Girls and Women* by Chester, *Girl and Woman* by Latimer, and *To Girls* by Hersey, will be found helpful.

d. **History.** (1) *Use of the Manual.* Students should be taught history in the training school as they are to teach it in country schools. The outline in the Manual should be used. In preparing the biographical material suggested, students should receive help in regard to placing emphasis on certain biographical phases and omitting incidents which are beyond the comprehension of elementary pupils or not worthy of their time.

(2) *An European Background Needed.* Only those teachers who have an abiding interest in the ancient and medieval history of European countries, as well as in the modern history of England and America, can hope to do good work in United States History. Some of the courses in county training schools and in normal schools and high schools will need revision along this line if students are to get the European background needed for teaching history to children and for telling the biographical stories.

(3) *Social and Industrial Phases Emphasized.* The Manual, page 220, suggests that country teachers give a panoramic view of a topic or period. Students in training schools should have their attention called to the fact that the training teacher frequently presents such a view to them of new topics and periods. All their history teachers may well pursue this plan. The Manual recommends that note books be kept by country pupils. Such note books should be kept by training students also.

It is to be hoped that the teachers who give the academic work in history to these young people emphasize the social and industrial phases. (See Manual page 220.)

(4) *Excursions as a Help.* Many of the students will find it possible, if encouraged to do so, to visit the State Historical Museum at Madison or the museum at Milwaukee. Some counties have opened museums in connection with the work of the county historical society in the courthouse. These should be visited. Excursions to see monuments or markers commemorating historical events, etc., produce life long impressions and arouse a worthy pride.

(5) *A Test of the Success of History Teaching.* It may be well for training teachers to remind themselves that a test of the success of their history teaching is found in the number and kind of historical

books which their students are interested in reading and in having their future country pupils read.

e. Civics. *First Hand Experience a Necessity.* The teacher who begins work in a training school may come to it without ever having visited a session of a county board or ever having been a member of a club which had a period devoted to parliamentary practice. If this is so, she will have to spend much time in preparation for the work in civics; not perhaps in book study but in getting these first-hand experiences and in seeing that her students get them. (Manual, page 250).

Every training school should have in its library several copies of the proceedings of the county board. Students should be given an opportunity to hear county officers explain their work by visiting the courthouse. An indispensable reference here is *Local Governments of Wisconsin*—Kinsman, T.* or some similar publication.

The Manual bears indirect witness to the fact that no one can teach civics who is not accustomed to going to people for information along public lines. Every training student should get some practice in doing this. She should also form the newspaper habit if she has not formed it before coming to training school.

The references given in the Manual, page 269, should be accessible and the course of study there outlined should be studied in detail.

f. Geography. (1) *Elementary Science as a Preparation.* An examination of the course of study in geography in the different training schools is encouraging from the fact that there appears to be much more interest taken in teaching elementary science than there is in teaching physical geography. Elementary science prepares teachers excellently for doing the work given in the Manual for the third and fourth years of geography (pages 134-140) as well as for the work in nature study.

(2) *Use of the Manual.* A few of the topics given in the Manual which seem to need especial emphasis because of the present lack of attention given them in many schools are the following: Resource maps of the United States, page 145; permanent blackboard maps, page 145; a careful study of Wisconsin geography, page 154.

(3) *Local Geography.* The part of the geography course which will present the greatest problem to most training teachers is the geography of the local county, as this in many cases is a new one to them. A type printed geography outline of the local county should be made by the training school faculty and students working with the county superintendent and the supervising teacher, and it should be circulated among the country teachers.

(4) *School Surveys.* In the Manual the work with school surveys has been very carefully outlined, pages 148 and 149. In some counties this work has not yet been commenced, altho there is no more certain way of getting young people interested in further country progress than thru such surveys. The concrete way of teaching a

* T, as used in this pamphlet, means *List of books for Township Libraries*, a state department publication.

school survey is for the training teacher and the students to make such a survey of that part of the town in which the school is located, which lies outside of the city school district.

g. Music, Drawing, Penmanship. The suggestions given in the Manual for teaching these subjects in country schools are so excellent that no comment need be added here except to recommend that an earnest attempt be made to prepare country teachers to do the work outlined. Students should know how to sing the songs listed in the Manual and should gain some facility in drawing and penmanship.

These three special studies need to be especially emphasized in the high school training departments, otherwise they may be neglected altogether, as with only one teacher directly responsible for the training, it is hard to include all necessary branches.

6. Industrial Work.

a. Characteristics. The industrial work to be introduced into country schools is professedly of an elementary character. Even in schools for training country teachers little more can be done than to open up the subject.

b. Reasons for offering industrial work. Industrial work for training schools may be divided into agriculture, domestic science, construction work, seat work, and manual training. It should be given to all students intending to become country teachers for many reasons among which the following may be mentioned:

(1) *Because the present and future environment of the pupils they expect to teach demands it.* Children, who have no strong natural bent for handwork, decide alarmingly early that they cannot sew on a button, or sharpen a chisel, or plane a board, unless they are taken in hand by a teacher who knows how to do these things herself and how to make the pupils try to do them.

(2) *The country people of Wisconsin desire teachers having this training.* The fathers and mothers want their children to stay by the farm and appreciate it. They are more certain to do this if they learn how to make corn driers and bird houses, appetizing bread and palatable stews.

(3) *The work itself is intrinsically useful to training students and children as human beings.* As training students and country children experiment in making gardens, keeping milk sheets, judging corn, etc., what they have more or less vaguely known will become clearer and new ideas about these activities will be developed. There is no legitimate excuse for not offering industrial work to country teachers. Although all cannot learn to do these things equally well, they can learn to do them as well as their intelligence and adaptability permit.

(4) *In their later lives most people do what they feel through former experience they can do.* Country children may have the memory of poor and ineffectual book work to sadden them, but if associated with this is the memory of something accomplished in industrial work, they will recognize that the efforts made, where success was possible, proved a stimulus to their mental lives. To receive industrial training is the right of every student who plans to become a country teacher, because it is preeminently the right of every country child.

c. Educational exhibits. Educational exhibits at the local and county fairs should be studied by students during their training. The

deficiencies of these exhibits should be noted and students should be trained to know how to better them. Excellent preparation for the future teaching of industrial work is given if they help to prepare such an exhibit which the training school itself is to send to the county, and later to the state fair, showing what that particular training school has done along industrial lines. The special assistant suggested elsewhere in this pamphlet may do considerable work in helping a country teacher plan her educational display for local fairs. The premium lists sent out by the directors of county fairs should be looked over. If suggestions for additions to local premium lists occur to training teachers they may be certain that managers of such exhibits will be grateful for them. The state premium list should also be accessible.

d. **Detailed Suggestions.** (1) *Agriculture.* (a) *Study of the Manual.* The agriculture work in the new Manual, page 185 to page 201, is so detailed that only a few suggestions will be given here. The students should sometime in their training be tested to see whether or not they fully understand selecting seed corn and they should receive more instruction if they do not. The same suggestion may be made in relation to collecting weed specimens and studying cattle; the work in poultry; acquaintance with farm literature, etc.

(b) *Study of the local situation.* The training school teachers should know through the surveys of the county what has been done in cow testing, how the garden work and the canning projects have succeeded. The students should become interested in planning a harvest festival at the training school.

(c) *Equipment.* Among the items of agricultural equipment which should be familiar through use in the training school to every student are: A Babcock milk tester; a corn tester; collections of weeds, seeds, flowers, grains, etc.; a well selected list of tree books, bird books, flower books, weed books, poultry books, general agricultural books, etc.; a good collection of Mumford pictures. To keep these Mumford pictures as they should be kept, as well as to keep many other similar materials, a filing cabinet is an indispensable piece of furniture.

(d) *Previous academic study as a help.* At present many training students have had one-half a year or more of work in agriculture since finishing their elementary education and before beginning the year of professional training. However, this is not true in all cases. A determined effort should be made so that all training students shall have the advantage of good teaching by a special teacher of agriculture before starting their professional work.

Agriculture fills so important a place in country life that it becomes urgently necessary that no one should enter upon the work of country teaching who has not studied this subject under some one who has had special preparation to teach it. Many schools training country teachers are sending their graduates out with such a small amount of preparation along this necessary line that they cannot hope to do the work which the new Manual requires of them in agriculture.

On the other hand, there is danger of devoting more time to agriculture than the length of the course renders expedient. No training school admitting eighth grade graduates with only two years of time for its work, can afford to give more than twenty weeks to the teaching of agriculture. It may profitably give ten additional weeks to the teaching of nature study; for the students who bring to agriculture sympathetic acquaintance and understanding of nature's ways, are the students who get the most out of it, and can give most to their pupils.

(e) Special training needed. Some schools are entrusting the agricultural teaching of the future teachers to the county representative. Others consult with him. In a few cases the faculty of the county school of agriculture teach the branch. In a few counties there is neither county agent nor county school of agriculture nor even an agricultural course in one of the high schools. It then becomes even more necessary that one of the teachers in the training school should be well prepared to teach it.

The standard demanded is far too low if in any school the person teaching agriculture has never studied the branch under an expert, and brings to it only some general scientific knowledge and practical experience. But the training teacher who is not prepared to teach this branch need not despair. The many summer schools offering courses in agriculture present excellent opportunities for unprepared teachers to secure preparation.

(f) Extension work. The extension work which may be done along agricultural lines by any training school teachers, must first rest upon good school work. After this has been secured the county superintendent should be helped in all ways to carry out his plans for reaching country teachers and farmers.

(g) Agriculture should have been studied by all teachers who are helping to prepare students for country teaching. However it is not enough that the students taking country training should have good teaching in agriculture. We should aim to be able soon to say that no person is engaged in the training of country school teachers in Wisconsin who has not studied at some time during her school life, beyond the elementary school years, and at some length, the subject of agriculture.

Until we can say this, how can the teacher of arithmetic or geography, or even reading, in a training school understand the country child's method of approach, or prepare students to understand it? Country schools cannot be reorganized successfully until this is done. The importance of such reorganization is well stated by Dean Mumford of the University of Missouri: "In the future progress of the farm business more depends upon the organization and efficiency of the rural school system than upon any other one factor."*

(2) *Domestic Science.* A number of the following suggestions were prepared especially for county training schools. They are incorporated into this pamphlet for the convenience of all schools training country teachers although some changes may be necessary in order to adapt them to normal schools and high schools.

* An excellent reference here is *Agriculture in the High School* issued by the Wisconsin State Department of Public Instruction.

(a) **Qualifications of teachers.** All persons teaching domestic science in schools for training country teachers are required to secure a special license from the state superintendent. Two or more training schools may unite in employing a special teacher for this subject.

(b) **The course.** The prescribed work shall consist of cooking (with study of foods); sewing (with study of materials). Nine weeks should be given to each of the subjects.

(c) **Equipment.** It is desirable to use as simple equipment and to make the work as practical as possible in both cooking and sewing for the reason that this work is intended for teachers who are to teach in the rural schools where the equipment in most cases is likely to be meager, and where but a limited amount of cooking work can be attempted.

Wood or oil should be used as fuel rather than gas, and the problem of disposal of waste should be considered from the farm home standpoint. The aim of the work is to teach students to plan, cook, and serve, simple, attractive and nutritious meals, for a limited sum of money, in a limited period of time.

(d) **Details of the equipment for domestic science.** List of the cooking utensils needed follows:

- | | |
|-----------------------------|--------------------------------------|
| 32 teaspoons | 1 small tub |
| 16 stools or chairs | 1 kitchen scale |
| 16 dish pans | 2 water pitchers |
| 16 steel knives | 2 scrubbing brushes |
| 16 steel forks | dish towels and dish cloths |
| 16 table spoons | a set of dishes |
| 16 sieves to fit bowls | 16 cups and saucers |
| 16 measuring cups | 8 trays |
| 16 paring knives | 8 salt shakers |
| 16 one quart bowls | 8 cans for holding flour |
| 16 one quart double boilers | 8 cans for holding sugar |
| 16 one pint tin basins | 8 small frying pans |
| 16 one quart stew pans | 8 ovens |
| 16 white plates (small) | 8 muffin pans |
| 16 dinner plates | 8 small dripping pans |
| 8 cooking tables | 8 small graters |
| 8 rolling pins | 8 soap dishes |
| 8 biscuit cutters | 8 broilers |
| 8 doughnut cutters | 8 molding boards |
| 8 bread pans | 4 covers for pans |
| 8 vegetable brushes | 4 lemon squeezers |
| 8 utility pans | 4 potato mashers |
| 8 small pie plates | 1 water pail |
| 8 mixing bowls | 1 garbage pail |
| 8 match boxes | 1 butcher knife |
| 8 dover egg beaters | 1 bread knife |
| 8 wire egg beaters | 1 broom |
| 4 two burner oil stoves or | 1 mop |
| 8 one burner oil stoves | 1 dustpan |
| 4 large stewpans | 1 ironing board |
| 1 teakettle | 2 sewing machines |
| 1 coffeepot | 2 flatirons |
| 1 creamer and sugar | boards for cutting bread, meat, etc. |
| 1 corkscrew | hand towels and holders |
| 1 can opener | table linen |
| 1 small washboard | |

(e) Essentials for successful work: Neatness. The school kitchen should always be kept in immaculate condition. The floor should be spotless; the utensils should be clean, scoured, and in order in the drawers and cupboards; windows should be screened so that flies are excluded; dust and cobwebs should not be permitted to collect in corners; and every effort should be made to make the school kitchen the model for the community. Simple labor saving devices should be added when the use justifies the expenditure.

The best and most practical way to teach housekeeping, sanitation, and bacteriology, is to put into practice in the school kitchen the knowledge gained through reading and class instruction.

For example, the screenless school kitchen on warm days in September and October swarms with countless flies; mice infest the flour bin and cupboard. Newspapers, magazines, health bulletins, and textbooks depict in vivid colors, the evils which result from fly and mice infection. Why not make textbook work of lasting value by teaching methods of keeping the school kitchen free from household pests, and then putting this knowledge into practice? Care of dish towels and hand towels also furnishes a good application of work in sanitation and hygiene.

The worker should be a model of neatness. The dress should be well protected by a clean apron; hands and finger nails should be clean and hair should be well brushed. A hand towel and holder should be attached to the apron band and the hands should be kept clean throughout the lesson. A towel should never be used as a holder.

Accuracy. Exact measurements are essential to secure good results. There is no such thing as "luck in cooking." Cooking is a scientific process and when the principles are mastered, all ingredients carefully measured and directions followed, the results are as sure and certain as are those of any other scientific process. There are no cooking failures in bakeries, biscuit and candy factories, because exact formulas are followed and there is no guess work. Home cooking should be done in the same careful, accurate way.

Economy. The pupils should be taught to economize with time, labor, and materials. As an illustration: One pound tin coffee cans may be used for holding flour and sugar. All short cuts and labor saving devices should be encouraged.

The cost of lessons should be calculated: methods of diminishing cost of recipes, as omitting raisins, nuts, or substituting lard for butter, should be discussed. Meals should be planned for limited sums of money. The question of marketing should be considered at length, and daily and weekly lists of market prices of common foods should be kept posted in the kitchen.

Methods of economizing fuel should be studied, as using the oven for various purposes at one time, preparation of foods which require long, slow cooking, when fuel is being consumed for other purposes.

Pupils should be taught to plan meals for a day or even a week ahead so that labor, materials and fuel can be saved. During the preparation of a meal and after it has been eaten, students should be taught to so prepare and arrange the cooking utensils and dishes used, that they can be washed and put away in a systematic effective manner.

(f) Table of measurements and weights. The table of measurements and weights commonly given in textbooks on cooking should be ascertained by students.

They may determine also the number of pounds in a bushel of a few of the most commonly used vegetables and fruits. They should determine the freezing point, the blood temperature, the simmering point, and the boiling point of water.

(g) Outline of work. The work attempted in the schools for training teachers should be designed to prepare the students for accomplishing the work outlined in the Manual, pages 316 to 320.

If students are to be able to do the work described under school lunches, school fairs and contests in the Manual, they should take part in such lunches, fairs and contests during their training. A school lunch may be prepared by the training students once a week.

The girls may bring back to the school after Thanksgiving, Christmas, and spring vacations, rolls, bread, cake, etc. made at home. These should be entered as contest work. They may easily make at school custards and salads which later should be judged in contests. In doing this work they will become more interested in the study and they will have opportunity to compare their skill.

A student assigned as special assistant to a country teacher may help her conduct a cooking contest, or even, occasionally, may help her with her weekly lesson in domestic science or in any other way that occurs to the training teacher as feasible.

The work in domestic science should include consideration of the present conditions in farm homes, the improvement of farm home life and the participation of farm women in community affairs. In this connection see chapter 2, *County Life and the Country School*—Carney; chapter 11, *Chapters in Rural Progress*—Butterfield; the chapter on Woman's Contribution in *The Country Life Movement*—Bailey.

(3) *Sewing.* (a) Equipment. Sewing tables and chairs will have to be provided unless the cooking tables and chairs can be used for this purpose. Two sewing machines are needed for a group of 16 students.

(b) Aim of course. Practically no attention should be given to crocheting, embroidery, and fancy work. No teaching ability is required to handle this line of work and when pupils are engaged in this pastime at school the teacher is wasting valuable time which should be devoted to presenting the problems which the pupils cannot work out for themselves. The aim of sewing courses should be to teach pupils how to select, make, and care for their clothing and the clothing of other members of the family.

Students should be sent out well-prepared to teach the outline of work given in page 321 of the Manual.

Texts and reference books: An excellent list of farmers' bulletins is given in the Manual pages 321-322. Carefully selected texts on the subjects of domestic science and sewing, in the hands of students studying these branches, are as helpful as similar texts are in agriculture and elementary science. Training students should examine also a few of the

books on these subjects listed in the Township Library List and be helped to decide on those especially well suited to the schools of the county. In some counties one or two of the books listed are quite generally found in country schools. Training students should become quite intimately acquainted with these.

Students will find no part of their training more valuable than the work in household arts. To quote a recent writer: "There are many positions which can be filled equally by men or women, but the great opportunity of lifting the plane of 15 million American homes is for the girls of to-day. Motherhood and home-making are conceded to be high callings, worthy of the best technical and general training the schools can give". Realizing that the girls taking the country school training work are very likely to engage for a long period of their lives in these high callings, it is well for the schools in planning their agriculture and household arts courses to keep this in mind.

(4) *Construction Work.* (a) Its place in the course of study. It is becoming so customary for training schools to offer courses in manual training and sewing and to take up the subjects of seat work in connection with the professional reading classes, that construction work need occupy less time than formerly. No more than twenty lessons of forty minutes each as a maximum need to be allotted to it.

(b) Use of models. In constructing models suitable for primary children to make, it is better not to require all the students to work on the same model every day. The aim is to get the class acquainted with the possibilities of paper weaving, paper folding, cardboard construction, work in raffia, reed, clay, yarn, etc. To accomplish this aim it is advisable to have a variety of models made.

Students in training should get considerable practice in taking directions for the making of useful articles from some of the excellent texts listed in the *Township Library List* under *Useful Arts*. They should also examine the current teachers' magazines to see what help they give along this line. The initiative of students should be encouraged and the imagination given scope. It is a great mistake to send students out with the idea that construction work is largely imitative or that it should be done mainly from dictation.

(5) *Manual training.* Some work in manual training has been introduced in the last few years in many country schools. Progressive county superintendents have become interested in pushing it. A number of county training schools have added manual training to their courses and have arranged to help those of their graduates who have not had it in summer schools. As soon as practicable it should be added to all training school courses. Consult the Manual, pages 298-314 for a suggestive course.

(6) *Seat Work.* The subject of seat work may be taken up in connection with the work in professional reading, or it may come in connection with the construction work, which may then need more time on the program, or it may be taken up as a separate branch.

(a) *Forms of seat work.*

The seat work of the kindergarten: See *Adjustment between Kindergarten and First Grade*—Palmer, Superintendent of Documents, U. S. Bureau of Education, Bulletin 1915, No. 24, five cents. An excellent series of

books in this connection is one by Wiggin and Smith, published by Houghton Mifflin Company. There are three volumes—*Froebel's Gifts*; *Froebel's Occupations*; *Kindergarten Principles and Practice*.

That which goes by various names: Primary Hand Work, Construction Work, Primary Manual Arts, etc. It is the one discussed as construction work, on page — of this pamphlet. See *Primary Hand Work*, Dobbs, Macmillan Company; *What and How*, Palen and Henderson—Thomas Charles Company; *Industrial Work for Public Schools*—Holton T.; *Spool Knitting*, McCormack T.; *Paper Sloyd*—Rich. T.; *Occupations for Little Fingers*, Sage and Cooley, T. etc.

Seat work provided for by such books as: *The Tree Dwellers*, Dopp, T.; *Easy Builders' Book*, Cobb and Cobb—T.; *Industrial Primer*, Grubb and Taylor, T.; *Fishing and Hunting*, Mott and Barrows, T.

A form of seat work which requires perhaps less supervision than the kinds mentioned above is the one especially well adapted to country schools and to primary rooms in which one section recites while another must be kept occupied. This is the kind of seat work which is often erroneously called "busy work". (The term "busy work" is a misnomer and teachers should be careful to avoid it). See *Educative Seat Work*, Worst and Keith, T.; *Five Messages to Teachers of Primary Reading*, Sawyer, T.

(b) Considerations for the teacher. There are out-door occupations as well as open-air plays and games which may be planned for children during the pleasant weather of fall and spring. These activities when possible, are to be preferred to any kind of indoor seat work. As an illustration of an outdoor occupation to be highly commended, a small group of children may be given word cards and sentence slips, as large as those used by the teacher for class work, to take into the yard and use for individual drilling and testing. If this work is looked after, so that children do not abuse the freedom granted them, they may accomplish considerable. If there is an extra room into which children may go during stormy weather, they may be granted the same privilege.

Much common sense is necessary in order to adapt seat work to the pupils. While one kind may be of far greater social significance than another—while it may help children far more "to explore their environment and to solve the mystery of the universe," it may not be *the seat work* for a certain teacher working under limitations of training, time, material, etc. The seat work of the future will, undoubtedly, be much influenced by such books as Miss Dobbs' *Primary Hand Book*. It is highly desirable that all students preparing to teach should observe children engaged in activities similar to the ones she describes.

Older pupils and even pupils of the same class, may often be of assistance in helping backward pupils accomplish results.

The effect on the children should be watched and the teacher should be careful to give such seat work as will not weary them or prove too difficult for them, or occupy them for some time without making it probable that they will have any commensurate results to show. Seat work should be a prescription given after careful study of individual children.

(c) Planning seat work. Necessary equipment. Paper, pencils, crayons, lentils, sticks, paste and tooth picks, scissors, envelopes,

mats for paper weaving, rules, hektograph, carbon paper, squared paper, word cards, sentence slips, etc., etc. should be provided. A table around which the pupils can sit and work is very desirable in every school.

When introducing a new kind of seat work, a teacher who must be otherwise occupied while the little children are at work on the task she has planned for them, must first do the work she is to assign. Let the children examine the teacher's work. It will serve as an ideal. See that it makes an emotional appeal. The teacher's model should not be shown at first, but should be exhibited only after discussion on the part of the children as to how they plan to go to work.

Since the amount of time which the teacher has at her disposal to spend in preparing seat work is a factor which needs serious consideration, teachers should inform themselves regarding the material which can be secured from school supply houses. If this material is selected with discrimination it will help the teacher solve the seat work problem.

Publishers of a few primers have already on the market seat work to accompany their books, in the form of small word cards which cover the whole vocabulary of the primer. Eventually all publishers will, undoubtedly, provide such equipment if the public which purchases primers is intelligent enough to consider such material as adding greatly to the value of any primer.

As most of the seat work in country schools should reënforce the work in reading, it is highly important that publishers realize that teachers are progressive enough to use the seat work which they can furnish far more effectively and at less expense, than teachers can laboriously prepare it.

A number of publishers of readers furnish large word cards, phrase cards, etc., matching the vocabulary of their primers and first readers. From the C. H. Congdon Publishing Company one can get large vocabulary cards for all the representative primers. These cards are invaluable as they save much time for busy teachers who are thereby not obliged to print their own cards. The Congdon word rack, or one similar to the rack manufactured by this company, is recommended. (See *Suggestions on Teaching Reading* issued by this department).

(d) The housekeeping side of seat work. Materials should be kept so that they can be easily collected and distributed. Monitors may distribute and take up seat work. Twenty minutes is long enough for one kind of work at first. Enough receptacles for seat work material should be provided.

(e) A few concrete illustrations.

During the first half year pupils may be asked to outline words, to match print and script words, to match words and pictures. A little later pupils may group words according to initial letters, segregate family words into their proper groups, and place words so as to form sentences which they have read.

During the second half of the first year pupils should be able to read at their seats very easy stories whose words they already know.

These various lines of work may be continued during the second year. Progress should be evident. Pupils may be asked to place cards having

on them names of days of week, names of months of the year in proper sequence on desk. They may match words representing the names of numbers with the figures. They may make and use word books. These word books may be taken home to show parents.

No form of seat work is more misused than that with alphabet cards. Most of the alphabet cards are too small, whereas pupils should work on a large scale so as to call fundamental muscles and centers into play. Cards two inches square at least are the most suitable size at first. No card less than one inch in length and three fourths of an inch in width should be used at any time.

Give only the cards to be used. Pupils should not attempt work with alphabet cards until they have been in school for at least five months. Then they may be asked to use them in building words and in making complete lists of family words, etc. Later on they may place the alphabet cards in proper sequence.

Some of the seat work already mentioned will reenforce the work in phonics. If there is posted somewhere in the room so that children can easily see it, a list of consonants, (b, bl, br, c, cl, cr, etc.) they may, by consulting this list, do considerable work in combining phonograms and consonants to make words.

Every school may profitably own a miscellaneous set of easy primers and first readers, selected from the Township Library List. Silent reading of these books at seats is a very profitable form of seat work. There are few better uses to which money raised by entertainments may be put than in buying one each of a dozen or more of the attractive primers and first readers on the market.

A common kind of seat work is the copying of blackboard or book words and sentences. Very little written work should be done by pupils at their seats during the first year at school. Copying or transcribing should never be used to a great extent. There are kinds of written work done with readers, or other texts, open which are far more valuable than copying. See Manual, page 74, for suggestions.

(f) Work of a special assistant. If each student is assigned a country teacher in whose seat work problems she is to be especially interested, (see pages 24, 31, 35 of this pamphlet) this student helper will receive very direct preparation for managing her seat work skilfully when she in turn becomes a country teacher.

Let the special assistant correspond with the teacher whom she is helping and let her prepare some seat work at this teacher's suggestion. No student (except where there is county uniformity) knows what primer her first grade pupils will use. So it is not economical for her to prepare word and sentence material before she graduates. The day she begins her country school, she can send to the training teacher asking that her student assistant prepare certain definite word cards and sentence slips for the use of her primer class. This work can be so well organized that every country teacher will get the seat work material she needs at the end of her first week. It will save time, of which an undue amount is at present spent in many schools, preparing material, part of which is very likely never to be used.

(g) The importance of seat work to the children. Seat work of every kind is so often managed bunglingly that we are in danger of forgetting its far-reaching gracious ends. One child of the type which is exhilarated by mere living, manufactures the implements needed in certain stages of progress, as suggested in the books by Katherine Dopp, in less time than another becomes acquainted with the simplest materials. Both types of children must be studied sympathetically and their needs must receive careful attention.

The wise teacher makes use of the glow which nature gives to the bubbles of childhood. She knows that children are fed by some mysterious unknown source of gaiety, and that seat work may be so managed that children will fall in love with industry and journey willingly with her to the end.

For the teacher's encouragement, Arnold Bennett tells us: "Everything can be taught in bread making except the hand light and firm which wields the roller. One is born with or without this hand, and to the one born without, the highest flights of bread making are impossible". So it is with seat work. So various are the talents allotted to children that we must not expect "the laggard, the comatose, the dullard" to get from seat work what it yields to "the buoyant, the capable, the executive." But no school day can be an entirely dull and leaden one if the teacher knows how to occupy children's hands, heads, and hearts and so illustrate Stevenson's

"The world is so full of a number of things
I'm sure we should all be as happy as kings".

7. The Professional Subjects

a. **Observation.** (1) *The teacher's preparation.* Invaluable indirect preparation for observation work is made by those training teachers who frequently slip into grade rooms to become acquainted with the teachers and children before observation study begins. Another evidence of a training teacher's foresight is her attendance at grade teachers' meetings.

(2) *Observation Periods.* The work in observation may be taken daily for five consecutive weeks and the class may observe for twenty minutes and follow this by a discussion of twenty minutes or there may be no recitation period called observation but twenty minutes may be taken from the recitation period in any study for observation work in that branch as the teacher may decide.

(3) *Planning the Work.* In planning for observation it is a good idea for the training teacher to prepare several days before a grade teacher is to be observed a written outline stating what the training class would like to see in observing a given recitation: "Some teaching of new words; two devices for word drill; some action work, etc., etc."

If a duplicate of this request and the written reply of the grade teacher to it, stating her ability to conform to it, or on the other hand, her belief that variation is necessary, be posted on the bulletin board where all may read it before the students observe the grade, more help will be received when the observation period comes. A preliminary acquaintance with the city course of study and the text books used is an advantage. After the class returns from seeing a grade teacher teach a class, the work observed

should be discussed. It is during this discussion that the training teacher has an opportunity to do some of her most effective work.

(4) *A Series of Recitations.* The students should see a few successive recitations in the same subject, perhaps a number of days apart. To see, for illustration, a first grade class in reading twice a month (better once a week) for fifteen minutes at a time during the children's first three months in school, it to get very definite impressions regarding the teaching of first grade reading. These impressions will be expressed in the higher standard of work in first grade reading which these training students will demand of themselves when they become teachers.

(5) *Profitable Observation.* Observation is not worth while unless students see well-trained successful teachers. (See p. 58.) Besides this city grade observation, excellent country teachers should be observed while at work also. (See pp. 47, 48.)

b. School Management. (1) *A Good Text.* The study of this branch is more likely to bring satisfactory results if it is based on a recent text showing intimate acquaintance with country school conditions. This should be supplemented by discussions based on the management of schools visited.

(2) *Other publications recommended.* Use should be made of the pamphlet *How to Have a Good School* issued by the state department. The pages of the Manual devoted to *A Standard One Teacher Country School*, page 327, also *Organization of a One-room Country School* should be studied.

c. School law. Not much time should be spent on this subject; only such topics as are of practical value to the teacher should be discussed.* The following are some of the topics concerning which the teacher in the country school should be informed:

1. The general government of the school district; the annual meeting, time and powers. Make a list of the different things which an annual meeting may do.
2. The district board, its organization, powers and duties.
3. Certification of teachers with exact data of the certificates granted in the local county.
4. The relation of the teacher to the county superintendent and supervising teacher.
5. Reports to be made by the teacher. Each special assistant should examine the reports filled out by the teacher to whom she has been assigned.
6. The teacher's contract. Emphasize the importance of fulfilling it.
7. Duties of the teacher outside of the regular work of instruction. (This will require a summing up of the chief topics covered in rural economics).
8. Subjects to be taught in the country school.
9. The teacher's authority in the management of the school.
10. The special state aid to teachers; the insurance and retirement fund.
11. The library law and the reading circle work among both teachers and children.
12. Some miscellaneous provisions; legal holidays; closing of school on

* Students should have practice in using the index of the school code pamphlet issued by the State Department.

account of contagious diseases—supervision during the noon hours—the use of tobacco by children—the outbuildings, etc.

d. School records and reports. Students should have the opportunity of examining registers, including not merely the record of attendance, but also that of work done. They should know how general it is for teachers to keep a record of work accomplished; and also how necessary it is.

In this connection training teachers should illustrate the point by exhibiting the records they keep of their own work. Each training school should carefully file records of the work of its own teachers, if the value of keeping such records is to be impressed upon the students. Students should make a study of the annual report blank to be made out at the close of school and examine some already made out. (See *School Law*, 5, above). It will be well if the county superintendent can come in sometime during the year and take these as well as other administrative matters up with the students. (See *School Records*, page XVII of the Manual). No more than a week is necessary here.

e. Pedagogy. (1) *The method work of the Manual.* The special pedagogy of each common school subject is generally taken up on the different classes in which the section of the Manual devoted to each branch, is studied as a text. The Manual is both a course of study as to what should be taught in each common school branch and a method book for that branch. Two good books to supplement the Manual are *Charters' Teaching the Common Branches* and *The Teaching of the Fundamental Branches*—Kendall & Mirick. Besides this special pedagogy, there should be a course in general pedagogy.

(2) *A Course in General Pedagogy.* (a) A good text. The study of general pedagogy is often called Theory and Art or Methods in the catalogs examined. Pedagogy seems preferable as it is the word most generally used throughout the United States. Many schools have found that the textbooks first chosen in pedagogy do not meet their needs so satisfactorily as some of the new ones do. One evidence of the steadily growing interest in the preparation of rural teachers during the past few years is the array of new texts on pedagogy. A few of the best recent books are given elsewhere in this pamphlet. The consensus of opinion seems to be in favor of elementary texts in pedagogy instead of any text in psychology. No outline of the topics to be covered in general pedagogy is attempted in this pamphlet.

(b) Acquisition of a technical vocabulary. The technical language used in such studies as pedagogy and school management is so new to the students that they need much practice translating it into their vernacular or restating it in other terms. They should often be required to give the technical equivalent for a colloquial phrase. Students need to feel at home with pedagogical terms if they are to continue reading pedagogical literature. Unless the training teacher continually keeps this in mind she will discover that the language used in many books is quite unintelligible to the pupils.

(c) Two indispensable references. Two excellent references here are: *Hand Book of Practice for Teachers*—McMurry; *Types of Teaching*—Earhart. Attention is called to the following chapters as especially serviceable ones:

Handbook of Practice for Teachers: Chapter 5: The criticism of instruction: How to judge and criticize the class recitation; where to center attention; how time is wasted; the study period.

Types of Teaching—Chapter 7: The study of objects and activities; observation to be limited to facts bearing on the aim; all pupils to come in contact with the new facts.

Chapter 9. The recitation exercise; forms of the recitation lesson: 1. Verbatim reproduction of matter read. 2. Unorganized account of reading, observation experiments, etc. 3. Topical recitation. 4. Question and answer recitation.

Chapter 13. School exercises which involve review: The teacher's preparation for review exercises; the time given to review; proving their reviews and tests.

Chapter 15. Making lesson plans: 1. What a plan should include; subject matter; class procedure. 2. Teaching from the plan. 3. Some considerations in plan-making: a. Impossibility of complete plans in all subjects. b. Learning to shorten the process of plan-making. c. Complete plans necessary at times.

(d) A comprehensive view of the subject. The pedagogy class furnishes the best opportunity for at least one or two recitations devoted to the subject of teacher training for country schools in the United States as a whole. Students should know of the nation-wide interest in this subject. Several United State Bureau of Education bulletins are useful for this purpose. *Bulletin, 1916, No. 17* will be certain to interest students as it is a study of the county training schools of Wisconsin. Students should be asked to look up certain topics studied in a few of the best available professional books, besides the text used. A few of the best teachers' magazines should be on the reading table and should be used in assignments.

(e) Reference Books. The names of many of the standard books in pedagogy are given in the Manual, the Township Library List, or the State Reading Circle pamphlet, all issued by the state department. Others are too well known to need mention here. On different pages of this pamphlet the names of desirable reference books are given. Below is a very brief list of recently published professional books well-adapted for the use of students and teachers in training schools.

- The Teacher's Philosophy. Hyde. Houghton, Mifflin Co.
- The Ideal Teacher. Palmer. Houghton, Mifflin Co.
- Improvement of Teachers in Service. Ruediger. Houghton, Mifflin Co.
- Reaching the Children. Krebs. A. S. Barnes.
- Closed Doors. Montague. Houghton, Mifflin.
- Education for Social Efficiency. King. D. Appleton & Co.
- How to Teach. Strayer & Norsworthy. MacMillan.
- Rural School Management. Wilkinson. Silver, Burdett & Co.
- The Rural School From Within. Kirpatrick. Lippincott.

The reports written by the experts who have made school surveys form a valuable addition to the pedagogical literature of the present day. Under the heading, *The Work of the Schools*, there is a very interesting discus-

sion of the teaching of elementary subjects. Two recent reports are those of Denver and Salt Lake City. Write the City Board of Education of Denver and Salt Lake City for reports of their surveys if interested.

The annual reports of the proceedings of the Wis. State Teachers' association and of the National Educational association are suggestive.

f. Practice Teaching. (1) *The supervisor and the children.* Supervisors of practice should know the particular children in the practice classes as individuals so well that they may supplement the practice teacher's narrow knowledge of these children, with adequate suggestions as to the treatment best adapted to them. To acquire this knowledge nothing helps so much as personal teaching of the class by the supervisor.

It is certainly a mistake for any supervisor of practice to think that she must do most of the class teaching for observers, but it is a greater mistake for her not to do a little of this class teaching, while the student who is later to take the class observes her at work. If she is to do this, former country school or grade experience is naturally presupposed as she should do it well enough to win the admiration of the student observers.

(2) *Demonstration lessons.* Frequently she should take the class for two or three days before the practice teacher takes it; also during the practice term, she may profitably teach the class for a day or two occasionally. It must be kept in mind that the supervisor is herself almost a stranger to the children and often cannot tell why better results are not forthcoming unless she becomes intimately acquainted with them in their class work.

(3) *A model department.* A number of training schools have established model departments which have become an important element in their success.

A model department teacher may really become in effect an assistant supervisor of practice. To give only one concrete instance: Suppose the first grade class in reading, composed of twenty children, is divided into three sections—A, B and C, and that the practice teacher who is assigned to section A is Miss Jones, to section B is Miss Smith, and to section C is Miss Brown. The model department teacher may teach section A on Monday while Miss Jones observes her. Tuesday she may teach for Miss Smith, Wednesday for Miss Brown, Thursday for Miss Jones, etc., or she may at times take the three sections as one class. Meanwhile the supervisor who gets into the classes frequently, finds a far higher standard of work than is possible without this efficient help.

Again, in a model department, practice teachers may plan daily lessons which the model department teacher teaches to one section of a class and the practice teachers to other sections of the same class. By means of this device, if a practice teacher is failing, she may be helped by seeing her own plans well carried out by a model department teacher who may temporarily take both sections of the same class.

Another advantage of the model department is that it is generally easier to arrange for considerable observation and practice of a high standard.

(4) *Practice Work in Different Grades.* The practice teaching should be distributed through several grades including the lowest.* It is especially important that the students have some practice in the

*Neither should grammar grade practice work be neglected.

teaching of little children, in order to get a proper conception of the difficulties involved in teaching a class of beginners.

This teaching of the youngest children will never help to establish right ideas in Wisconsin until we have given up our sub-primaries.*

(5) *Minimum Amount of Practice.* The consensus of opinion seems to be in favor of an equivalent of at least twenty minutes a day, or one hundred minutes a week, for twenty weeks as the minimum length of time to be devoted to practice work.

(6) *Limitations to the Number of Classes.* If the training teacher is to find time to look after the practice work as closely as it needs looking after, no more than three practice classes are desirable at the same period, and these should be in the same building, so that the training teacher can easily supervise the three closely. In a school with a model department teacher assisting, as cited above, it is possible to look after four classes.

(7) *Small Sections at First.* Many city grade buildings in use for practice were built long before their possibilities along practice lines needed consideration. There are no vacant rooms in which small sections of pupils can be taken. The halls are cold. The path of least resistance is chosen and the student of sixteen or seventeen is placed in charge of a room full of children—one section of which studies at their seats and the other group forms her class. This is a grave mistake. Whatever the obstacles, the custom of young girls starting practice work with twenty or more children in a class should no longer be tolerated.

In some way provision should be made for taking small sections of classes either into comfortable halls or into rooms temporarily vacated. During the first ten weeks at least, the question of disciplining a room at the same time a practice teacher handles a class, should not enter. In a few towns the difficulty has been avoided by using large homemade screens and so placing them as to make possible the holding of two or more sections in the same room. Occasionally it may be possible to have recess at different times in different grades or the kindergarten or the domestic science rooms may be used at certain hours.

(8) *Lesson Plans.* The kind of lesson plans required by the supervisor is a measure of the estimate she places upon the educational value of plans. The students in their work in pedagogy should study in detail the essentials of a good plan. (See books by Earhart and McMurry above.)

The practice of having the plans read and corrected by city grade teachers has occasionally obtained a foothold. A duplicate of the plan may profitably be given by the practice teacher to the grade teacher of the room where she is at work, but the responsibility of reading, correcting, and revising plans, rests with the training teacher. She is paid for it and she is presumably capable of doing it well.

(9) *Helpful Constructive Criticism.* Helpful constructive criticisms by the supervisor are indispensable if practice teaching is to show im-

* See *Suggestive Studies of School Conditions*, pp. 53-56; *Suggestions on the Teaching of Reading*, pp. 6, 7, 8, both issued by the State Department of Education.

provement. Personal conferences with practice teachers are desirable, as well as general conferences. To the general conference it is often wise to ask the city teachers; even if only a few come, the help from these is often considerable.

It is desirable to get the estimate of the city teachers as to the practice work done in their rooms. Their judgment will at least help to supplement the supervisor's. In all this work practice teachers should be placed where they can hope for a reasonable measure of success of the kind which stimulates one to greater exertion. Training teachers are responsible for placing students in surroundings which are likely to lead to this kind of success.

If a practice teacher fails to do fair work with her practice class, it seems a vain expectation to assume she will make a success of country teaching. Here, if anywhere, supervisors need patience and leisure enough to study the situation. It is not the time for passive acquiescence in the fact that occasionally a poor practice teacher has turned out to be a good teacher later on in her own school. It is futile to count on this. Modify conditions. Let another training teacher see if she can discover the cause for failure. Remove the student temporarily from practice work until she regains her poise, but convince her that she must show ability in teaching before she receives her diploma.

(10) *Managing a Room.* If only the practice work suggested above is given, one is confronted with the fact that the students do not see enough of the complete workings of a school; also with the further contention that they get no experience in dealing with rural school conditions. It is therefore a good plan to supplement the practice work already suggested with a very limited amount of room management while teaching a section, or of substituting for an absent teacher in a city grade or in a rural school. Since skill in any art comes only through practice under never ceasing guidance and direction, this work needs close supervision if it is not to lead to the formation of bad habits. If this supervision cannot be given to room work or substitute work, it is of at least doubtful benefit to the students doing it.

(11) *Rural Practice.* The question of right conditions for rural practice work is a large one. In some states considerable practice is done by students preparing to become country teachers in nearby country schools. It is certainly worth while for students to get this practice if it can be obtained. Wisconsin has so far not done very much of this work except in connection with two of our state normal schools. A beginning has been made in a few places by having each future teacher visit a country school one day and teach it the succeeding day. The value of rural practice is dependent upon the kind and amount of supervision it receives as well as upon the kind of teacher in whose country school it is done.

It is not the purpose of this pamphlet to suggest that such country practice teaching become general at once. Many difficulties beset such a departure. The most serious one relates to the need of ascertaining that the teaching in the cooperating country school

has reached a high grade of excellence and that it can be closely supervised. It will be profitable for training class teachers interested in starting country practice, to acquaint themselves by personal visits, with what is done in the schools attempting it. While we must proceed cautiously with this work let us not exaggerate the difficulties. It is well to hold judgment in suspense until one has an opportunity to see rural practice work which is really yielding satisfactory results.

(12) *Observation in country schools.* The objection made at times that it is a mistake for students to even observe in country schools on account of the poor teaching they are likely to see represents a mistaken view. This contention is sometimes made even in counties where a training school has been in existence for some years. If the statement made were true, there could be no greater admission of failure on the part of a training school. Why should the country teaching continue so poor when a large number of the graduates of the training school are the teachers?

Whatever may be true about rural practice, there is no disputing the fact that good country teachers in whose schools observation at least would be both richly worth while and easily feasible, can be discovered in every county, and one of the greatest services of the county superintendent and the supervising teachers is to discover such teachers.

(13) *Illustrations of work done in rural observation and practice.* As illustrations of what may be done there follows a summary of what was attempted last year in two county training schools along this line.

One county training school enrolling 44 seniors divided them into eleven groups of four students each. Each group spent a week in the country observing and practicing. The principal selected three of the best country schools in the county for this purpose. Two of them were visited by four groups, the other one by three groups. On eleven successive Mondays (the training school was not in session that day, but was in session on Saturday) a member of the training school faculty went out with the group whose work it was to live in the country that particular week.

The students were given a blank which they were asked to fill out in making a record of their observations. Each cooperating country-school teacher sent to the training teacher a definite outline of work which the group was to observe in her school, so each group before reaching the school had had an opportunity to find out what the work of that week was to be.

The country teacher was observed for three days. During these three days the usual plan was for the group to go home with the teacher in the evening and stay with her at her boarding place and talk all the details of the work over with her.

The last two days of the week were spent by the four students in doing the teaching for the country teacher whom they had observed for the first three days. Each student thus taught for one-half a day under the supervision of the country teacher and the observation of the other three students who formed the group.

Upon the return of each group a conference was held with the training school teacher who had gone out with the students on Monday. The expense of transportation was met entirely by the training school board. The students paid for their own board in the country.

Each student was held responsible for making up the training school work which she missed during her week of country observation and practice. She was given an outline of the work to be accomplished in the training school and was expected to spend time in preparation for the regular training school work which she was missing.

The second training school made arrangements with some school districts throughout the county where everything was favorable for country school practice. Each senior had a week of this country school practice. During this week the senior student did whatever the country teacher asked her to do. The country teacher was considered the head of her school. The practice teacher had no responsibility for the management. Every day the practice teacher taught a class or two under supervision. She spent considerable time helping the children individually. She took charge of the playground games. It was demonstrated that the senior student came back from this week of country practice much more interested in her professional training and full of pertinent questions.

(14) *Students to assist country teachers.* Instead of urging much rural practice work in the immediate future or much substitute work in either country or city, attention has frequently been called in this pamphlet to a scheme which the state department would like to see put into operation in many counties. Reference is made to the plan of assigning every senior student as a special assistant to an alumnus who is teaching in the country. The student helper is to definitely assist the country teacher in preparing seat work material, in evening meetings, in her home project work, reading circle work, etc.,

(15) *Success of practice teachers.* Practice teachers should gain during their student days in self-assurance. They should develop spontaneity and vivacity. The supervisor should help them to conquer hesitation, reserve and indecision.

The work in English provides them with an adequate vocabulary and skill in expression; the work in all the other branches equips them with knowledge; the good teaching they receive develops their power to think and trains them to take an active part in every recitation, to "socialize" it. The work with the children in their practice classes helps students, if they have any latent ability along teaching lines, to become at least fairly competent in class work. They should not be graduated until they have attained some degree of proficiency in their teaching.

(16) *Supervisors as learners.* Supervisors are busy people. To

know the children in the practice classes; to keep in touch with them through occasional teaching; to require plans which show careful preparation; to so organize practice work that it can be looked after carefully and to so criticise and commend it, as to lead to constant improvement, means hard work. It will help these untiring workers to get light where so much at times seems dark if they will visit other teachers engaged in supervision.

Every training teacher should be interested in discovering whether she may not find it convenient to visit other training schools or some of the excellent model department teachers in our state normal schools, or some of the expert grade teachers which a few of our Wisconsin cities are attracting through good salaries and efficient supervision. Nowhere more truly than in her teaching before observers—an important part of a supervisor's work—do we find that one who is to do demonstration work well must first have had an opportunity to see other people do it well.

There is little literature on the subject of practice work. The work itself in connection with city grades is comparatively new. It is difficult to secure preparation for the supervision of practice work so this visiting of other supervisors becomes absolutely necessary for teachers new at it; yet it is true that there are teachers engaged for years in supervision, who not only have not been urged or required to visit other schools, but who have not found it easy to get the time to do this visiting when they asked for it. It is high time that this condition be changed.

(17) *Cooperation needed.* No supervisor of practice or training school principal, however superior, can unaided do very much in training country school teachers. In every case the cooperation of all other teachers engaged in the work and of the county superintendent and supervising teacher is needed. Only in a slightly less degree is it necessary that the cooperation of the city superintendent or supervising principal be secured. All forces concerned must work together.

8. Country Life Books and Rural Economics

Training school students should perforce study their immediate neighborhood but they must exert themselves also to keep abreast of the best current thought on the subject of country life. It is a commendable plan to assign one or two recent books on country life to each student to outline and to report on in the pedagogy or school management classes.

As a suggestion a few of the most useful recent books have been partially outlined here. The names of the most suggestive chapters have been given under the title of each book.

a. List of Books.

(1) *The Challenge of the Country—Fiske.*

- Chapter 1. Rural depletion and rural degeneracy.
- Chapter 2. The privilege of living in the country.
- Chapter 3. The emancipation from drudgery.
- Chapter 4. The triumphs of scientific agriculture in its struggle with rural conservation.
- Chapter 5. Our debt to immigrants.
- Chapter 6. Allies of the school in rural education.

(2) Better Rural Schools—Betts & Hall.

- Chapter 2. Rural School attendance; public life and the rural school as a social center.
- Chapter 3. How time is to be secured in country schools for music, art, agriculture and domestic science.
- Chapter 8. The scholastic preparation of the teacher.
- Chapter 9. Professional training of teachers.
- Chapter 10. The failures that come from lack of knowing the community and from offending community standards.
- Chapter 11. The principles which underlie a good program.
- Chapter 12. Danger points in management.
- Chapter 13. Good teaching: Teaching how to study; the contagion of interest; principles of good questioning; physical conditions a factor; careful assignment.
- Chapter 15. The consolidated rural school.
- Chapter 17. High school training necessary for farm children.
- Chapter 19. How to effect consolidation.
- Chapter 21. The supervision of rural schools.
- Chapter 29. The promising future: Rural schools a good investment.
- Chapter 30. Importance of a county superintendent in rural progress.

(3) The Rural School—Its Method and Management—Cutter & Stone.

- Chapter 18. The opportunity of a rural teacher.

(4) The Improvement of Rural Schools—Cubberley.

- Chapter 4. Better supervision: New conceptions of the office of county superintendent; obstacles to reform; kind of supervisors needed.

(5) Country Life and the Country School—Carney.

- Chapter 7. The country school as an agency in the solution of the farm problem.
- Chapter 11. The training of country teachers.

(6) Chapters in Rural Progress—Butterfield.

- Chapter 11. The rural school and the community.

(7) New Ideals in Rural Schools—Betts.

- Chapter 1. The rural school and its problem: Characteristics of the rural community; the adjustment of the rural school to its problem.
- Chapter 3. The rural elementary school curriculum.
- Chapter 4. Supervision of rural teaching.

(8) The Country Life Movement—Bailey.

1. Read the report of President Roosevelt's Commission on Country Life.
2. Become acquainted with reports of local, state and national conferences on rural progress.
3. Discuss Bailey's Opinion: "The first necessity is to place broadly trained persons in the open country. The second necessity is that city folk and country folk work together on all great public questions."
4. Study the chapter on woman's contribution to the country life movement.
5. Discuss the 16 points under What will bring people together?
6. Discuss the possibilities of county and local fairs.
7. Is Bailey right when he says: "I should have the fair represent a real institution in the progress of civilization?" What is the responsibility of country teachers along this line?
8. Discuss Bailey's answer to the question, "What constitutes good farming?"

- (9) *Educational Resources of Village and Rural Communities—Hart.*
 Chapter IV. Economic activities of the community.
 Chapter III. Human resources of the community.

b. **Rural Economics.** Special suggestions. (1) *Why Study Rural Economics.* A well-directed study of rural economics will yield substantial rewards. It will help both teachers and students to fulfill their duties as members of society. Use should be made of the circulars issued by the state department, on *Social and Civic Work in Country Communities* and *Suggestive Outline on Rural Economics.*

(2) *Correlation Helpful.* Many of the facts of rural economics and sociology may be made a part of the work in civics or a part of the work in agriculture and geography. If this work is correlated with topics studied in other courses, the training teacher will find that during the ninth month of their senior year the students can do considerable work in summing up and organizing their knowledge.

This is more likely to be true if the remaining teacher becomes thoroughly familiar with the literature of the subject so that she can get her students at work incidentally observing agricultural conditions and gathering data for several months before they begin the study of rural economics as a separate branch.

(3) *Keep the Work Practical.* Whatever work is undertaken under rural economics should be of a simple, practical nature. Care should be taken not to introduce scientific material that is beyond the grasp of the students. No effort should be made to have them learn the general deductions found in advanced text books. Use should be made of state publications and of the newspapers of the county in order to discover present conditions.

In this branch mention should at least be made of such organizations as the Boy Scouts and the Camp Fire Girls, whose manuals are on the Township Library List. These organizations, resting as they do, on constitutions inclusive enough to enroll all the children of proper age, have in them great possibilities for rural life.

VII. THE TEACHERS WHO TRAIN STUDENTS FOR COUNTRY SCHOOL TEACHING

1. Well Prepared Teachers Hard to Find.

Since there is in Wisconsin no institution especially designed to prepare the teachers who are to train students for country school teaching, much of the direct preparation needed by training teachers must be secured while they are in service. No one enters upon his work as fully prepared for it as for any particular grade work, for any regular high school work or for any departmental work in a normal school. Nine times out of ten the training teacher is called upon for the first time in her teaching experience to teach pedagogy and school management and to plan and supervise observation and practice. Moreover, she must not only illustrate correct pedagogical principles, in all her teaching, but at the same time she must continually invite discussion of her own method of classroom technique by members of the class.

2. Qualifications of training Teachers.

a. **Vigorous health and attractive personality.** No young people should be considered as candidates for training positions unless they have vigorous health, and personalities which attract students. They should be inclusive in their sympathies and democratic in their attitude.

b. **A broad education coupled with large interests.** Training teachers should have not only scholarship, but an outlook and sympathy broad enough so that they can do their work easily and not feel the drudgery of it. Normal graduation should be supplemented by whatever advantage of higher education they have been able to secure. Resolute facing of the prosaic, workaday world should have helped to confirm their faith in the fact that material advantages which cannot be secured can be dispensed with. They should be people who have had the privilege of companionship with stimulating and educated persons.

c. **Right attitude toward country life.** The present attitude of training teachers toward country life should be discovered. It is of great importance. The principal hiring them should be able to answer in the affirmative the following questions: Do these teachers recognize the present opportunity for rural development? Do they know country conditions at first hand because of having lived in the country? Are they interested in becoming acquainted with the local conditions in the county where they are to work? It is a great asset when training teachers can testify that they were brought up in country homes, attended country schools and had

some experience as country teachers. If they cannot qualify under all of these three heads, they should at least be able to qualify under one.

d. **Variety in teaching experience.** Training teachers should have had variety in their former teaching experience. One who has taught in the country and in the grades or who has taught city grades and high school classes has had this necessary variety.

3. Conditions confronting us

a. **Early country experience valuable.** For years the practice has been very common in this state for young people of first rate ability to go directly from high school to a state normal, and so begin their experience in city grades without any country school experience. Until very recently country teaching was, in general, chosen only by those financially unable to go to a state normal at once, or by those who wanted to find out before they took training work, whether or not teaching would prove a congenial vocation. This fact makes it hazardous to insist on country school experience in all cases. Valuable as it is, if it is demanded, people of unusual teaching ability may be considered ineligible and schools may be compelled to take mediocre teachers instead.

b. **Careful inquiry necessary.** The selection of good training teachers demands time and care. In the past, boards seem frequently to have expected miracles to happen because they have been willing to assign the task of training country teachers to persons who were brought up in towns or cities, who attended only city grades and who have had no country experience. It may be necessary perhaps to continue hiring training teachers without exacting previous country experience in rare cases for a few years. But it should be done only under protest and after making a most careful inquiry, which inquiry has established the fact that it is the best that can be done.

c. **First hand acquaintance with country life.** The remedy to be applied will be a compromise, temporarily, but preventive measures must be adopted. Publicity ought to be given to the fact that persons with country experience are greatly to be preferred for these positions, and after a few years, doubtless, country experience can be insisted on as a necessary qualification; it does not seem that conditions warrant doing so in all exigencies at present. But because training school boards cannot get all that they want, let them not forget to bestir themselves, for the supply of excellent teachers with first hand knowledge of country conditions will not be forthcoming unless boards are quite insistent in their demands.

(1) *Let boards hiring training teachers with no country experience first ascertain that they are genuinely interested in acquainting themselves with country conditions.* They may study the best new books on country school improvement and county life progress. They should feel that the problem they are helping to solve is worthy of their best efforts to get the knowledge they lack.

(2) *Training teachers need not remain long unacquainted with country problems even if they are at first.* They may actually live in the country during a part of their vacations; they may visit a number of country schools engaged in training country teachers; they may attend and appear on the program of county and other sectional meetings in which country problems are considered. There are summer schools connected with a few of our great universities which offer courses well fitted to meet the needs of training teachers. It is not uncommon for a few Wisconsin training teachers to take advantage of these courses every summer. As training teachers in greater numbers attend such summer schools, country school progress is more certain to be accelerated.

By enumerating a few of the different opportunities open to anyone who cares to become fitted for the task of training country teachers, it is discovered that we have so far scarcely begun to any appreciable extent to make use of many available ways open for fulfilling aright our purpose to give "the country child every whit as good an educational opportunity as that at present enjoyed by the most favored city child attending an American public school".

4. A favorable local environment important

Teachers should be chosen because they rank highest not only in health, personality, education, teaching power and desirable experience of any available candidates but because they are in possession also of the right attitude toward country life. After paying attention to all these qualifications it is necessary to frankly recognize that the ability of training teachers to develop into increasingly valuable teachers is in a measure dependent upon whether or not the local environment favors growth in their work and enjoyment of it.

a. Adequate financial compensation must be held out to training teachers.

b. They must have freedom to develop initiative.

c. **Leisure for recreation and a natural life.** They must have enough leisure to forget at times the responsibilities of their position. Many teachers through eagerness to help, undertake programs beyond their strength, and thus fail to do either themselves or their students justice. Training teachers should know not only school people but people engaged in other occupations, and they should familiarize themselves with the questions that come up for discussion in the ordinary family. It will add to the worth of all training teachers if they have a genuine interest in the commonplace human details which must necessarily absorb the time of most busy fathers and mothers.

5. Planning for the Future

The history of the future of the country districts depends upon the forces set in motion now. Nothing should be neglected which will help to entice into this work in Wisconsin, men and women possessing "generous personal culture, liberal views, good pedagogical training, satisfactory teaching experience, good sense, and a knowledge and sympathy with rural conditions, people and life".

VIII. THE COUNTY SUPERINTENDENT AND SUPERVISING TEACHER

1. The County Superintendent an Important Factor

It must inevitably happen at times that men and women engaged in the training of country-school teachers enter upon their work strangers to the county whose teachers they are training. In very few cases are they in the beginning intimately acquainted with the country schools of the county. It is imperative that they become well acquainted with the county and country conditions.

Whether this can be done in a short time and under encouraging circumstances depends very largely upon the county superintendent. No person should be able to say after teaching two months in any school training country teachers, that she has not had at least a few conferences with the county superintendent or the supervising teacher in regard to conditions in the county.

The reports in the office of the state superintendent show that a number of county superintendents are visiting training departments several times a year; others do not seem to have yet come to the realization that such visitation is necessary.

2. Circulars Sent to Teachers

If a county superintendent has on file in his office annuals, reports, and circular letters which can readily be consulted by the stranger who is helping educate the teachers for his county, she should avail herself of these aids.

A number of county superintendents in this state are issuing excellent annuals and school papers. These deserve careful study by training teachers and students. The county superintendent should make it a practice to send to the training school enough copies of any literature which he sends out to provide every senior student with a copy. He should expect that training teachers will be ready to write articles for whatever publications he issues. He should ask them to help him in conducting institutes and meetings for country teachers.

3. Reporting on The Work of Alumni

The county superintendent may further cooperate by reporting to training institutions the kind of work done by their graduates. When the county superintendent or the supervising teacher visits a graduate of a training school he should send a duplicate of the report which he fills out to the training school. After a number of graduates have been visited by the county superintendent or the supervising teacher, a conference should be held with the training teachers.

If the teachers turned out by any school which trains teachers for the county are not doing work up to the standard of the teachers trained by

other schools, the county superintendent should discover the causes and help the training teachers to improve the training given students. It is profitable for county superintendents and supervising teachers to remember that an hour spent in a training school may do for thirty students what it will take thirty hours to do for them when they are scattered over a county.

4. The Importance of Diploma Examinations

The county superintendent may be of much help in advising the brightest pupils from country schools to take teacher training eventually. By the credit he gives for home project work and by the kind of questions he asks in his diploma examinations, and by the way he conducts them, he may be of still further assistance. We should realize the great role that these tests play in the progress of pupils.

Training students should be sent out interested in the fact that the Manual suggests that the regular oral work of pupils, their regular written work, their intelligence and their general reading should be taken into account by the county superintendent and supervising teacher during the year preceding their taking a diploma examination. When country teachers are ready to cooperate in regard to a high standard of daily work, we shall not have as many poorly prepared children sent out from country schools equipped with a diploma. (See the Manual for further suggestions, page 323.)

The central plan for examinations as well as the central commencement exercises for country schools, held in a number of counties, are to be highly commended. The extension of such exercises will do much to awaken a desire in many children to gain a country school diploma. Training schools are an important factor in furthering their extension, and so in helping to carry out the injunction of Dean Bailey of Cornell: "The man who tills the soil must be educated. There is more need on the side of the public welfare, to educate this man than any other man."

IX. COOPERATION OF CITY GRADES.

1. Need of a City Course of Study

Every city should have a course of study. Either the city should follow the state graded course as printed by the State department, or it should have at least enough copies of a type printed or printed course of study so that the practice teachers may become well acquainted with it.

It is only when the city course of study is in such form that it can be studied by training teachers and individual practice teachers that either the observation or the practice work can be well planned.

2. A Legitimate Source of Pride

It is something to be proud of when any school training country teachers is able to print in its announcement that no student will be asked to observe or to practice in a room taught by an untrained or unsuccessful teacher. It will also be a step in advance when every city which has any relations with a school that is training country teachers can point with pride to the fact that its course of study shows acquaintance on the part of the persons who formulated it with the best recent practice and highest educational ideals.

3. Questions Asked by Practice Teachers

After studying the city course of study and before observing classes in a fourth or fifth grade, for instance, the future practice teachers may very well be asked to make out a list of questions concerning which they would like definite information from the fourth or fifth grade teacher. The list may include such questions as:

- Do your pupils still need drill on the multiplication tables?
- Which tables give them the most trouble?
- Can they find words and their meanings readily in the dictionary?
- Have you any record as to the time consumed by different children in looking up four words?
- Can your pupils help themselves easily to the pronunciation of new words through phonics, etc., etc.?

4. Raising the Standard of Grade Work

a. **Training, salaries, equipment.** The establishment of a training school in any town gives grade teachers a greater incentive to do strong work. At the same time it adds materially to their responsibilities. The city superintendent has this as a further argument in his endeavors to secure efficient grade teachers with higher

qualifications in the way of preparation. If cities with training schools have grade teachers who, without normal graduation, are doing fair work or even good work, it is even then the part of wisdom to inspire them to take a year's leave of absence and get professional training. After securing these superior teachers, it may easily happen that in order to keep them, more adequate salaries and more money for grade equipment and furnishings may be necessary, if the training students are to get right ideals regarding ventilation, heating, lighting, seating, blackboards and well kept modern textbooks.

b. Progressive superintendents. The outlook is, on the whole, encouraging. The standard of grade work in all towns in which there is training work is rising. In a few of these towns, at least, no grade teacher of several years' experience is receiving ten dollars less a month than a high-school teacher who is teaching her first year. In the same towns, the city superintendent or supervising principal, even though his training and experience may have tended to make him better acquainted with high school work than with grade work, is seeing to it that he supplements his defective preparation by every means in his power.

5. Illustrations of Weak Work in The Grades

In spite of these encouraging facts opposite conditions at times obtain. Often the work done by the teachers in the grades does not illustrate the kind of work it is profitable for students to observe.

Of what avail is it to give students good training professionally if they afterward work in an intermediate grade in which the teacher has pupils say the multiplication tables in order day after day and never skips around? Of what use is good phonic teaching if they must work in rooms where pupils pronounce lists of words in concert before reading, receive no individual drill and then stumble over these words in oral reading and the teacher remains wholly unconscious that anything is amiss? Can one expect students to teach geography well when they go out in their own schools, if while receiving their training they observe a fifth grade teacher send twenty pupils to adjacent blackboards where each one writes the names and capitals of the New England States and the unobservant grade teacher remains utterly oblivious of the prodigious rate at which copying is done? Should training teachers teach students how to manage the writing of numbers correctly and then introduce them to grade teachers whose pupils in response to the direction "Write one million", first write 1,000, then 10,000,000, then 1,000,000? Is not not worth some one's while to see to it that these or similar illustrations may not be observed in towns in which training departments are situated?

6. The Rights of City Grade Children

There is no intention of leaving the impression that the chief reason for improving the grade work in any town is for the sake of the students who are receiving training there. The children of

* See relation between length of service and efficiency of teachers in *Suggestive Studies of School Conditions*, issued by the state department.

every city deserve excellent grade teaching for their own sake. Good grade teachers in a town in which a training school is located have a larger opportunity for public service than they have elsewhere and poor grade teachers in such towns do more mischief than they do in the other places. So there are peculiar reasons for improving grade work in towns which have practice work and observation. Here we see illustrated Henry W. Bailey's observation: "What the city does for the country, it does even more for itself."

7. Grade Supervisors

In order to have grade work attain a high standard, doubtless many cities should engage superior women as grade supervisors. A few cities have already done this. If care is taken in selecting for this position well trained women (the qualifications given on pages 52, 53 of this pamphlet may prove suggestive) this movement will do a great deal for both the city and the country children of this state.

To quote from Cubberley, Director of the Salt Lake City Survey: "The whole question as to the value of supervision depends upon its character and upon the type of supervisors employed. Nothing pays such large dividends in any line of work as plenty of good brains at the top. Cheap supervision is very likely to be poor supervision but expensive supervision may not be good supervision. It pays a city to offer good salaries for such work and to make its selections from a wide market. As a general proposition, though not always true, supervisors from the outside should be preferred to the promotion of individuals from within the force, because of the new ideas they can bring into the school system."

X. EXTENSION WORK.

1. That Done From a Professional Motive

a. Forms it may take. (1) *Work in connection with existing associations.* Every teacher in this state engaged in training future country teachers should be willing to contribute heartily to the educational progress of the community outside of her school room, at least once a month.

Some of the possible directions in which she may find this outlet for field work is in connection with farmers' institutes and clubs, teachers' institutes, school board conventions, mothers' clubs, parent-teacher associations, and health campaigns. Some teachers have office hours every Saturday or on stated Saturdays during each month for helping alumni or country teachers who may call. This is a commendable plan.

(2) *Good judgment in assigning graduates to country schools is necessary.* In some counties no beginning teachers are placed until after training teachers and the county superintendent have consulted. This is a plan which ought to be extended to all counties. The alumni of whose success training teachers are the most doubtful should, if possible, be assigned schools which can be easily reached by the training teacher.

(3) *Work done by training teachers for their graduates.* No one else can help the country teacher who has had a year of professional training during her first year of teaching in nearly so short a time as the teacher who helped to give her her training.

It should be possible to arrange the work in such a way, preferably during the fall term, that the training teacher may have definite time for this field work. A good plan is for every training-school teacher to visit at least one graduate a week for eight weeks, taking with her on these visits one or more seniors, until every senior student has had an opportunity to visit a country school with the training teacher. During this necessary absence of the training teacher a student selected by her may conduct her recitations. If this student plans the work carefully with the training teacher and discusses it with her later, the student teacher will receive valuable training.

b. Cooperation of county superintendent and alumni. (1) *Conferences.* Nothing can be substituted for informal conferences among training teachers, superintendents, supervising teachers, and country teachers. Unless the relations among all of these people are cordial and easy, the country schools must suffer.

(2) *Letters from country teachers.* If each graduate is advised to write the training class teacher in detail regarding her work and environment, and if the training class teacher will use pertinent parts of these letters in discussing problems in pedagogy and school management, the students who are preparing for country school work will get considerable first hand knowledge of country school conditions.

(3) *Study of county maps.* If a map of the county or counties in which alumni are at work is hung in every training school, with the schools in which graduates are teaching, starred, it will be a help in assigning senior students as assistants to alumni as suggested elsewhere in this pamphlet. As each student becomes identified with the problems confronting the particular teacher whom she is helping, it will not be difficult to compare records of assistance given by different students and so to stimulate a wholesome rivalry.

(4) *Study of country schoolhouses.* The map mentioned above may well have a companion map giving locations of standard schoolhouses (See Manual, page 328) and of school buildings which fail to illustrate either scientific construction or convenient arrangement; which do not have sanitary appointments and are difficult to keep warm or presentable.

If in every county information in regard to school grounds, school buildings, equipment and decoration of school buildings, were accessible in a summarized form for the whole county, it would help all who are interested in getting conditions bettered, to accomplish their ends. Much of this information is called for on the blanks used by supervising teachers. A beginning has been made in a few counties toward tabulating these statistics. When a number of counties get this material in form so that it can be consulted, and one year's progress compared with that of another year, and conditions in one county compared with conditions on other counties, a great incentive will be furnished for the equipment and improvement of country school buildings.

Below is given a suggestive alphabetical outline, which first appeared in the Educational News Bulletin*, April, 1917, for use in surveying schoolhouse and yard equipment. Supervising teachers using such a list check off for each article of equipment which is to be found, getting finally an equipment survey of the schools they visit. This list doubtless includes items which will be considered unnecessary in some counties; in other counties, the list may be considered incomplete.

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|----------------------------------|----------------------------------|-------------------------------|
| 1. Agricultural material posted. | 23. Dictionary, large | 45. Hektograph |
| 2. Arithmetic drill cards | 24. Dictionary, secondary—number | 46. Housekeeping—good or poor |
| 3. Ball ground | 25. Dictionary stand | 47. Kinocgarden table |
| 4. Basement? Kind | 26. Dishes for noon lunch | 48. Kindergarten chairs |
| 5. Bell—on schoolhouse | 27. Door mat | 49. Lamps—gas or electric |
| 6. Blackboard—slate | 28. Drawing work posted | 50. Lamps—oil |
| 7. Book case—sectional | 29. Drinking cup cabinet | 51. Library books—number |
| 8. Book case—shelf | 30. Dust pan | 52. Looking glass |
| 9. Broom—ordinary | 31. Dustless chalk | 53. Mail box |
| 10. Broom—dustless | 32. Emergency supplies | 54. Maps in case |
| 11. Bubbler fountain | 33. Encyclopedia | 55. Magazines |
| 12. Card catalog | 34. Erasers | 56. Mop |
| 13. Card catalog shelf | 35. Exhibits—commercial—number | 57. Mop pail |
| 14. Ceiling—condition | 36. Flag | 58. Noon lunches |
| 15. Chairs for meetings | 36. Floor—condition | 59. Oil stove |
| 16. Cloak rooms separate | 37. Flower bed | 60. Organ |
| 17. Coal—is it burned? | 38. Foot scraper | 61. Pencil sharpener |
| 18. Coal bin | 39. Furnace | 62. Penmanship work posted |
| 19. Cloek on wall | 40. Games, indoor | 63. Piano |
| 20. Construction work posted | 41. Globe, large | 64. Plants |
| 21. Cooking equipment | 42. Ground—level? | 65. Platform |
| 22. Curtain for entertainment | 43. Ground—rough? | 66. Pictures |
| | 44. Ground—size | 67. Pointer |

* A monthly publication issued by the State Department of Education.

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|--|---|--------------------------------|
| 68. Posters | 87. Stove-jacketed | 107. Ventilation |
| 69. Program posted | 88. Stove—without jacket | a. Foul air intake—
work? |
| 70. Pump | 89. Sweeping compound | b. Fresh air outlet—
work? |
| 71. Pupils' work posted | 90. Swing | c. Moisture—
provision for? |
| 72. Reading table | 91. Storm windows | 108. Victrola |
| 73. Recitation bench | 92. Teacher's boarding place
(distance and kind) | 109. Vestibule |
| 74. Sand table | 93. Teacher's desk | 110. Walls—condition |
| 75. Schoolhouse cleaned—
how often? | 94. Teacher's chair | 111. Wash basin |
| 76. Seats—kind | 95. Teeter board | 112. Water jar |
| 77. Seat work | 96. Telephone | 113. Water metal tank |
| 78. Sewing machine | 97. Textbooks | 114. Window box |
| 79. Screens—(door or
window) | 98. Tie rail | 115. Wood box |
| 80. Shelf—dinner pails | 99. Toilet—girls'—condition | 116. Wood (dry) |
| 81. Shrubs | 100. Toilet—boys'—condition | 117. Word cards |
| 82. Soap (liquid or cake) | 101. Toilets—screened | 118. Window shades |
| 83. Statuary | 102. Toilet paper | 119. Work bench |
| 84. Steps—kind | 103. Towels—paper | 120. Walk to toilets |
| 85. Stereopticon | 104. Tools for boys | 121. Walk to toilets |
| 86. Supplementary readers—
kind | 105. Thermometer | 122. Woodshed |
| | 106. Type—set of | |

When this information is accessible it will be a good plan to challenge some aggressive teachers who have demonstrated that they have tact and gumption to deliberately take schools housed in run down buildings, and see what they can do toward getting the buildings condemned and put in good condition, if that is the better course; or new buildings erected if the latter course commends itself as preferable.

2. That Done From a Social Motive

a. **Social training needed by all.** The extension work just described is greatly needed. Joined with it, however, should be another kind, which will open up a field practically untilled. The value of this second kind of extension work is tacitly admitted in the acknowledgment of any training school that it means to carry out its second aim, which, as stated on page , is to improve the condition of country people financially, physically, intellectually, socially, and morally. Let us designate this work as the extension work done from a social motive.

"All the children of all the people" should be trained to be socially responsive. Every country child will meet and greet, or by failing to greet pleasantly, so fail to hearten few or many acquaintances; will travel a shorter or longer distance; will earn his living five years or twelve times five; will be a member of some home all his life; will eat three meals a day; will often act as a guest or as a host; will need the friendship of good men and women. Why then should not his teachers prepare him for these everyday occurrences?

b. **Typical experiences which all may meet.** There are some experiences that come to all. For these at least preparation should be given.

(1) *Meeting of strangers.* Training teachers should give their students practice in proper forms of introduction so that they may

in turn teach their pupils how to introduce people easily and graciously.

(2) *Behavior at table.* It may be a revelation to let the students ask questions regarding table manners. Even the keeping of the knife in subjection to the fork may be new to them in practice. Such topics as the passing of food to others and the cordial recognition of late comers to a meal on the part of those already at the table, may be taken up in connection with the work in domestic science.

(3) *The sharing of leisure with others.* Let hospitality be praised. Let training students be given memories of active participation in lively games and frolics. Discuss with them the ideal hostess, and the ideal guest, and give them opportunities to get practice along this line. Discuss with them the happiness that comes from graciously acknowledging and unobtrusively giving gifts.

(4) *Cultivating a democratic attitude.* Friendship comes naturally from acquaintance, but the latter needs stimulation. Let training teachers call on the students and suggest that they call on one another. Those who most need this relaxation may not respond to the first suggestion, so teachers should persevere until every girl has talked informally with every other girl who is to graduate with her. Certainly a service will have been rendered to country communities if the country women of the future hold themselves ready to continually enlarge their circle of acquaintances.

(5) *The significance of a good home in the after life of every young person.* A series of talks may well be planned on the essentials of a home. Help students to arrive at a concept which may in part be worded thus: A home is a house in which people, who are generally near relatives, live. It should be well-built, well-aired, well-lighted, well-cared for, and of proper temperature. It should contain books and pictures displaying taste in selection; it should have at least a few well-cared for plants; it should delight its inmates by disclosing as much beauty in furniture, table service, and furnishings as the family can afford. Above all, the people forming this household should care for one another and should so show their affection that the children brought up in such a home may be strengthened and encouraged as they look back upon it.

(6) *Cautions as to forms rudeness may take.* It is a good thing to suggest that since it is women who give direction to the manners of a country, it is incumbent on every young woman to become acquainted with the causes of seeming rudeness; haste, preoccupation and thoughtlessness are unlovely traits which the students will gladly avoid if they are cautioned against them and are practiced in choosing better manners.

(7) *Other indispensable topics.* Any training teacher who becomes interested in the subject will think of other topics pertaining to conduct which are well worthy of discussion. The few mentioned here are given only as illustrations. It is helpful to ask the student such questions as these: What are the characteristics of a lady? What

importance should be attached to dress? How does a stranger reveal herself to others?

(8) *A helpful device.* Some teachers have found it helpful to write in some conspicuous place such quotations as the following: "Manners form the cloak that virtue wears when she goes abroad". "Good manners aid dealing and conversation as a railroad aids travel by getting rid of avoidable obstacles and leaving nothing to be conquered but space". If the students are helped to cultivate the right attitude they will want not only to enter heartily into the school discussions, but to read good books on the fine art of behavior and learn from the well-bred people they meet.

c. *Incidental work of a social nature.* It is true that the daily work of every good school does much to fit its pupils to become participators in the social life of their communities. The training teacher who does not work with the social aim in mind often sees timidity, awkwardness and self-consciousness become less common through the stories the girls learn to tell, the poems they recite, the songs they sing, the list of words on whose pronunciation they are drilled and the correct forms of sentences which they repeat very frequently in order that the incorrect form may not come to them in the midst of conversation.

d. *Value of a motive.* Teachers will always secure better results, however, if in planning their work they have the needs of society in mind, for they will then furnish their students with a motive for gaining such accomplishments as those just named. The reason for the emphasis laid on vocabulary gains in language can also be seen as well as the important place given to conversation exercises in that subject. The social motive will facilitate the dramatizing of such classics as the *Peterkin Papers* and make more interesting the weekly reports on current magazines. The same motive will carry students through the reading of the many library books on which they report and the oral and silent reading they are encouraged to do everyday at home. (See Manual, page 23). In a word, the right motive, here as elsewhere, "will count no labor great which earns the great reward."

3. Regular School Work is Not to be Neglected

Some of the readers of this pamphlet may be afraid that if the work suggested here is done, the students who go out from the training schools will write "Our popularity socially" in larger letters than they write "Our efficiency as teachers." Everyone has seen the socially vivacious, enthusiastic out of school teacher sit the next day before her classes—she seldom stands,—exhibiting so little energy and so much lassitude that the impression must not be given that tiring one's self out socially entitles one to praise.

Unless outside interests send a well prepared teacher to school early in the morning liking her work better than she would without

them, they are injurious and should be condemned. Pupils should not sit at the second table of the teacher's mind. Unless in her classes a teacher's "quick and electric vivacity of spirit acts as a breeze on the sluggish waters", and unless in business hours she can set pupils' machinery in motion, she should not be called a good teacher, no matter what her social gifts and graces are.

Excellent teaching is delightful work, but it is also exhausting, and it is entitled to one's best strength. Some of the great public welfare movements of the world call upon teachers to enlist in their service. Some do so, and because this out-of-school activity saps their strength, the greatest public service a woman can perform—to form a child so that he later will not need reforming—is not done as it might be. The argument for interest along the extension lines here suggested is that it will serve the best interests of the teacher, the parents and the children because it will serve to unite them.

CONCLUSION.

In all the plans for the educational future of the country districts of Wisconsin the greatest quest will undoubtedly continue to be the discovery of training teachers of sense and discernment who are so enamored of the possibilities of their task that they will give to their work the absorbing application it needs. It is no easy task to find tactful men or women having first hand and detailed knowledge of country life who are willing not only to work in behalf of the students enrolled in their training schools, but glad also to go into unattractive, inefficiently taught country schools and work with country teachers for their improvement; who are in addition to all this, eager to render whatever assistance in community service the local conditions demand. Since such responsible work is entrusted to training teachers, it follows that it should receive recognition in the payment of salaries commensurate with the demands made upon them.

All who are interested must be willing to work unceasingly to find and to keep well prepared men and women possessing health, buoyancy, charm and nobility of character engaged in the work of training country teachers. In turn the country teachers so trained will enter whole-heartedly and without reserve into the mighty task of raising the standard of country life, and their measure of success will be to a very great degree the measure of the future greatness of this state.

APPENDIX.

Some useful publications issued by the Wisconsin State Department of Public Instruction available on request:

Agriculture in High Schools
Biennial Report of the State Superintendent
Bulletin on Teachers' Meetings in City Schools
Common School Manual
Educational News Bulletin (a monthly publication)
How to Have a Good School
Lessons on the Use of the School Library
List of Books for High School Libraries
Manual of Free High Schools
Memorial Day Annual
Social and Civic Work in Country Communities
School Code
State Graded School Manual
State Teachers' and Pupils' Reading Circle Pamphlet
Suggestions on Teaching Reading
Suggestive Outline on Rural Economics*
Suggestive Studies of School Conditions
Township Library List

Reference has frequently been made to a number of these publications in this pamphlet.

* This pamphlet is at present out of print. A revised edition will be ready in the near future.

INDEX

Accidents and disease	27
Agriculture	10, 31, 32
Extension work	32
In county training schools	31
In high schools	10
In the Manual	31
Special training needed in	32
Aims of training schools	4
Alphabet cards, for seat work	39
Alumni. work done for, and by	55, 60
Appendix	66
Arithmetic	25
Elimination of topics	25
Equipment for teaching	26
In the Manual	25, 26
Practical problems	25
Tests	25
Assistants, special, for country teachers	24, 31, 35, 48
Authors, relative standing of	24
Baby Week campaigns	27
Bailey, H. W., quoted	56, 59
Basis for suggestions and recommendations	3
Books	19, 24, 28, 35-38, 42, 43, 49
For reading circle work	24
For reference in domestic science	35
For reference in pedagogy	42, 43
For reference in physiology	28
For reference in rural economics	49
For reference in seat work	36-38
In country school libraries	24
In traveling libraries	24
Purchase of, by students	24
Reading of, by country people	24
Reports on	24
Cataloging of books	25
Catalogs of training schools	3, 25
Children's Bureau, the National	27
City Grades	57-60
Course of study	57
Grade supervisors	59
Illustrations of weak work	58
Raising the standard of work	57
Rights of city children	58
Trained teachers needed	57

City Superintendents	13, 49, 58
Civics	29
Classics for children	16, 17
Commencement exercises, central, for country children.....	56
Common school branches in training schools	17
Conferences	
Of supervising teachers of the state.....	3
Of county superintendents of the state.....	3
Of county superintendents and training teachers	3
Conclusion	65
Construction work	36
Country life, knowledge of	12, 15, 52, 53, 54
Country schoolhouses	61
Country-school teachers	14, 47, 62, 64, 65
County Superintendent	25, 42, 55, 56, 60
Circulars of.....	55
Conferences with training teachers.....	55
Cooperation with training schools	55, 60
Diploma examinations	56
Reporting on alumni	55
Courses of Study	
In county training schools	4-8
In high schools	10, 11
In state normal schools	8, 9
Of varying length	5, 6
Preparation of students for, in training schools.....	6
Reasons for lengthening, in training schools	7, 8
Work of the junior year in training schools.....	6, 7
Courtesy, training in	62, 63, 64
Criticism of practice work.....	45, 46
Cubberley, Edward, quoted	59
Current events	29
Dictionary, use of	22
Diploma examinations	56
Domestic science	32-36
Accuracy taught	34
Economy taught	34
Equipment	33
Essentials for successful work	34
In the Manual	35
Measurements and weights	35
Qualifications of teachers	33
Texts	35, 36
Value of	36
Drawing	30
Drill, need of	20
Educational exhibits	20
English	21-25
Standings in	21
Training in	21
Entrance qualifications for training schools	5, 6, 8, 9, 11, 33
Equipment of country schools	26, 61
Equipment of training schools.....	5, 13, 31
Essential characteristics of a good training school.....	12-15

Extension work of training schools.....	60-65
Cooperation of superintendents.....	60
Graduates, work of.....	60
Professional motive.....	60-62
Schoolhouse equipment.....	61
Social motive.....	62-64
Social training.....	62
Food study.....	27, 33
Geography.....	29, 30
Elementary science as a preparation.....	29
In the Manual.....	29
Local.....	29
Surveys.....	29
Grammar.....	23
Health.....	27, 28, 52
Of students.....	27
Of teachers.....	27, 28, 52
High Schools.....	10, 11
With training courses.....	10, 11
Without training courses.....	11
History.....	28
Biographical phases.....	28
European.....	28
Excursions as a help in teaching.....	28
In the Manual.....	28
Industrial work.....	30-40
Detailed suggestions.....	31-40
Educational exhibits.....	30
Reasons for offering.....	30
Introduction.....	3
Kindergarten.....	36, 37
Language.....	22, 23
In the manual.....	23
Its importance.....	23
Use of composition scales.....	23
Why taught.....	22
Lesson plans.....	45
Letters, from country teachers.....	60
Library reading.....	24
Libraries, public, use of.....	25
Libraries, training school.....	14
Literary societies, in training schools.....	13
Literature, selections for study by elementary teachers.....	16, 17
Manners, taught in training schools.....	62-64
Manual, common school.....	18, 19, 22, 23, 25, 29, 31, 35, 41, 42, 56
Manual training.....	36
Maps.....	29, 61
Of each county.....	61
Giving locations of schoolhouses.....	61
Used in teaching geography.....	29
Medical inspection.....	27
Men,—help of, in training country teachers.....	12, 13, 17, 19-21

Method work	21-30, 42
Motive, need of	64
Music	30
Normal school, state, rural training courses	8, 9
Observation	40, 41
Planning the work	40
Profitable observation	41
Series of recitations, a	41
Teachers' preparation	40
Outline	61, 62
Of country school equipment survey	61, 62
Of this pamphlet	III, VIII
Outlines	19, 20
In the Manual	19
Use of	19, 20
Overage conditions, prevented	18
Pedagogy	10, 11, 42, 43
Broad view of the subject	43
Indispensable references	43
In the Manual	42
Reference books	43
Technical vocabulary needed	42
Texts	42
Penmanship	30
Phonics	22, 39
Physiology and hygiene	27
Plays and games	5, 63
Practice teaching	44-49
Country school observation	46
Country school practice	46
Demonstration lessons	44
Helpful criticism, importance of	45
In different grades	44
Lesson plans	45
Limitations to number of classes	45
Minimum amount	45
Model department	44
Room management	46
Small sections	45
Special assistants	47
Supervisor and children	44
Primers, preparing seat work for	39
Professional reviews, in high schools	10
Professional subjects	40-49
Programs, posted, in training schools	14
Publications of State Department of Public Instruction	66
Publishers of primers	38
Qualifications of training teachers	33, 52, 54
Reading	16, 17, 21, 22
Dictionary work	22
Phonics	22
Selections to be read by students	21

INDEX

71

Records and reports, school	42
Reading circle work	24
Retardation, prevented	18
Reviews of common school subjects	17-19; 21-30
Rural economics	51
Correlation helpful	51
List of books	49-51
Why study	51
Salaries	7, 49, 54, 57, 65
Of city grade teachers	49, 57
Of training teachers	7, 54, 65
School law	41
School management	41
School records and reports	42
School surveys	43, 44
Schools training country teachers in Wisconsin, classes of	12
Seat work	36-40
Alphabet cards	39
Considerations for the teacher	37
Forms	36, 37
Housekeeping side	38
Importance of, to children	40
In the Manual	39
Lists of books	36, 37, 38, 39
Planning	37
Special assistant	39
Secondary education as a preparation for teaching	15-17
Sewing	35
Aim of course	35
Equipment	35
Size of classes in training schools	21
Spelling	22
In the Manual	22
Prevention of errors	22
Use of standard scales	22
Standard tests and measurements	18, 22, 23, 25
Subject matter, need of knowing	14, 17
Supervising teachers	55, 56
Supervisors of city grades	17, 59
Supervisors of practice	44-49
Cooperation needed	43
Supervisor and children	44
Supervisors as learners	48, 49
Supervisors, state	3, 17
Teachers	14, 47, 52, 53, 54, 64, 65
In country schools	14, 47, 64, 65

In training schools	52-54; 65
Adequate salaries necessary	54
Country experience valuable	53
Interest in country life necessary	52, 53
Leisure necessary for	54
Local environment, importance of.....	54
Need of broad education for.....	52
Qualifications of	52
Summer schools for.....	54
Tests, applied to texts	20
Texts—Examination of.....	20, 25
United States Bureau of Education bulletins	3
Women, as training teachers	12, 13