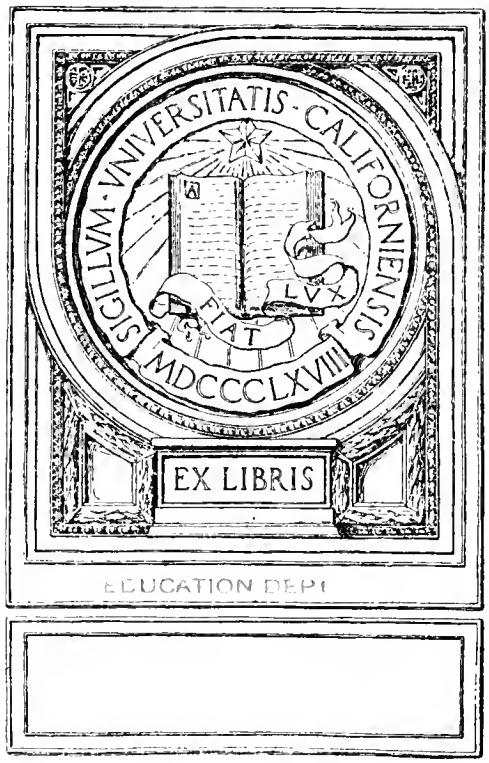

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THE PRESENT STATUS OF THE PROFESSIONAL TRAINING OF HIGH SCHOOL TEACHERS

By

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THESIS

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THE PRESENT STATUS

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INTRODUCTION

This study originally suggested itself to the writer after drawing up a paper on "The Professional Training of Secondary School Teachers as Practiced in the University of California".

Through direct participation in the activities of the University High School, associated with the department of Education, an insight has been gained of some of the problems met with in the training of prospective secondary teachers, together with the professional interest in the means and methods by which other universities and colleges are solving these problems.

In the matter of amount and nature of training, an adolescent is to secure from his high school education, there appears to be fairly unanimous agreement among the various states of the Union, but when we come to the question, of what qualifications his teachers should have, to give him that education, no two states seem to agree. Moreover, the requirements for eligibility to teach in the secondary schools are constantly undergoing changes.

It is the fundamental purpose of this study to determine, what is the present status in the professional training of secondary teachers in the United States.

The method of treatment of all of the recent investigations in this phase of Education has been, to find out by the questionaire method, what the various state and university regulations, requirements and practices are in regard to the question

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at issue; then to compile the results on a mathematical basis in the order of percentage occurences of any given fact. While this permits of a conception of what the general practice is, it gives us however no appreciation or idea, of what any particular university or state may fix for its specific requirements, nor does it permit of any comparative study.

It was partly for this reason that in this paper a somewhat different method was employed. Since the questionaire method is an unsatisfactory means of gaining information even for such important educational associations as the "National Society for the Scientific Study of Education", which in its voluminous 1919 investigation of the professional training of secondary teachers (published while this paper was approaching completion) failed to include the University of California in several of the important phases of teacher training, although having the work of 210 universities and colleges under combined discussion, it was not considered wise by the writer to use the questionaires.

The only other means open, for learning of the activities of the different universities and colleges at first hand, was by a study of their catalogues and the latest school laws. This has been done in this case and there has been compiled herein an account of the organization, requirements and regulations of the teacher training departments of the eighty-four foremost institutions in the country, representing every one of the States together with the state laws in each state.

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The plan is to determine the principal features relative to the professional preparation of secondary teachers, such as the amount of general scholastic preparation required of the candidates for certificates; the amount of work and what phases in the subject of Education; the amount and nature of the practice teaching and observation; the amount of preparation in the subjects the student expects to teach; the types of courses in Education offered by the institution, etc.

Finally the data thus gained is used to show the differences in practice in different parts of the United States. This has been done by observing the five geographical divisions, that have been used in the Bureau of Education, since it is only in some such way as this, that one can grasp intelligently and effectively the situation as it exists in every section of the country.

The plan is to determine the principal factors relative to the professional preparation of secondary school teachers, to see the amount of general scholarship, a preparation in the subjects for certification, the amount of work done where in the subject of education, the amount and nature of the practice teaching and observation, the amount of preparation in the subjects the student expects to teach, the types of courses in education offered or the institution, etc.

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CHAPTER I

HISTORY OF THE PROFESSIONAL TRAINING OF HIGH SCHOOL TEACHERS IN THE UNITED STATES

Any one acquainted with the provisions and requirements made in European countries in the preparation of what is there regarded as properly qualified secondary teachers, as for example in Germany, cannot possibley escape the conclusion, that society in America has not yet really begun to take seriously the professional training of teachers for its high schools.

It is true that the situation has changed for the better within the past few years, but the improvement must be accelerated, if we are to meet the needs of our educational system.

Probably the first provision ever made in the educational history of the United States for professional requirements of prospective secondary teachers was in 1821, when the first high school regularly so called, was organized. This was the English High School in Boston, and the sole provision was, that the instructors in that school must be college graduates. Stress was only laid on scholastic attainments, with no reference whatever to ability to teach. The necessity seemed apparent that the high school instructors should be graduates of a university since they were to prepare their students for such an institution, demanding therefore familiarity with its work and essential preparation.

This eliminated to a large extent from high school teachers' positions any possible candidates from the normal

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Probably the first provision ever made in the educational history of the United States for professional instruction of prospective secondary teachers was made in 1837, when the first high school regularly established, was opened. Long was the English High School in Boston. In the city provision was made that the instructors in this school should be college graduates. Others naturally followed in consequence, with no preparation whatever [illegible] to do so. The necessary conclusion was that that the high school [illegible] an institution, [illegible] and essential requisite.

This situation [illegible] teachers' positions may [illegible]

schools, even though these might have been excellently trained as far as the understanding of teaching as an art was concerned.

Since our high schools however, were a slow outgrowth and extension from the grammar schools, we find that originally the normal schools actually attempted to train high school teachers.

After the close of the civil-war, our high schools began to multiply rapidly from 1870-1880; by leaps and bounds from that time to the present. According to the Reports of the Commissioner of Education, there were 170 high schools in 1870, 800 in 1880; 2526 in 1890; 6005 in 1900; 8960 in 1908 and over 14000 at present. With this phenomenal growth there developed the serious problem of teacher supply. So well on the whole had the normal school done its work, that already then it had more than justified its existence. Through its thorough work the character of the teaching in the elementary schools had been greatly improved. Teachers who were graduates of a normal school were everywhere recognized as superior to those otherwise trained or not trained at all. It was therefore but a natural consequence that when the question of a source of high school teachers arose, that professional preparation was asked for.

But the only instututions in the country giving professional trainihg, were the state normal schools. The result was that the latter, true to their function of preparing teachers, tried to satisfy the additional demands placed upon them.

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the normal school [illegible], [illegible]
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[illegible]
[illegible]
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that professional [illegible] [illegible].

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was that the latter, [illegible]
are, tried to [illegible] [illegible].

Their equipment was enlarged and their courses modified and extended, and everything thought essential, introduced. For almost a generation, the only professional training given to prospective high school teachers was thus presented by these normal schools.

But the high schools were increasing both in numbers and in academic requirements of both students and teachers. There came a tremendous increase in the number of pupils in the high schools with constantly growing percentages of the total school population. The whole country was rapidly moving toward a condition, in which one-fifth or one-fourth of the adult population was to come under the influence of our secondary schools.

The training which the high school affords was becoming a prerequisite to entrance upon an increasing number of occupations, so it became apparent that schools which played so large a part in the growing affairs of this country, are schools, which demand unusual consideration as regards the quality of the instruction they are to offer. Especially was this true upon considering the newer movements in industrial education. Where the secondary school became itself the center of many forms of technical training, it was obvious that it had to break away from unskilled and untrained instruction and employ the service of teachers who from the beginning are clearly masters of what they teach.

Moreover City school systems were extended and developed

in a most unprecedented manner, calling for skilled superintendents, supervisors, grade principals, special teachers, etc., until finally it became apparent to educators that the normal schools were in this sphere at least, facing an impossible task.

There were two reasons for this condition. One was, that the training of elementary teachers required increasingly more effort than before, and secondly it was found that in spite of the additions and extensions in the curriculum, the normal schools were inadequate in their academic possibilities. In spite of their efforts, normal schools discovered that more and more of the higher teaching positions, superintendencies, principalships, were being filled by men of collegiate attainment, even at the sacrifice of professional training which was then being recognized as very desirable.

Soon the normal schools ceased to train high school teachers and the universities and colleges prepared to undertake the task by adding departments of pedagogy to their curriculum. Unfortunately it was in most instances merely the academic equipment which was transferred and extended and no attention was paid to the training in the art of teaching which was indeed one of the strongest points in favor of the normal schools.

It is true to be sure that universities are able to give students higher scholarship, a broader outlook, a more thorough and intimate acquaintance with subject matter, and devotion to learning for its own sake. They aim to train specialists. Other

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things being equal, a student who thoroughly knows his subject is better qualified to teach it than the one who has a less thorough knowledge.

University graduates however, are apt to be deficient in a sense of relation; their own subject appearing to them of the greatest importance; they are usually deficient also in a knowledge of child nature; in the power to adapt teaching to the immature, growing mind; and in the ability to differentiate between immaturity and dulness.

The difficulity we meet with here is, that if college graduates are put directly into teaching without special study and training, they will teach as they have been taught. The methods of college professors are not in all cases the best, and even if they were, high school pupils are not to be taught nor disciplined as college students are. Nor is high school teaching and discipline identical with either that of the college or the grammar school, but it is something by itself. Many of our mistakes in high school teaching are to be attributed to the non-recognition of this fact.

On the other hand, normal schools usually graduate their students quite deficient in the knowledge of any particular subject; with a general view of the world of learning quite limited in extent; with a sense, sometimes exaggerated, of the importance of method; but with a sincere belief in the value of the study of child nature.

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The difficulty we meet with here is, that if not enough graduates are put directly into teaching without special study and training, they will teach as they have been taught. The methods of college professors are not in all cases the best, and even if they were, high school pupils are not to be treated as disciplined as college students are. Nor is high school teaching and discipline inferior with either that of the college or the grammar school, but it is accepted by rule. Many of our mistakes in high school teaching are to be attributed to the non-recognition of this fact.

On the other hand, normal schools usually produce their graduates with deficient in the knowledge of any one subject; with a general view of the world of learning, but with a sense, arrogance, assertiveness, or the impertinence of youth; but with a sincere belief in the value of the study of child nature.

The normal school graduate is more likely to pursue the phychological order than the logical in teaching, and so far as his learning is sufficient for his needs is likely to teach his subjects better than a university graduate. But too frequently his learning is not sufficient. He is indeed in danger of despising real scholarship and of assuming that teaching is a distinct art and can get along without it.

These considerations and others have been the ocassion of a growing conviction, that secondary teachers should be prepared for their work even more carefully than elementary teachers and that this training should be in the nature of a combination of the good points of both university and normal school training with the ommission of their bad ones. The present day tendency is for all universities to assume this task by adding a school or college of Education to assume the responsibility of secondary teachers' preparation.

The ideal place for the training of secondary teachers is now recognized to be the teachers' college of some sort, attached to a university as a co-ordinate part, utilizing all of the academic advantages of the university and adding the special training needed to make teachers.

The history of this movement is relatively recent. According to Luckey, work in Education intended particularly for prospective secondary teachers, was introduced up to 1890 in the following institutions: University of Michigan, 1879; Johns Hop-

The normal school graduate is more likely to pursue the psychological order than the logical in teaching, and so far as his learning is sufficient for his needs is likely to succeed with subjects better than a university graduate. But the teacher's [illegible] his learning is not sufficient. He is indeed in danger of [illegible] using real scholarship and of assuming that teaching is a [illegible] art and can get along without it.

These considerations and others have been the occasion of a growing conviction, that somewhere there should be provided for their work more carefully than [illegible] and that this training should be in the nature of a combination of the good points of both university and normal schools with the shortcomings of their kind. The answer [illegible] is for all universities to assume this task by adding a normal or college of education to assure the responsibility of secondary teachers' preparation.

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The history of this movement is [illegible] dating to Barnard, work in Minnesota for [illegible] progressive secondary teachers, the [illegible] following institutions: Ohio [illegible], Iowa [illegible]

kins University, 1881; Cornell University and Ohio University, 1886; Columbia University (Teachers College) and Northwestern University, 1888; Clark University, 1889; New York University and Illinois University, 1890. In the next following decade, about twenty other institutions added departments of Education until today practically every university and college has such provision for the training of secondary teachers, Princeton University alone excepted.

Public opinion was the main factor in shaping the standards of the professional training of Elementary teachers. The demand for the professional training of secondary teachers, on the other hand, is the outgrowth of the convictions of scholars and professional men who, seeing the great waste and inefficiency of college graduates that enter the profession of teaching (mostly in high schools), desired to remedy the evil. This movement has not been aimless and haphazard, but with a definite end in view, and has for this reason been of great benefit to the teaching profession.

The first actual instruction given in Education under the jurisdiction of a department of Education was in 1879, when Dr. W. H. Payne began his lectures as professor in charge in the University of Michigan. During the first year, only two courses were offered, one for each semester, each representing two hours per week. One was termed "Practical; embracing school supervision, grading, courses of study, examinations, the art of in-

King University, 1881; Cornell University and Ohio University, 1885; Columbia University (Teachers College) and Northwestern University, 1888; Brown University, 1889; New York University and Illinois University, 1890. In the next following decade, about twenty other institutions added departments of education until today practically every university and college has made provision for the training of secondary teachers, northern universities alone excepted.

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structing and governing, school architecture, school hygiene, school law, etc. "The course consisted of lectures by the one in charge and of assigned readings for the students. During the second semester the course dealt with educational theories and doctrines, under the heading of "Historical, Philosophical and Critical; embracing history of Education, the comparison and criticism of the systems in different countries, the outlines of educational science, the science of teaching, and a critical discussion of theories and methods. "

In the following year the courses were repeated as above but the number of exercises per week increased to four. Instead of the lectures there was taken up the study of a text, followed by recitations and lectures. Fitch's "Lectures on Teaching" was employed in the first semester and Bain's "Education as a Science" during the second semester. Subsequently two additional courses were presented, being really expansions from the original two. Course 3, was on school supervision; embracing general school management, the art of grading and arranging courses of study, the conduct of institutes, etc." Course 4, given the second semester, also a two hours study, was a seminary course, devoted for the first few years to the study of educational classics (Spencer's "Education", Rousseau's "Emile", Lauries's "Life of Comenius"), and later to the special topics in the history and philosophy of Education.

In 1882-1883 course 5 was added, being alecture course

structing and governing, school architecture, school hygiene, school law, etc. "The course conducted or lectured by the men in charge and of assigned readings for the students. During the second semester the course dealt with [illegible] under the heading of "[illegible], philosophical, critical; embracing history of [illegible] and comparison and criticism of the systems in different [illegible], the relations of educational science, the science [illegible], and a critical discussion of the aims and methods."

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In 1893-1894 course 3 was [illegible]

on the history of Education, twice a week during the first semester. Three years later, 1885-1886, course 5 was extended to cover both semesters, thus forming courses 5 and 7; and course 6, devoted to a comparative study of educational systems, was offered. It is at once apparent, that these latter additional course are practically outgrowths of the original two courses, demanding finally a semester's work for themselves, through the expansion of their organization on part of the professor in charge.

The next change in the curriculum occured in 1894-1895 when course 8, "The great exponents of educational thought and practice; a historical expository course for general students" was offered instead of the former seminary course. The text for this course was, Davidson's "Aristotle and ancient educational ideals", West's "Alucuin" and Browning's "Educational Theories".

In 1899-1900 two new courses were added to the department, course 9, "Child study", two hours per week first semester, text, Taylor's "The study of the child", and course 10, "Social phases of Education", one hour per week, first semester, text, Dutton's "Social phases of Education".

In 1902 the University of Michigan catalogue had outlined the following course as being offered in its department of Education:-

1. Practical Pedagogy. The arts of teaching and governing; methods of instruction and general school room practice;

on the history of Education, twice a week during the first semester. Three years later, 1896-1899, course 5 was extended to cover both semesters, thus forming courses 5 and 7; course 6, devoted to a comparative study of educational systems, was offered. It is at once apparent, that these latter educational courses are practically duplicates of the original two courses, demanding literally a semester's work for themselves, through the expansion of their organization on part of the professor in charge.

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1. Practical pedagogy. The arts of teaching and governing; methods of instruction and management, school problems

school hygiene; school law; lectures with reading. Hinsdale's "Teaching the Language"-Arts, and "how to study and teach history" 4 hours per week.

3. History of Education, Ancient and Medieval. Recitations and lectures. Text, Compayre's "History of Pedagogy". The subjects treated in the lectures are Oriental, Greek and Roman education, and the Rise and Early Development of Christian Schools. 3 hours.

5. School Supervision. General school management, the art of grading and arranging courses of study, the conduct of institutes etc. Recitations and lectures. Text, Paynejs "Chapters on school supervision" 3 hours.

9. Child Study. Historical sketch, a discussion of the factors which influence intellectual development; methods of child study; physiology and psychology of childhood; study of special problems, such as the education of the nervous system, the hygiene of studies, motor ability, temperament, period of adolescence, childrens' drawings, interests, literature, fear, anger, lies, etc. The aim throughout is to treat each topic from a distinctly practical pedagogical point of view. Recitations and lectures. Text, Taylor's "A study of the child". 2 hours.

10. Social Phases of Education. A consideration of the school as a social factor in its relation to the child, to the home, to the church and to the state; also a discussion of the relation of education to vocation and to crime. Lectures and recita-

school hygiene; school law; lectures with readings. Hinsdale's "Teaching the language-Arts, and how to teach and teach history" 4 hours per week.

9. History of education. Ancient and Medieval. Monographs and lectures. Text, Compayre's "History of Pedagogy". The subjects treated in the courses are Oriental, Greek and Roman education, and the Rise and Early Development of Christian Education. 3 hours.

8. School supervision. General school management, the art of grading and arranging courses of study, the conduct of institutes etc. Monitations and lectures. Text, Aspinall "Chapters on school supervision" 3 hours.

7. Child study. Historical sketch, a discussion of the factors with [illegible] intellectual development; methods of child study; physical [illegible] psychology of childhood; study of special problems, such as the education of the nervous system, [illegible] of studies, motor [illegible], temperament, period of maturity, children's drawings, [illegible] literature, [illegible], art, music, etc. The aim throughout is to treat each topic from a definitely [illegible] pedagogical point of view. Monitatio and lectures. Text, Taylor's "A study of the child". 2 hours.

10. Social phases of Education. [illegible] school as a social factor in its relation to the child, to home, to the church and to the state; [illegible] relation of education to vocation and to [illegible] [illegible]

tions. Text, Dutton's "Social Phases of Education" 1 hour.

2. Theoretical and Critical Pedagogy. The principles underlying the arts of teaching and governing. Lectures and readings. Text, Hindale's "Studies in Education" 4 hours.

4. History of Modern Education. Recitations and lectures. Text, Compayre's History of Pedagogy. The topics to be dealt with in the lectures are the movements of modern educational thought and practice. 3 hours.

6. The Comparative Study of Educational Systems, domestic and foreign. Lectures and readings. 2 hours.

7. History of Education in the United States. The course deals with the salient features of the subject from the earliest time, but particular attention is paid to the state of education in the colonies, and to the common school revival in the first half of the present century. The recent university development is also described. Lectures and readings. Hinsdale's "Horace Mann and the Common School Revival in the United States" and Documents illustrative of American Educational History, are subject of examination. 1 hour.

8. History of Educational Thought. The course deals with Greek and Roman Antiquity and the Middle Ages, and with the principal of the great movements of thought in modern times. Lectures and readings. Davidson's "Aristotle" and Ancient Educational Ideals", West's "Alcuin" and the rise of christian schools, and Brown's "Educational Theories" are principal books of reference. 1 hour.

tions. Text, Dutton's "Social Issues in Education" 1 hour.

2. Theoretical and critical readings. The principles underlying the aims of teaching and curriculum. Lectures and readings. Text, Mirbeau's "Studies in Education" 4 hours.

4. History of Modern Education. Lectures and lectures. Text, Compayre's History of Pedagogy. The topics to be dealt with in the lectures are the movements of modern educational thought and practice. 3 hours.

5. The comparative study of Educational systems, American and foreign. Lectures and readings. 3 hours.

7. History of Education in the United States. This course deals with the salient features of the development of the school, but particular attention is paid to the public school system in the colonies, and to the common school revival in the first half of the present century. The recent movements in development are also described. Lectures and readings. Text, Smith's "History of the Common School Revival in the United States" and Cubberley's Interpretive of American Educational History. Instructor of examination. 1 hour.

8. History of Educational Thought. The course deals with Greek and Roman Antiquity and the Middle Ages, and with the principal of the great movements of thought in modern times. Lectures and readings. Davidson's "Aristotle" and Monroe's "Educational Ideals", Moore's "Alcuin" and the rise of medieval schools, and Brown's "Renaissance Theorists" are prime. 3 hours in readings. 1 hour.

Besides these special course in Education, other departments of the university had organized "Teachers Courses". As early as 1880-1881 there were given such courses in Latin, Greek, French and Physics.

When the chair of Pedagogy was first established in the University of Michigan, it was provided that "a teachers diploma will be offered to any one receiveing a Bachelor's or a Master's degree, on condition that he has completed one of the courses in Pedagogy". It was not until 1891, that the state legislature passed an act, giving authority to the faculty of the department of the science and art of teaching, to issue certificates to holders of the university teacher's diploma, which certificate shall serve as a legal qualification to teach in any of the schools of the state".

According to the University catalogue of 1899-1900, the teacher's diploma was at that time granted to such students only, as have received from the university the degree of B. A., M. A., or Ph. D. and have met the following requirements:-

1. He must have taken courses 1 and 2 and some other three hour course in the science and art of teaching.

2. He must have taken such teacher's course or courses as may be prescribed in some one of the other departments of instruction that offer such courses.

3. He must have shown such ability in his work as will, in the judgment of the professors interested, entitle him to re-

Besides these special courses in Education, other de-
partments of the university had organized "Teachers Courses". As
early as 1880-1881 there were given such courses in Latin, Greek,
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an act, giving authority to the faculty of the department of the
science and art of teaching, to issue certificates to students of
the university teacher's diploma, which certificate shall serve
as a legal qualification to teach in any [illegible] of the
state".

According to the University catalogue [illegible], the
teacher's diploma was at that time [illegible] to students who
as have received from the university the degree of A. B., M. A., or
Ph. D. and have met the following requirements:-

1. He must have taken courses I and [illegible] and
three hour course in the science and art of teaching.

2. He must have taken such teacher's courses in colleges
as may be prescribed in some one of the other departments of in-
struction that offer such courses.

3. He must have shown such ability in the [illegible]
in the judgment of the professors in charge [illegible]

ceive such diploma, it being distinctly understood, that work good enough to count towards fulfilling the requirements for a degree is not of necessity good enough to count for this purpose.

The University of Michigan being the first of American Universities to introduce the subject of Education taught in a "department of Education", and having succeeded most admirably in this step, proved to be a model for practically every other university and its work was duplicated in other states to such an extent, that a study of the development of the teaching of Education in the instance of the University of Michigan is equivalent courses and subject matter, in the entire United States.

In numerous institutions, it had been customary to shift the responsibility for instruction in Pedagogy to the department of Philosophy and Psychology, until its development would call for a distinct department.

It is worthy of notice that the nature of courses of instruction as offered in departments of Education at present is practically the same, as the development of this field had reached in Michigan as early as 1900. Indeed as far as the basic courses are concerned, five years after the inception of the first department of Education, the latter offered a list different in no respects from a modern educational curriculum.

Whereas the nature of the curriculum for prospective secondary teachers has changed but little since the beginning of the movement, we find that as a result of the specific training

[illegible] such diploma, it being distinctly [illegible], some were good enough to count towards fulfilling the requirements for a degree is not of necessity good enough to count [illegible] purpose.

The University of Michigan [illegible] American Universities in introduce the subject of [illegible] "department of education". [illegible] having succeeded [illegible] in this step, proved to be a model for practically every [illegible] versity and its work was duplicated in other states [illegible] schools, that a study of the development of the [illegible] tion in the instance of the university of Michigan [illegible] courses and subject matter. In [illegible] entire United States.

In numerous institutions, it had been [illegible] the responsibility for instruction in pedagogy [illegible] of philosophy and sociology, with the development [illegible] a distinct department.

It is worthy of notice that the nature [illegible] instruction as offered in departments of [illegible] practically the same, as the development [illegible] in Michigan as early as 1900. [illegible] are concerned, five years after the inception [illegible] ment of education, the latter [illegible] spectra from a modern education [illegible].

Whereas the nature of the [illegible] secondary teachers has changed [illegible] the movement, we find that [illegible] training

aimed for, the professional requirements have undergone many alternations. Not only did the universities, acting through their respective departments of Education, set new standards and requirements for such teachers, but state laws were drawn up, indicating the professional requirements for a state diploma or certificate, granting the holder the right to teach in the high schools of that state. Since educational policies in the United States are however not centralized in the national government, but left to the various states, the result is, that there are almost as many different requirements for a secondary instruction certificate as there are states in the Union. What these requiements are at the present time, both according to State Law, and as set by each university in addition, will be the aim of the following chapter.

The plan of procedure was to study the state school law bearing on the conditions, under which persons may engage in high school instruction, (2) to note the measures all the important universities and colleges in that state are taking to give opportunity to fulfill these requirements on part of prospective candidates for teaching positions, (3), what additional requirements are fixed by the university itself and (4), the courses of instruction offered in the department of Education. The latter are taken from the University catalogues for the years 1918:1920 and have been included for statistical purposes. Lastly a summary of the various statistical facts is made and from this con-

aimed for, the professional requirements have moderated many alternations. Not only in the universities, acting through their respective departments of instruction, are new examiners and requirements for such bestowals. But [illegible] were [illegible] setting the professions, [illegible] a state diploma or certificate, granting the [illegible] teach in the high schools of that state. Since [illegible] practice in the United States are however not centralized in the national government, but left to the various states, the [illegible], but there are many as many different requirements for [illegible] certificate as there are states in the union. That these requirements are at the present time, [illegible] are not by each university in addition, [illegible] following chapter.

The plan of procedure was to [illegible] law bearing on the conditions under which [illegible] high school instruction, (2) to note [illegible] most universities and colleges in [illegible] opportunity to fulfill these requirements on part of prospective candidates for teaching positions. (3) What additional requirements are fixed by the universities [illegible]. The answers [illegible] instruction offered [illegible] are taken from the University [illegible] and have been indicated [illegible] many of the various [illegible]

clusions drawn as to the present status of the professional training of secondary teachers in the United States.

CHAPTER II

PROVISIONS, REGULATIONS AND REQUIREMENTS FOR THE PROFESSIONAL TRAINING OF HIGH SCHOOL TEACHERS IN UNIVERSITIES AND COLLEGES IN THE UNITED STATES AT THE PRESENT TIME

NORTH ATLANTIC DIVISION

1. MAINE
2. NEW HAMPSHIRE
3. VERMONT
4. MASSACHUSETTS
5. RHODE ISLAND
6. CONNECTICUT
7. NEW YORK
8. NEW JERSEY
9. PENNSYLVANIA

SOUTH ATLANTIC DIVISION

10. DELAWARE
11. MARYLAND
12. DISTRICT OF COLUMBIA
13. VIRGINIA
14. WEST VIRGINIA
15. NORTH CAROLINA
16. SOUTH CAROLINA
17. GEORGIA
18. FLORIDA

SOUTH CENTRAL DIVISION

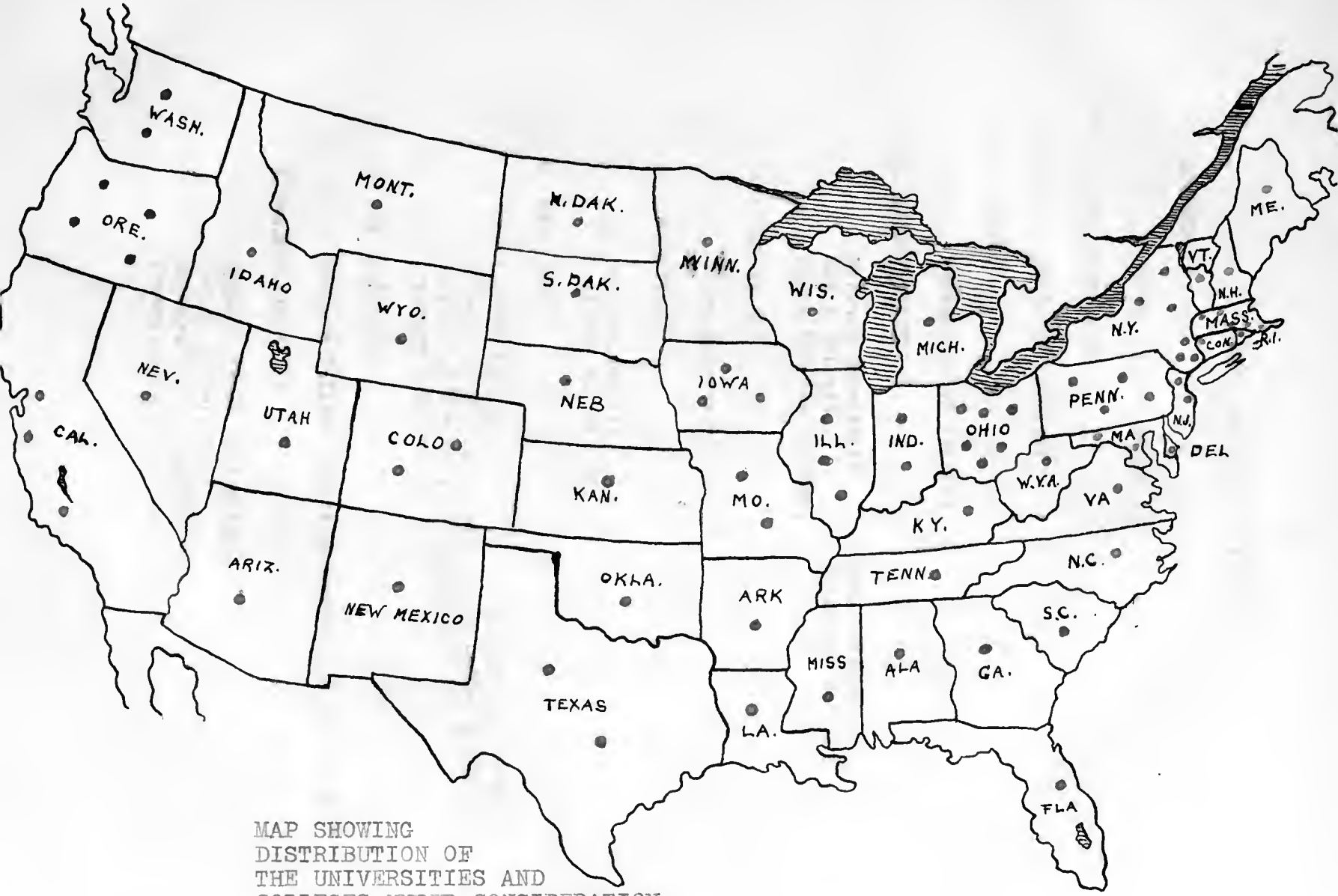
19. KENTUCKY
20. TENNESSEE
21. ALABAMA
22 MISSISSIPPI
23. LOUISIANA
24. TEXAS
25. ARKANSAS
26. OKLAHOMA

NORTH CENTRAL DIVISION

27. OHIO
28. INDIANA
29. ILLINOIS
30. MICHIGAN
31. WISCONSIN
32 IOWA
33. MINNESOTA
34. MISSOURI
35. NORTH DAKOTA
36. SOUTH DAKOTA
37. NEBRASKA
38. KANSAS

WESTERN DIVISION

39. MONTANA
40. WYOMING
41. COLORADO
42. NEW MEXICO
43. ARIZONA
44. UTAH
45. NEVADA
46. IDAHO
47. WASHINGTON
48. OREGON
49. CALIFORNIA



MAP SHOWING
DISTRIBUTION OF
THE UNIVERSITIES AND
COLLEGES UNDER CONSIDERATION.

NORTH ATLANTIC DIVISION

1. MAINE

University of Maine

2. NEW HAMPSHIRE

Dartmouth College

3. VERMONT

University of Vermont

4. MASSACHUSETTS

Harvard University,
Smith College,
Mount Holyoke College,
Radcliffe College,
Wellesley College,

5. RHODE ISLAND

Brown University

6. CONNECTICUT

Yale University
Wesleyan University.

7. NEW YORK

Adelphi College,
University of Rochester,
College of the City Of New York,
Syracuse University.
Cornell University,
Columbia University,

8. NEW JERSEY

Rutgers College (State University of New Jersey)

9. PENNSYLVANIA

University of Pittsburgh,
Lehigh University,
University of Pennsylvania,
Pennsylvania State College.

NORTH AMERICAN COLLEGES

1. MAINE

University of Maine

2. NEW HAMPSHIRE

Dartmouth College

3. VERMONT

University of Vermont

4. MASSACHUSETTS

Harvard University,
Smith College,
Mount Holyoke College,
Wellesley College,
Amherst College,

5. RHODE ISLAND

Brown University

6. CONNECTICUT

Yale University
Wesleyan University.

7. NEW YORK

Colgate College,
University of Rochester,
College of the City of New York,
Syracuse University.
Cornell University,
Columbia University,

8. NEW JERSEY

Rutgers College (State University of New Jersey)

9. PENNSYLVANIA

University of Pennsylvania,
Lehigh University,
Bucknell University,
Pennsylvania State College.

University of Maine

The State School Law for 1917 regarding certification of high school teachers in the State of Maine reads as follows:

"Graduates of State Normal Schools are admitted to all classes of State certificates. In determining the grade of certificate to be given to each graduate, consideration is given to the grade of work done by the student during the course, experience in teaching, if any, before entrance to the course, and rank attanined in examination. A certificate may be granted without the examination herein prescribed to graduates of colleges and Maine State Normal schools having a two years' course for graduates of high schools or academies. Otherwise certificates of qualification shall be granted to all candidates who pass satisfactory examination in such branches as are required or permitted by law to be taught in the public schools and who in other respects fulfill the proper requirements."

Program for Secondary School Teachers Leading to a State Certificate.

The College of Arts and Sciences of the University of Maine has arranged a program for the professional training of secondary school teachers, which will entitle those who complete it to a professional state certificate for secondary school teachers. The program has been arranged in conference with the State Superintendent of Public Schools and has his endorsement.

In addition to fulfilling the general requirements leading to the degree of Bachelor of Arts, the student is expeet-ed to complete six hours in Psychology in the sophomore year as

University of Maine

The State School Law for 1917 [illegible] authorization of high school teachers in the [illegible] as follows:

"Graduates of three-year normal schools [illegible] classes of state certificates. In [illegible] rights to be given to each [illegible] the grade of work done by the school [illegible] work in teaching, if such [illegible] year attendance in examination. [illegible] the examination novel presented by graduates of [illegible] Maine State Normal School in [illegible] two years' course [illegible] also of high school in [illegible] certificates [illegible] qualifications and [illegible] graduates [illegible] factory completion of such [illegible] be law to be made in the public [illegible] shall [illegible] proper requirements."

Courses for Secondary Teachers [illegible] as a Service School.

The [illegible] Maine has given a course for [illegible] secondary school teachers. [illegible] it to a professional [illegible] teachers. The program [illegible] the Department [illegible]

In addition [illegible] leading to the [illegible] ed to complete six hours in [illegible]

a prerequisite to twelve hours work in Education in the junior and senior years, thirty hours in a major subject, and from ten to twenty hours in a minor subject. The prescribed work in Education includes three hours in the History of Education, three hours in the Principles of Secondary Education, three hours in Technique of Teaching, and three hours to be elected from the three following subjects: Adolescence, Pedagogy and Psychology of High School Subjects, and Practice Teaching.

The selection of a major subject to which the student devotes thirty hours and a minor subject to which he devotes from ten to twenty hours is designed to equip him for teaching two subjects related to high school. For the completion of this course a high standard of scholarship is required. All the prescribed work must be of C grade or above. Upon completing this course the student will receive a Professional Certificate from the State Department of Public Instruction which will designate the major and minor subjects which he has pursued. A special certificate will also be issued by the university which will give a detailed outline of the student's record.

COURSES OF INSTRUCTION

Education 51, 52, and 77 are constant requirements for the professional secondary certificate. In addition to secure this certificate it is necessary for the student to elect one of the following courses: Education 75, 76; 72 or 83.

51. History of Education 3 hrs.
52. Principles of Secondary Education 3
54. Contemporary Movements in Education 3

58. School Hygiene 2.
61. Administration and Supervision of Education 3
71. The Pedagogy and Psychology of High School Subjects. 3
74. Methods in Teaching Agriculture 2.
75, 76. Practice Teaching, - Class teaching of Junior and High School subjects in the schools of Old Town and Orono. There are special conferences with instructors in charge of these courses. 5 hours a week, 4 hours credit.
77. Technique of Teaching 3.
81. Vocational Education 2.
83. Mental and Physical Traits of High School pupils 3.
86. Pedagogy and Psychology of Common School branches 2.
101. Seminar in Education 2.
103. Seminar in Education (for graduates) 2.

NEW HAMPSHIRE

The School Law of New Hampshire declares that a certificate of qualifications be given to all candidates who pass satisfactory examinations in the subjects as are required by law to be taught, and who in other respects fulfill the requirements of the Superintendent. The High School Certificate is issued by the latter on the following conditions:,

(1) Graduation from an approved college, certificate of college standing in advance courses of subjects in Group III, (see below) and examination in group I with minimum average of 75 per cent, and 55 per cent in any subject; or:

(2) Satisfactory evidence of adequate education and examination in groups I, II and III with the same minimum standings as above.

Group I History of Education, Psychology, School Law, School Management;

Group II High School subjects in general;

Group III High School subjects in particular for proficiency.

DARTMOUTH COLLEGE

The courses in Education in this College are intended for those students who plan to teach according to the Catalogue announcement; their completion is said to prepare a student to meet the requirements set by various cities and states. In explanation it is mentioned that these courses aim to train

students who expect to teach in secondary schools. They will include a survey of the history of the secondary school, its place in the modern educational system, the best methods of teaching in secondary schools, and kindred problems.

Courses of Instruction

History of Education 3 hours.
Educational Psychology 3.
Secondary Education 3 hrs. 2 terms.

VERMONT

The State Law of Vermont states that a certificate of the first grade may be issued without examination to a graduate of a College approved by the State Superintendent, or of a Normal School in another state, upon presentation of a diploma or certificate of graduation.

UNIVERSITY OF VERMONT

The Department of Education admits students to its courses during the last two years of their College course. The requirements set for prospective teachers are as follows:-

Psychology 3 hrs.

Principles of Instruction 3.

History of Education 3.

Practice Methods 2-3.

Practice Teaching 3.

Either Philosophy of Education, Genetic Psychology or High School Administration.

At least one year of some science.

Two courses in each of two subjects given in other departments.

Argumentation and Debate.

Additional courses sufficient to total a minimum of fifteen hours per week per year, exclusive of Argumentation and Debate.

Courses of Instruction

Principles of Instrudtion 3 hrs.

History of Education 3.
Genetic Psychology 3
Philosophy of Education 3
High School Administration 3
Secondary Methods 3
Educational Psychology 3
Special Methods Courses
Practice Teaching - This course consists of a semesters work, under supervision, of practice teaching in a senior or junior high school. It will also provide for one hour per week, for a group meeting, for the discussion of the problems met in practice teaching, for individual conferences and for certain required readings bearing specifically on these problems. 3 hrs.

MASSACHUSETTS

According to the State School Law of Massachesetts, no person shall be eligible to teach a high school, which is aided by the state, who does not hold a High School Certificate issued by the State Board; The latter to define the conditions on which these are to be given and to grant such certificates to candidates found qualified by examination or otherwise. The school committees of each town have the whole power to examine teachers.

HARVARD UNIVERSITY

The department of Education of Harvard University makes no statement of any requirements for prospective secondary teachers and offers merely the following list of courses which may be taken in preparation for state examinations for teachers' certificates or may be offered on a university statement as evidence of their knowledge whenever communities or states will accept such university work in lieu of an examination.

Courses of Instruction

Principles and Problems of Modern Education 3 hrs.
Contemporary Educational Conditions
(Introductory Course) 3.
School Administration in State and City 3.
History of Education 3.
Philosophy of Education 3.
Educational Theory in the Early Nineteenth Century 3.
Educational Psychology 3.
School Hygiene 3.
Child Development 3.

Graduate Courses.

Organization and Management of State and City Schools
and School Systems 3.
Principles of Secondary Education 3.

Teaching (Teaching under supervision in the schools Newton, Brookline, Arlington, Medford, Somerville, Belmont, Watertown and Cambridge 2 hrs. and Conference
Historical and Comparative Study of Secondary Education 2
The Reorganization of Secondary Education 2.
Statistical and Experimental Studies in Education 3.
Play in Education 2.
The Administration and Conduct of Play and Recreation in school systems - The Problem of Athletics in School and College 2.
Vocational Guidance: Principles, Practice and Problems 2.

Seminary Courses.

Special Research in Education
Problems in Educational Administration 2.
Problems in Mental and Physical Development 2.
Research in Educational Psychology
Problems in Secondary Education
Play and Recreation 2.

SMITH COLLEGE

This college also does not set any definite requirements to students who are preparing for high school teaching. It states that each student is to have a major and several minors; that moreover the major in Education "may consist of any combination of courses based on the History and Principles of Education; that the minors are to be Philosophy, Economics, History and Zoology", but that students preparing to teach may offer as minors suitable courses in the subjects to be taught.

Courses of Instruction

History and Principles of Education 3 hrs.
Modern Educational Theory 3.
Education in the United States 3.
The Psychology of Secondary School Instruction 3.
School Administration and Method 3.
Genetic and Comparative Psychology 3.
Special Problems in Education 2.

RADCLIFFE COLLEGE

Radcliffe College offers collegiate instruction to women by members of the Harvard University Faculty and is in the nature of its instruction in Education quite similar to that institution, in that no requirements are set and merely a list of courses offered from which the student may choose what he regards as sufficient to satisfy the various requirements of the New England States.

Courses of Instruction

Principles and Problems of Contemporary Education 3.
The History of Education 3.
Educational Psychology 3.
Methods of Study and their Application 1.
Child Development 3.
Organization and Management of State and City Schools and School Systems 3.
Principles of Secondary Education 3.
Teaching; Teaching under supervision in the schools of Newton, Brookline, Arlington, Medford, Somerville, Belmont, Watertown, Lexington and Cambridge 3.
The Reorganization of Secondary Education 1.
Play in Education 2.
Principles of Vocational Guidance 2.
Problems of Vocational Guidance 2.

Seminary Courses

Special Research in Education
Problems in Educational Administration 2.
Problems in Mental and Physical Development 2.
Research in Educational Psychology 1.
Problems and Sources in the History of Education 2.
Problems in Secondary Education 2.
Vocational Guidance, Principles and Practice 2.

WELLESLEY COLLEGE

This institution has no requirements for prospective teachers and offers for their professional training the following

courses only, working on the same principle of teacher preparation as the other New England Colleges.

Courses of Instruction

Introductory Course in Education
Advanced Course in Education
Problems in Education
Secondary Education

MOUNT HOLYOKE COLLEGE

This College, while not mentioning any specific requirements for prospective high school teachers advises, that "Students wishing the College Professional Certificate of New York, Massachusetts, or any other state should confer with the department of Education".

Courses of Instruction

History of Education 3 hrs.
Principles of Education 3.
Educational Psychology 3.
High School Observation 1.
Seminar 1-3 hours.

[illegible]

RHODE ISLAND

The State School Law of Rhode Island requires graduation from an approved university or college, and a satisfactory course in Education for candidates to High School teaching positions. First Grade Certificates are issued to graduates of approved colleges, who have taken courses or passed examinations in, History of Education, Educational Psychology, Philosophy of Education, Methodology, School Management and School Law.

BROWN UNIVERSITY

Arrangements with the Board of Education
of the State of Rhode Island

The Board of Education of the State of Rhode Island under act of the Legislature has entered into cooperation with Brown University for the professional instruction of college graduates who desire to become teachers in high schools. For this purpose the State appropriates annually five thousand dollars. A part of this sum is employed in maintaining graduate courses in Education. Part is expended in maintaining scholarships covering full tuition for a year of graduate work for the degree of Master of Arts. Holders of these scholarships must make Education their major subject. and their courses must be approved by the Department of Education.

Arrangements with the City of Providence.

The School Committee of the City of Providence, by special agreement, appoints a number of student-teachers in the Providence High Schools. Appointments are made from graduates of Brown University or of other institutions of equal rank, who

have pursued undergraduate courses in Education. These student-teachers are of two types; Those of the first type - of whom there are at least four, two of each sex - are occupied in the schools each day for somewhat more than half the usual school session. They receive a salary of five hundred dollars a year from the city. Those of the second type teach and observe about five hours a week. They have considerably more freedom in the choice of subjects and of hours than those of the first type; they receive no renumeration from the city. An unusual opportunity is thus afforded students to gain at the same time a knowledge of the theory of Education and experience in the art of teaching. In making appointments to places as regular teachers of the lowest grade in the Providence High Schools, preference is given to those who have successfully completed this course of training as student-teachers. In this repect student-teachers of the second type have the same status before the Committee as those of the first type.

Student-teachers are also assigned to practice teaching in other schools in or near Providence.

Courses in Instruction

Those who intend to teach are advised to elect courses 2 and 1 during the Junior year. Courses 1-4 cover the usual requirements for Certificates of the First Grade except where Practice Teaching or experience is demanded. Certificates of the First Grade are granted without examination to those who have completed courses 1-4 and hold a college degree. Due credit

have pursued undergraduate instruction in Sociology. These teachers-
to-there are of two types; [illegible] or even [illegible]
are at least four. Two of [illegible] [illegible]
[illegible] for [illegible]
[illegible] having a [illegible]
[illegible]. Those of the second type [illegible]
[illegible]. The [illegible]
[illegible]
[illegible]
[illegible]
theory of Democracy and [illegible]
[illegible]
[illegible] in the [illegible] High School, [illegible]
[illegible] the [illegible]
[illegible]-teachers. In this [illegible]
[illegible] have [illegible]
first type.

Student-teachers are [illegible]
in other schools in [illegible].

<u>Courses in [illegible]</u>

[illegible]
2 and 3 [illegible] in [illegible]. [illegible]
requirements for [illegible]
teaching [illegible]
first hour are [illegible]
completed courses [illegible]

toward the certificate is also given for separate courses.

Course 18 will be accepted in place of course 4.

2. Principles of Education 3
4. Practical Introduction to Teaching 3.
1. History of Education 3.
3. Psychology of Education, The Learning Process 3.
18. Psychology of Education, Mental Tests and Measurements 3
5. Secondary Education, Organization and Function 3
6. Secondary Education, Methods and Processes 3.
7, 8. Problems in Practical Teaching, Secondary Schools 3 Through the year, elective for graduates who have credit for elementary courses in Education and are taking 5, 6, and 15, 16.
11, 12. Experimental Education 3.
13, 14. Administration of Education 3.
15, 16. Seminary in Education 3.
19, 20. Experimental Education, Research Course 3.

toward the certificate is also given. Two separate courses.

Course 12 will be accepted in place of course 4.

2. Principles of Accounting 3
4. Practical [illegible] 3
5. History of [illegible] 4
[illegible] Economics of Labor [illegible]
[illegible] Psychology of [illegible] 3
[illegible] Secondary Education. Problems on the [illegible]
6. Secondary Education, [illegible]
7, 8. Problems in [illegible] Economic [illegible]
[illegible] Training. [illegible]
[illegible] are needed in elementary [illegible]
[illegible] Education [illegible]
11, 12. Experimental Education 3.
14. 15. Administration of Education 4.
15. 16. Teaching in [illegible] 4.
18. 20. Experimental Education [illegible]

CONNECTICUT

The State School Law of Connecticut states, that the Board of School Visitors, usually made up of three to five elected residents of a given town, or the Town School Committee, as the case may be, shall examine all candidates for teachers in its high schools and give to those of satisfactory moral character, literary attainments, and ability to teach, a certificate stating what branches they are found capable of teaching.

Certificates may also be issued by the State Board upon examinations which it may set.

YALE UNIVERSITY

In common with the other universities of the New England states, with only a few exception, Yale also does not set any specific requirements for prospective high school teachers, who are getting their professional training there. It merely offers a list of courses from which the student may choose what he finds necessary as a preliminary requirement for the particular state he finally desires to teach in.

Courses of Instruction

Educational Psychology 3.
The Principles of Education 3.
The History of Education 3.
Secondary Education 3.

Graduate School

The Principles of Education 2 hrs.
The History of Education 3.
Secondary Education 2.
Current Educational Movements and Experiments 1.
Journal Seminary Course
School Administration 1.

CERTIFICATE

The state school law of [illegible] Board of School Visitors, [illegible] elected representatives of a given [illegible] as the case may be, [illegible] in its judgment [illegible] character, literary attainments, [illegible] date stating what grades [illegible]

Certificates may also be issued [illegible] upon examinations which it may set.

TEXAS CERTIFICATE

In common with any other [illegible] land states, with only [illegible] and specific requirements for prospective [illegible] who are getting their professional [illegible] offers a list of courses that [illegible] be time necessary as a preliminary [illegible] other states do finally desire [illegible]

Courses in Education

Educational Psychology [illegible]
The Principles of Education [illegible]
The History of Education [illegible]
Secondary Education [illegible]

[illegible]

The Principles of Education I and [illegible]
The History of Education 3.
Secondary Education 4.
Current Educational Problems [illegible] 1.
Journal Seminary [illegible]
School Administration 1.

School Economy 1.
The Hygiene of Child Development 1.
Adolescence 1.
Subnormal Children and the Public School 1.
Clinical Child Psychology 1.
Educational Psychology 2.
Psychology for Teachers 1.
Psychology of the Common School Subjects. 1.
Psychoclinical Practice 1.

Wesleyan University

Wesleyan University gives only two courses, which have any bearing whatever on the subject of Education. These courses are, (1) General Psychology, (2) Educational Psychology. According to its catalogue announcement it intends these courses to satisfy the needs in the field of psychology of the state requirements respective to professional training for a teacher's certificate.

NEW YORK

According to the State School Law of the State of New York a College Graduate Professional Certificate which is provisional for three years shall be granted to a University or College graduate without examination if he is a graduate of an approved institution giving an approved college course including Education. A College Graduate Certificate good for two years will be granted to any graduate of an approved college. Upon its expiration it may be renewed upon the candidates' passing an examination in Psychology, History of Education, Principles of Education and Methods. At the end of three years successful experience in teaching, a College Graduate Certificate becomes valid for life.

SYRACUSE UNIVERSITY

In order to qualify for the first of the above certificates, the student must be the holder of one of the bachelor degrees, and during the College course must have elected and satisfactorily completed courses 2,3,4,5,6,7, and two courses from the theory and practice of teaching. In making this selection the student is allowed to do method work in but one foreign language, and in one science. He must also do the required amount of observation work, be of sound character and show aptitude for teaching.

Observation and Practice Work

Students are required to attend and observe the

According [illegible] the [illegible]
[illegible] voluntary [illegible] to a University or
college [illegible] a preparatory or
[illegible] college course including
Medicine. [illegible] for two years
will be [illegible] a junior college. Upon its
[illegible] completion of the [illegible] years of
examination [illegible] examination. Graduates of
Medicine [illegible] two years attendance or
performance [illegible] certificate of [illegible]
valid for [illegible].

[illegible]

[illegible] for the degree of Bachelor of Medicine
[illegible] the degree of [illegible] medical
degree [illegible] medical [illegible]
[illegible], [illegible], and two courses
from [illegible] in making his decision
[illegible] to [illegible] the [illegible]
[illegible] the [illegible]
[illegible] the [illegible]
[illegible].

[illegible]

[illegible] require [illegible] [illegible]

organization, administration, discipline, and methods of teaching employed in the schools of the city and nearby towns. Candidates for the State Certificate must spend at least one hour a week for twenty weeks in this work.

University Course for Teachers.

(1) Prescribed Courses

English (9 hours English, 3 hours Oral English	12
Modern Language	6
History	6
Sociology or Economics	3
Hygiene	1
Natural Science	12
Total	40

(2) Electives ---------- 40

(Provision is hereby made for Major and Minor studies required in the College of Liberal Arts for the A. B. degree.)

(3) Required Education ---------- 45

(Selection may be made from the following group: 1,3,4,5,6, are required for the State Certificate)

Courses of Instruction

1. General Psychology 3.
2. Logic 3.
3. History of Education 3.
4. Principles of Education 3.
5. Educational Psychology 3.
6. General Methods and School Management 3.
7. School Administration and Supervision 3.
8. Child Study 2.
9. Sociological Aspects of Education 3.
10. Philosophy of Education 3.

11. Comparative Education 4.
12. Secondary Education 4.
13. History of American Education 3.
14. Vocational Education 3.
15. Recent Development in American Education 2.
16. School Hygiene 3.
17. Elementary Education 3.
18. History of Philosophy 6.
19. Seminary 3.
20. Special Methods 3.
21. Observation and Practice Work.

COLUMBIA UNIVERSITY

The School of Education of Teachers College is the Division of Education of Columbia University.

Candidates expecting to satisfy the requirements of the Department of Education of the State of New York for a College Graduage Provisional License must have included in their courses 90 hours (equal to 6 undergraduate points) in the History of Education, 90 hours in Education Psychology, and 60 hours in Methods of Teaching to include two different subjects.

A student without experience in teaching, who wishes to earn a diploma as a teacher of a secondary academic subject, is expected to include in his program two courses in the methods of teaching his chosen subject, at least one unit course in the teaching of a secondary academic subject other than his field of specialization and courses 281 and 283.

Sepcially qualified Seniors in Columbia College who have completed Education A and who are taking Education B may with the approval of the dean of the College, elect courses in Teachers College with a view to securing a Teachers College

[illegible]

[illegible]

Division [illegible]

[illegible] students of the [illegible] for a College [illegible] courses in their courses [illegible] in the History [illegible] economics, and 30 hours [illegible] and other [illegible].

[illegible] to earn [illegible] academic [illegible] in experience [illegible] of teaching [illegible] curriculum [illegible] teaching [illegible] specialized [illegible].

[illegible] with [illegible] students [illegible] with a view to social [illegible]

diploma; such students may satisfy the diploma requirements by taking a minimum of two courses in the methods of teaching their special subject together with the two courses 281 and 283.

The Practice Teaching is done in the City High Schools.

Courses of Instruction
(Primarily for Prospective High School Teachers)

A. Educational Psychology. 3.
B. History and Principles of Education 3.
History of Education 2.
History of the Family as a Social Institution 2.
History of Education in the United States 2.
History of Education (religious, psychological, sociological 3.
Historical Foundations of Modern Education 3.
Education and Nationalism 3.
Historical and Comparative Study of the Problems of Secondary Education 2.
Philosophy of Education 2.
Foundations of Method 2.
Historical Relations of Philosophy and Education 2.
Educational Sociology 2.
Problems of School Curricula and Special Forms of Education 2.
Vocational Education 2.
Vocational Guidance 2.
Psychology of Childhood 2.
Psychology of Adolescence 2.
The Psychology of Thinking 2.
Educational Psychology 4.
Psychology of the Secondary School Subjects 3.
Application of Psychology to Teaching 2.
Standards and Tests for Secondary School Subjects 2.
283. Supervised Observation and Teaching in the Secondary School 2.
The Administration of Public Secondary Schools 2.
The Organization of Secondary Education; a survey 2.
Comparative Study of Foreign School Systems 2.
Historical and Comparative Study of the Problems of Secondary Education 3.
Supervision of Instruction in the Secondary Schools 3.
281. Conduct of the Recitation in Secondary Schools 2.
Methods of Teaching Secondary Academic Subjects 3.
The Curriculum of the Secondary School 2.

ADELPHI COLLEGE

Graduates of the College who wish the College Graduate Professional Certificate issued by the Regents of the University of New York and all who desire to become eligible for the City Superintendent's Examinations for a license to teach in the public schools of New York City, must have certian designated courses in educational subjects.

All students who expect to become high school teachers should include the following courses in their program of studies: General Psychology, Educational Psychology, Methods of Teaching, History of Education, Principles of Education, Principles of Sec. Education and Sepcial Methods.

Courses of Instruction

Educational Psychology 4.
Methods of Teaching 4.
(Students are required to observe not less than twenty hours in public or private schools).
History of Education 3.
Principles of Education 3.
School Hygiene 3.
History of American Education 3.
Principles of Secondary Education 6.
Special Methods.

CORNELL UNIVERSITY

Cornell University states no requirements for prospective teachers, leaving this matter to the judgment of the student, and merely offers the following

Courses of Instruction

Educational Psychology 3.
Principles of Education 3.
History of Education 3.
High School Teachers and Teaching 2.

Philosophy of Education 3.
Experimental Methods and Results in Education 2
Mental Tests 2.
Experimental Investigation
Reading of German Educational Psychology 2.
Seminary in Education 2.
The Technology of Memory and Learning 3.

UNIVERSITY OF ROCHESTER

A Teachers' Training Department, approved by the State Education Department, has been established in this university for the benefit of those who desire to fit themselves for teaching in the public schools of this state. Students, who upon graduation have completed the course prescribed for this department, are entitled to receive the College Graduate Professional Certificate without examination. Candidates for this certificate are required to elect courses 1,9 and 10 in the department of Philosophy as indicated below. The courses in Education are given by the department of Philosophy.

Courses of Instruction

1. Introductory Psychology 3.
9. Principles and History of Education 3.
10. Observation and Practice Teaching 3.
    This is a course in controlled observation and occasional practice teaching. Regular class exercises in the local high schools furnish the material for discussion. No credit is given toward graduation for this course, but it meets the requirements of the State Department of Education.
11. Experimental Education and Educational Psychology 3.
12. Journal Club 1.

THE COLLEGE OF THE CITY OF NEW YORK

To become eligible for the College Graduate Professional Certificate of the New York State Education Department it is necessary to complete Philosophy 21 (General Psychology) and the courses in Education numbered 1, 2, 3 and 5.

To secure the recommendation of the Department for a license to teach in the High Schools it is necessary to complete course 6 and in addition two other courses.

The City Superintendent requires the following for eligibility for License I:

History and Principles of Education 90 hours

Logic or Psychology ---------- 90 hours

Methods of Teaching ---------- 60 hours

Observation ---------- 20 hours

Courses of Instruction

1. The History of Culture and Education 3.
2. Educational Psychology 3.
3. Philosophy and Principles of Education 3.
4. School Management and Administration 3.
5. Methods of Teaching and Class Management 3.
6. Secondary Teaching (Practice Teaching included) 3.
7. Education of Backward and Defective Children 3.

National Systems of Education 3.
Social Factors in Education 3.
Educational Seminar 3.

THE COLLEGE OF THE CITY OF NEW YORK

To become eligible for the College Museum Professional Certificate of the New York State Education Department it is necessary to complete Philosophy 21 (General Aesthetics) and the courses in Museum Methods 1, 2, and 3.

To secure the recommendation of the department for a license to teach in the high school it is necessary to complete courses 4 and in addition two other courses.

The City Superintendent requires the following for eligibility for License 1:

History and principles of Education 30 hours
Logic or Psychology ---------- 30 hours
Science of teaching ---------- 30 hours
Observation ---------- 30 hours

Electives in Museum Studies

1. The History of Science in Education 1.
2. Museum Methods, Course 3.
3. Science and Principles of Education 1.
4. Indoor Experiments and Demonstration 1.
5. Methods of Teaching the Class Demonstration 1.
6. Industrial Museum (practice teaching included) 3.
7. Direction of Academic and Industrial Museums 1.
8. Natural History Museum 1.
9. Science Museum 1.
10. Educational Psychology 1.

NEW JERSEY

RUTGERS COLLEGE
(State University of New Jersey)

Students who are candidates for certificates to teach in the secondary schools of New Jersey are required by the Department of Public Instruction to complete as a minimum requirement the amount of History of Education given in courses 31 and 32, the amount of Psychology included in courses 17, 18 and 33, and the work in Secondary Education offered in course 34. Satisfactory record in these courses is accepted by the State Board of Examiners in lieu of examinations in those subjects and completes the requirements for the Limited Secondary Certificate for a College Graduate. The other requirements are satisfied by the completion of the undergraduate curriculum, in which careful attention should be given to the election of majors and minors. Candidates for teaching are required to consult the head of the Department of Education for the arrangement of their courses. It is recommended that all prospective teachers elect in addition courses 35 and 36. Properly qualified students may take course 40 in place of one of these.

Courses of Instruction

31. History of Education (Early Periods) 3.
32. History of Education (Later Periods) 3.
33. Educational Psychology 3.
34. Secondary Education 3.
35. Principles of Education 3.
36. Educational Sociology 3.
37. Administration of the Agricultural High School 3.
38. Teaching of Agriculture 3.
39. Practice Teaching in the Agricultural High School 3.
    This course provides practice teaching

NEW JERSEY

NURSES COURSES
(State University of New Jersey)

Students who are candidates for certificates to teach in the secondary schools of New Jersey are required by the Department of Public Instruction to complete as a minimum requirement the amount of History of Education given in courses 31 and 32, the amount of Psychology included in courses 41, 42 and 43, and the work in Secondary Education offered in courses 54. Satisfactory credits in these courses is given by the Board of Examiners in lieu of examinations in these subjects and complete the requirements for the Junior Secondary certificate for a College graduate. The other teaching certificates are obtained by the completion of the undergraduate curriculum, in which careful attention should be given to the requirements of major and minor. Candidates for teaching are required to consult the head of the Department of Education for the arrangement of their courses. It is recommended that in preparation students elect in addition courses 32 and [illegible]. [illegible] qualified students may take courses 40 in place of [illegible].

Curriculum [illegible]

[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]

under close supervision in nearby schools, offering agriculture as a vocation subject.

Graduate Courses

40. Educational Administration 3.
41. Educational Measurements 3.
17. Elementary Psychology 3.
18. Elementary Psychology (continued) 3.
33. Educational Psychology 3.

PRINCETON UNIVERSITY

Princeton University has no Department of Education and offers no courses in the subject of Education.

under close supervision in nearby schools.
offering agriculture as a vocation subject.

Graduate Courses

40. Educational Administration 3.
41. Educational Measurements 4.
42. Research Methods 4.
43. Elementary Psychology (continued) 3.
44. Educational Sociology 3.

SUMMARY REPORT

Princeton University has no department of Education and offers no courses in the subject of Education.

PENNSYLVANIA

The State School Law of Pennsylvania states that the Superintendent of Public Instruction may grant a Provisional College Certificate to every person who presents to him satisfactory evidence of good moral character, and of being a graduate of a College or University approved by the College and University Council of this Commonwealth, who has during his college or university course successfully completed not less than two hundred (200) hours work in pedagogical studies, such as psychology, ethics, logic, history of education, school management and methods of teaching, which certificate shall entitle him to teach for three annual school terms and is then renewable.

LEHIGH UNIVERSITY

While the requirement in this State for a Provisional College Graduate Certificate to teach does not demand that the student shall have attended more than two hundred hours in such studies as psychology, history of education, school management, methods of teaching, logic and ethics, yet the wish is general among Superintendents and Principals in this state that the graduate, when he begins to teach shall have completed a much larger amount of distinctly pedagogical study than the law now demands, and that he shall have had some experience in obeervation and practice teaching. For this reason the Department of Education of this University has interpreted the requirements for the B. S. degree to mean, that any student following these courses may substitute during the Junior and Senior years a sufficient number

PENNSYLVANIA

The State School Law of Pennsylvania states that the Superintendent of Public Instruction may grant a Provisional College Teacher's Certificate to every person who presents to him satisfactory evidence of good moral character, and of being a graduate of a College or University authorized by the Colleges and Universities Council of this Commonwealth to confer degrees or university course successfully completed not less than two hundred (200) hours work in pedagogy, psychology, sociology, ethics, logic, and the history of school systems and methods of teaching, which certificate shall entitle the holder to teach for three annual school terms in the Commonwealth.

[illegible]

[illegible] Provisional College [illegible] not demand that the student [illegible] studies [illegible] education, school management, methods [illegible] the need to [illegible] among [illegible] students [illegible] practice [illegible] learner [illegible] performance [illegible] and [illegible] of [illegible] longer [illegible] substitute [illegible]

of courses in Education to make a total of fifteen term hours in distinctly pedagogical studies.

The course in Education at Lehigh University may be outlined as follows:

Junior Year

First Term: History of Education 3.

Second Term: Psychology, with emphasis upon the educational standpoint. 2.
Secondary Education 2.
Observation and Practice Teaching 1 or 2.

Senior Year

First Term: Principles of Teaching 2.

Second Term: Principles of Teaching (continued) 2.
Special Methods 1 to 4
Observation and Practice Teaching 1 to 4.

Practice Teaching may be done either in the Lehigh Evening School or in the public or private schools of Bethlehem, of Easton or of Allentown. Credit will be given at the rate of one term hour for every thirty hours of observation and practice teaching. Every student taking courses in education will be given opportunities to observe and do practice teaching under adequate supervision. In no case will the student's program exceed sixty hours of actual observation and practice teaching.

THE PENNSYLVANIA STATE COLLEGE

This institution sets no special requirements of its own aside from the State requirements for prospective high school teachers. In regard to practical training it states that a limited number of advanced students of Education are privileged to do

of courses in Education to make a total of fifteen term hours in distinctly pedagogical studies.

The course in Education at Lehigh University may be outlined as follows:

Junior Year

First Term: History of Education 3.

Second Term: Psychology, with emphasis upon the educational standpoint. 3.
Secondary Education 2.
Observation and practice teaching 1 or 2.

Senior Year

First Term: Principles of Teaching 3.

Second Term: Principles of Teaching (continued) 2.
Special Methods 1 to 4
Observation and practice teaching 1 to 4.

Practice teaching may be done either in the Lehigh Valley School or in the public or private schools of Bethlehem, Easton or Allentown. Credit will be given at the rate of one term hour for every sixty hours of observation and practice teaching. Every student taking courses in education will be given opportunities to observe and do practice teaching under careful supervision. In no case will the minimum requirement of sixty hours of actual observation and practice teaching.

[illegible] SCHOLARSHIPS

This institution has no special requirements [illegible] own made from the state requirements for [illegible] teachers. In regard to scholarship [illegible] [illegible] students of Education are privileged to go

practice teaching in the local high school under careful supervision, and that other opportunities to secure teaching experience under professional guidance may be offered.

Courses of Instruction

History of Education 3.
Principles of Education 3.
Class Teaching and Management 3.
Secondary Education 3.
Educational Measurement 3.
Educational Administration 2.
Educational Journal Club 1.
Observation of Teaching - Conference 1 hr. Observ. 3
Observing class-room methods and assisting teachers in the local high school and elsewhere, with reports. Elective after receiving permission of head of department.
Practice Teaching. - 1 unit per hour per week.
In the local high school or elsewhere with full responsibility for the progress of a class. Five periods a week or less; regular conference with director; readings and reports. Preparation needed, Psychology and Education 2 (Principles of Education).
The Learning Process .
Advanced Educational Theory.
Educational Measurements. 3.

UNIVERSITY OF PENNSYLVANIA

A course of study, four years in length, and leading to the degree of Bachelor of Science in Education is arranged for prospective teachers.

The Course of Study
of the School of Education

A student will be graduated from the School of Education upon the satisfactory completion of 64 units of work, four of which are in Physical Eduaction; a unit of work representing one hour a week for one year.

practice teaching in the local high school under certain supervision, and that other opportunities to secure teaching experience under professional guidance may be offered.

Courses of Instruction

History of Education 6.
Principles of Education 5.
Class Management and Discipline 6.
Secondary Education 4.
Educational Measurement 6.
Directional Activities 2.
Educational Sociology 3.
Observation and Practice Teaching - Conferences 1 hr. Observation. 2 afternoons; class-room methods and assisting teachers in the junior high school and elsewhere. with 10 cr.s. Elective after receiving certification of work in department.
Practice Teaching - 1 period or hour per week.
In the junior high school or elsewhere with full responsibility for the progress of a class. May be a week or less; regular contact with director; records and reports. Preparatory work. Psychology and Education 2 (Principles of Education).
[illegible] Practice.
Advanced [illegible].
Language [illegible] 6.

Academic Year and Summer Session

A course of study, four years in length, now leading to the degree of Bachelor of Science in Education is arranged for prospective teachers.

In Junior High Schools
In Senior High Schools
In the Normal Department

A student will be expected upon the completion of the course of instruction upon the [illegible] complaining of a diploma or certificate of which are in charge of the [illegible] work representing one year's work for one year.

The sixty academic units, consisting of twenty-three units in content subjects, twelve units in fundamental professional subjects, fifteen units in further specialization in professional subjects or content subjects, and ten hours of free electives, may be outlined as below.

General Plan

		Units
I.	Content Subjects.	
	1. English	6
	2. Foreign Language	6
	3. Mathematics, Physics or Chemistry	3
	4. Zoology or Botany	3 (4)
	5. History	3
	6. Sociology	2
		23 (24)
II.	Fundamental Professional Subjects.	
	1. History of Education	2
	2. General Educational Principles	2
	3. School Administration & Secondary Education	2
	4. Psychology	6
		12
III.	Specialization. (Advanced Profession or Content Subjects)*	15
IV.	Free Electives	10
	Total	60

*The fifteen units reserved for specialization will comprehend different courses according to the direction in which the student seeks to specialize, and will in each case be selected under the guidance of the Dean of the School of Education. Where

students intend to become teachers of a High School subject, ten units will be devoted to courses in the major subject, including its history and methods of teaching.

Five units of observation and practice teaching will be required of all candidates for the degree in Education. This may best be taken two hours a week throughout the Junior year and three hours a week throughout the Senior year. The assignments for observation and practice teaching are made by the Director of Practice Teaching.

Arrangement is made, whereby a graduate of the School of Education may obtain the degree of Bachelor of Arts from the College by an additional year of study, or a graduate of the college may obtain the degree of Bachelor of Science from the School of Education within the same period.

Courses of Instruction

The Beginnings of Educational Thinking 2.
The Selection and Organization of the Course of Study 2.
Recent and Contemporary Educational Thinkers 2.
Seminar on the General Course of Study 2.
Experimental Investigation of Methods of Instruction 2.
Efficiency in Methods of Instruction 2.
General Educational Principles 2.
History of Educational Practices 2,
History of Education 2.
Educational Classics 2.
History of European School Systems 2.
History of Education in the United States 2.
History of Modern Educational Problems 2.
Froebel and Herbart 2,
Elemente of School Administration 2.
Principles of School Administration (Local) 2.
Elements of School Administration and Management 2.
Principles of School Administration (State and County) 2.
Advanced School Administration 2.
Seminar in Educational Administration .
Rural School Problems 2.

students intend to become teachers of a High School subject, ten units will be devoted to courses in the major subject, including its history and methods of teaching.

Five units of observation and practice teaching will be required of all candidates for the degree in Education. This may best be taken two hours a week throughout the junior year and three hours a week throughout the senior year. The assignments for observation and practice teaching are made by the Director of practice teaching.

Arrangement is made, whereby a graduate of the School of Education may obtain the degree of Bachelor of Arts from the College by an additional year of study, or a graduate of the College may obtain the degree of Master of Science from the School of Education within the same period.

<u>Courses of Instruction</u>

The Beginnings of Educational Thinking 3.
The Selection and Organization of the Library 2.
Recent and Contemporary Educational Literature 2.
Seminar on the General Course 2 or 4.
Life and Content Evaluation of Education 2.
Proficiency in Technique of Instruction 2.
Rural Educational Sociology 2.
History of Educational Practice 2.
Theory of Education 3.
Public Elementary Education 2.
History of American Secondary Schools 2.
History of Health in the United States 2.
Modern Problems in Education and Problems .
Principal and Teacher 2.
Secondary School Administration 3.
Principles of School Administration (Elem.) 2.
Elements of Rural Administration and Management 2.
Principles of Rural Administration (Secondary Schools) 2.
Advanced Rural Sociology 2.
Seminar in Rural Administration .
Rural School Practice 2.

The Secondary School 2.
Advanced Course in Sedondary Education.
The Junior High School 2.
Observation and Practice Teaching 4.

This work is strictly supervised by experts. The observation as well as the practice work will be carried on through the co-operation of local and suburban school systems.

UNIVERSITY OF PITTSBURGH

No specific requirements aside from those of the state are set by this university. It offers the following list of courses to students planning to teach, in satisfaction of the professional requirements.

Courses of Instruction

Genetic Child Study 3.
The Laws of Human Behavior applied to Education 3.
Educational Psychology 2.
Problems in Educational Psychology 2.
Principles of Education 3.
Educational Classics 2.
History of Education 2.
History of American Education 2.
School Economy 2.
Educational Administration 2.
Scoiological Aspects of Education 2.
Secondary Education 3.

The Secondary School 2.
Advanced Course in Secondary Education.
The Junior High School 2.
Observation and Practice Teaching 4.

This work is strictly supervised by experts. The observation as well as the practice work will be carried on through the co-operation of local and suburban schools [illegible].

UNIVERSITY OF SASKATCHEWAN

No specific requirements aside from those of the course are set by this University. It offers the following [illegible] courses to students planning to teach. In satisfaction of the professional requirements.

COURSES OF INSTRUCTION

Genetic Cells Study 3.
The Laws of Human Secret [illegible] Education 3.
Educational Psychology 3.
Problems in Educational Psychology 3.
Principles of Educ[illegible] 3.
Educational Diagnosis 3.
History of Education 3.
History of American Education 3.
School Economy 3.
Educational Administration 3.
Social Political Aspects of Education 3.
Secondary Education 3.

SOUTH ATLANTIC DIVISION

10. DELAWARE

    Delaware College

11. MARYLAND

    Johns Hopkins University
    Maryland State College of Agriculture

12. DISTRICT OF COLUMBIA

    George Washington University

13. VIRGINIA

    University of Virginia

14. WEST VIRGINIA

    University of West Virginia

14. NORTH CAROLINA

    University of North Carolina

16. SOUTH CAROLINA

    University of South Carolina

17. GEORGIA

    University of Georgia

18. FLORIDA

    University of Florida

SOUTH ATLANTIC DIVISION

10. DELAWARE

Delaware College

11. MARYLAND

Johns Hopkins University
Maryland State College of Agriculture

12. DISTRICT OF COLUMBIA

George Washington University

13. VIRGINIA

University of Virginia

14. WEST VIRGINIA

University of West Virginia

15. NORTH CAROLINA

University of North Carolina

16. SOUTH CAROLINA

University of South Carolina

17. GEORGIA

University of Georgia

18. FLORIDA

University of Florida

DELAWARE

According to the State School Law of Delaware, certificates to teach are issued only on examination. To receive a first-grade certificate the applicant must answer ninety per cent of the questions in each of the usual grammar school subjects, also Pedagogy, and seventy-five per cent of the questions on such other subjects as are specified by the State Board of Education.

DELAWARE COLLEGE

According to its own announcement the aim of the department of Education of this college is to provide a specific training for those who intend to enter the Teaching profession. No requirements are set but a list of courses is offered from which the student may choose what he considers as essential in preparing himself for the state board examinations.

Courses of Instruction

Introductory Psychology 3.
Ethics 3.
Introduction to Education 3.
Methods of Teaching High School Subjects 3.
High School Administration 3.
Experimental Education 3.

DELAWARE

According to the State School Law of Delaware, certificates to teach are issued only on examination. To receive a first-grade certificate the applicant must answer ninety per cent of the questions in each of the usual grammar school subjects, also Pedagogy, and seventy-five per cent of the questions on such other subjects as are specified by the state board of education.

DELAWARE COLLEGE

According to its own announcement the aim of the department of education of this college is to provide a specific training for those who intend to enter the profession of teaching. No requirements are set up in a list of courses as sufficient upon which the student may choose what to complete as essential in preparing himself for the state board examinations.

Courses of Instruction

Introductory exercises 8.
Ethics 3.
Introduction to Education 1.
Education in secondary high schools 1 term.
The school administration 4.
Supervisory Education 3.

MARYLAND

The School Law of Maryland states that no person shall be employed as a teacher in a high school unless such person holds a diploma of a reputable college or university maintaining a department of pedagogy approved by the state superintendent, and after June 1, 1915 no person who has not been previously regularly employed as a teacher shall be appointed as a teacher without having had special pedagogic training of at least five weeks. Any graduate of a department of pedagogy of any reputable college or university approved by the State Board of Education shall be entitled to teach in any public high school without examination.

In 1916 this law was amended, as follows:

"A high shcool teacher's certificate in the regular academic studies, valid throughout the State for three years, renewable on evidence of successful experience and professional spirit and required in all state aided high schools may be granted to persons who are graduates of a standard college or university, or who have the equivalent in scholastic preparation; provided that during their college course at least two high school branches were continuously pursued for two years; and provided that they had not less than two hundred recitation hours of instruction in Education, including the aims of secondary education, and in the methods, observation and practice teaching of high school studies." This is the law now in effect.

MARYLAND

The School Law of Maryland states that no person shall be employed as a teacher in a high school unless such person holds a diploma of a reputable college or university including a department of pedagogy approved by the state superintendent, and after June 1, 1918 no person who has not been previously regularly employed as a teacher shall be appointed as a teacher without having had special pedagogic training for at least five weeks. Any graduate of a department of pedagogy of any reputable college or university approved by the State Board of Education shall be entitled to teach in any public high school without examination.

In 1918 this law was amended, as follows:

"A high school teacher's certificate in the regular academic studies, valid throughout the state for three years, remainable on evidence of successful [illegible] and professional spirit and required in all state aided high schools may be granted to persons who are graduates of a standard college or university, or who have the equivalent in scholastic preparation, provided that during their college course at least two high school branches were satisfactorily pursued for two years; and provided that they had not less than two hundred clock hours in instruction in Education, including the aim of secondary education, and the methods, observation and practice teaching in high school students. This is the law now in effect.

JOHNS HOPKINS UNIVERSITY

Introductory courses in Education are given in the College course for Teachers, and from part of the program from which election may be made by candidates for the degree of Bachelor of Science. By action of the Board of Collegiate studies, candidates for the degree of Bachelor of Arts expecting to teadh may elect, subject to approval, such courses as will enable them to meet the requirements of Boards of Education and Boards of Examiners.

College graduates may qualify for the Maryland State high school teacher's certificate in the regular academic subjects by fulfilling the requirements as stated on the preceding page.

The State Board of Education has provided that the minimum amount of college work in Education, which will meet the requirements of the State Law, shall include, History of Education, Educational Psychology or Principles of Education, Principles of Teaching and Special Methods in Secondary School Subjects, and Secondary School Organization and Class-room Management.

Courses of Instruction

History of Education 2.
Principles of Education 2.
Educational Psychology 2.
Principles of Teaching and Special Methods in Secondary School Subjects 2.
Secondary School Organization and Class-room Management.
Special Problems in Secondary Education 2.

Graduate Courses

Educational Seminary 2.
Experimental Education 2.
Modern Educational Theory 2.
Higher Education 1.
Secondary Education 2.

JOHNS HOPKINS UNIVERSITY

Introductory courses in Education are given in the College course for Teachers, and from part of the program from which election may be made by candidates for the degree of Bachelor of Science. By action of the Board on Graduate Studies, candidates for the degree of Bachelor of Arts expecting to teach may elect, subject to approval, such courses as will enable them to meet the requirements of Boards of Education and Trustees or Examiners.

College graduates may qualify for the Maryland State high school teacher's certificate in the regular academic subjects by fulfilling the requirements as stated on the preceding page.

The State Board of Education has provided that the minimum amount of college work in Education, which will meet the requirements of the State law, shall include: History of Education, Educational Psychology or Principles of Education, Principles of Teaching and Special Methods in Secondary School Subjects, and Secondary School Organization and Classroom Management.

Courses of Instruction

History of Education I.
Principles of Education I.
Educational Psychology I.
Principles of Teaching and Special Methods in Secondary School Subjects I.
Secondary School Organization and Classroom Management.
Special Problems in Secondary School Subjects I.

Graduate Courses

Educational Theory I. Higher Education I.
Experimental Education I. Secondary Education I.
Modern Educational Theory I.

MARYLAND STATE COLLEGE OF AGRICULTURE

Division of Vocational Education

The Division of Vocational Education offers opportunity to prepare for teaching in secondary vocational schools of the types encouraged by the Smith-Hughes Act. As a means to that end its vocational education curricula and courses have the approval of the Maryland State Board of Education. Graduates from its curricula are eligible for certification by the State Superintendent of Schools without examination. The work is organized in four departments-namely, Agricultural Education, Home Economics Education, Trade and Industrial Education, and Supervised Teaching.

In addition to the Teacher training work, the division also includes the departments of Government, History and Rural Economics.

The four-year curricula of the division consist of regular collegiate courses and lead to the Bachelor's degree given by the college. These curricula consist of Agricultural Education, Home Economics Education, Trade and Industrial Education, and Farm Management and Agricultural Economics. The Home Economics Education curriculum is offered in co-operation with the Division of Home Economics.

One-year curricula for the teachers of trade and industrial subjects and teachers of related trade and industrial subjects will be offered to persons of maturity. Upon the satisfactory completion of such curricula, prospective teachers will be issued certificates of proficiency.

MARYLAND STATE COLLEGE OF AGRICULTURE

Division of Vocational Education

The Division of Vocational Education [illegible] opportunity to prepare for teaching in secondary vocational schools of the types encouraged by the Smith-Hughes act. As a course in that and its vocational education [illegible] are required [illegible] of the Maryland State Board of Education. Graduates from the curriculum are eligible for certification by the State Superintendent of Schools without examination. The work is organized [illegible] four departments-namely, Agricultural Education, Home Economics Education, Trade and Industrial Education, and Business Teaching.

In addition to the [illegible] curriculum, the division also [illegible] Home Economics.

In the [illegible] curriculum [illegible] regular [illegible] courses are [illegible] to the student's [illegible] given by the College. These are in [illegible] Education, Home Economics Education, [illegible] [illegible] Industrial Education [illegible] the division of Home Economics.

[illegible] curriculum [illegible] industrial subjects [illegible] subjects with [illegible] teaching, supervision, [illegible] be learned [illegible] etc.

As the need for evening classes in Trade and Industrial and Home Economics Education arises, special curricula in these fields will be offered at centers throughout the State. The number and location of these centers will depend entirely upon the need and demand for such instruction. The courses will be organized on the short-unit basis and will be maintained only as long as the demand justifies it. Upon the satisfactory completion of such special curricula, students will be issued certificates of proficiency.

Follow-up Courses.

By a uniform system of "follow-up", the division keeps a complete record of the qualifications of the prospective teacher, of his work while in training, and of his efficiency as a teacher upon entering the field. As the beginning teacher's training is not considered complete until he has demonstrated his ability to turn out workers proficient in the vocation for which he is offering instruction, an attempt is made to give him such help as he may need from time to time, particularly during his first year's teaching experience.

In summer, courses in vocational education are offered for the benefit of teachers in service, and such individuals as may be able to qualify for the teaching of a vocation upon the completion of the work.

By a system of itinerant teaching, special courses in vocational education are offered, in evenings and on Saturdays to teachers in service.

Courses

Agricultural Education

In addition to the entrance requirements, involving graduation from a standard four-year high school, students electing the Agricultural Education curriculum must present evidence of having acquired farm experience after reaching the age of 14 years. Graduation will depend upon the successful completion of the curriculum as laid down and farm experience equivalent to at least two years of farm work. Some of the farm experience may be acquired after the student has entered College.

The 48 hours of electives allowed by this curriculum may be selected from any of the courses offered by the College for which the student has the necessary prerequisites. This freedom affords not only an opportunity to acquire a broad training in agriculture of the type needed for farming and teaching the vocation, but permits also some specialization in a particular field of production, as agronomy, vegetable gardening, or animal husbandry. In making such elections the Dean should be consulted. Students should arrange their work so that at least forty per cent of their time will have been spent on technical agriculture, twenty-five per cent on scientific subjects, twenty per cent on subjects of a general educational character and from twelve to fifteen per cent on subjects in professional education.

Home Economics Education

Applicants for admission to the Home Economics Education curriculum should present in addition to the equivalent of a high

[illegible]

[illegible]

school education, evidence of having had practical experience in the home. If practical experience is not presented for entrance, it must be acquired before graduation.

The forty hours of electives allowed by this curriculum may be selected from any of the courses offered by the College for which the student has the necessary prerequisites, upon consultation with the Dean of the Home Economics Division.

Trade and Industrial Education

Several types of curricula will be offered those desiring to prepare for trade and industrial teaching- namely, four-year, one-year, and special evening curricula.

To enter a four-year curriculum for the training of teachers of related trade and industrial subjects, applicants must present evidence of having had the equivalent of a high school education and evidence of satisfactory contact with the trade or willingness to acquire such contact while in training. Applicants for admission to one-year curricula for the training of teachers of related industrial subjects must present evidence of having served two years in the trade, or two years in a technical school and must have a general education equivalent to three years in high school. Applicants for admission to one-year curricula for the training of shop teachers must have completed the elementary school, served an apprenticeship and at least one year as a journeyman. Applicants for admission to special evening teacher training classes must present evidence of having had two year's experience as a journeyman in the trade and evidence of having completed the

equivalent of an elementary school education.

Description of Courses

Agricultural Educ.

Freshman Lectures-- A general description of vocational opportunities as exemplified by the various curricula of the Maryland State College of Agriculture. This course is intended primarily to assist the student in selecting his curriculum and courses for the succeeding years. 1.

Principles of Teaching. 3.

Educational Psychology 3.

Observation and Methods 2.

Methods in Vocational Agriculture 3.

Observation and Methods (Agriculture) 2.

Methods in Vocational Agriculture (Organization, Equipment, Texts etc.) 2.

Supervised Teaching and Observation.

Each student in this course is expected to spend at least one term, five periods a week or its equivalent as a junior teacher of vocational agriculture and serve as an assistant to a supervising teacher in charge of this subject in a secondary school. During the term in which the student does his supervised teaching he is expected to assume a few other obligations. During the terms in which he is not teaching, the student must continue observation work and attend the conferences held for the benefit of junior teachers. Open only to seniors. Credit depends upon the amount and character of the work done.

Problems in Secondary Education 2.

Home Economics Education

Methods in Home Economics Education 3.

Observation and Methods 3.

Methods in Home Economics Education (Emphasis on Organization, Texts etc.) 2.

Supervised Teaching and Observation (of smae nature as in Agricultural Education above).

equivalent of an elementary school education.

Possibilities of Courses:

Agriculture Work.

Freshman Year:--- [illegible]

[illegible]

[illegible]

Home Economics

[illegible]

DISTRICT OF COLUMBIA

GEORGE WASHINGTON UNIVERSITY

On the completion of courses of study, aggregating a minimum of one hundred and twenty-four semester hours, the University confers the degree of Bachelor of Arts and a Bachelor's Diploma in Education. These courses are partly prescribed and partly elective, and the degree is conferred when the necessary work is completed, no time limit being set. The prescriptions are as follows:

(a) In general culture subjects:

Biology*---------- 6 hrs

English ---------- 6

Foreign Language*----------12

History*----------12

Psychology and Logic ---------6

Philosophy ---------- 6

*For the subjects marked with an asterisk (*) electives may be substituted to the extent that approved secondary work has been done in them. The foreign language requirement must fall in one language, while in history it is required that a survey of the world's history be obtained.

(b) In professional subjects the following twenty semester-hours are prescribed, although teachers of experience may receive credit for Observation and Practice Teaching.

History of Education -------- 4 hrs.

Principles of Education)------4
Principles of Teaching)

School Hygiene ---------- 2

Observation and Practice Teaching-- 4

Electives in Education ---------- 6

(c) All regular students must complete before graduation at least eighteen semester-hours in a major, and at least ten semester-hours in a minor subject, in addition to the first required course, if any, in the same subject.

The Bachelor's Diploma in Education, which is the equivalent of a Teacher's Diploma is granted upon the fulfillment of the following condition:

(1) The student must have satisfactorily completed the courses of study defined above.

(2) He must, in the judgment of his instructors, also possess other qualifications essential to success in teaching.

Observation and Practice Teaching

A demonstration school which provides ample opportunities for teaching under actual school conditions isbeing conducted in Saint John's Church Orphanage. The student teachers are given full responsibility in government and instruction. Through the co-operation of the officials of the public schools, these opportunities are supplemented by systematic observation in the high and elementary schools of Washington.

Courses of Instruction

Principles of Teaching 3.
Principles of Education 3.
History of Education 4.
School Sanitation and Hygiene 2.
Secondary Education 4.
School Administration 2.
Seminar 6

Experimental Education 2
Elements of Teaching 2
Ethical Principles in Education 2.
Observation 2. (Junior Year)
Practice Teaching 2 (Senior Year)

School figure ----------

Observation and induction lessons ----

Discussion in attention ------

(c) All regular [illegible] grade [illegible] grade-
tion as least eighteen [illegible]
[illegible] semester-hours in a first aid course, [illegible]
required course, if [illegible] in the [illegible].

The General's diploma [illegible]
equivalent of a General's diploma [illegible]
meet of the following conditions:

(1) The applicant must [illegible]
the contract is [illegible].

(2) [illegible], if the [illegible]
possess other [illegible] in [illegible].

<u>Observation and Practice Teaching</u>

A recommendation [illegible]
[illegible] for teaching [illegible]
conducted in [illegible]
are given full responsibility [illegible]
through the [illegible]
been operating [illegible]
in the [illegible].

<u>Training of Instructors</u>

[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]

VIRGINIA

According to the School law of the State of Virginia the holder of a baccalaureate degree from a registered university of college, based upon a curriculum which requires at least ten per cent. of professional work for such degree, shall be granted a Professional Collegiate (or University) Certificate. This certificate shall continue in force for ten years and may be renewed. It entitles the holder to teach both high and elementary school branches.

High School Certificates are also issued to graduates of State Normal Schools if twenty hours per week for two years or professional work is given. Universities, colleges, polytechnical institutions and junior colleges without professional work courses may yet have their graduates granted high school certificates if such lack of professional training is noted on the certificate. High School Diplomas are even granted to students, who have completed ninety hours in a special subject and professional work during a summer school.

UNIVERSITY OF VIRGINIA

Students receiving the Bachelor of Science degree in Education will receive the Professional Collegiate Certificate issued by the Department of Public Instruction of Virginia.

A student who cannot complete the requirements for the Bachelor of Science in Education, or who must delay the completion of them, may elect the following two-year course, which leads to a Teacher's Certificate, issued by the Department of Public

[illegible]

According to the [illegible] of the Department [illegible] the college, [illegible] a course [illegible] for work, or industrial [illegible] a professional certificate [illegible] diploma until certain [illegible] It qualifies the [illegible] teaching.

High School certificates [illegible] of State Normal Schools [illegible] or technical work in [illegible] commercial institutions are [illegible] more [illegible] certificate [illegible] certificate. High School Diplomas are [illegible] who have completed [illegible] normal work during [illegible].

[illegible]

Students [illegible] Department will receive the [illegible] issued by the Department [illegible].

[illegible]

Teachers of [illegible] in Academies, [illegible] or town, may [illegible] a Teacher's certificate, issued by the [illegible]

Instruction of Virginia. This work may later be credited toward the Bachelor of Science degree in Education. The course, comprising thirty session hours, embraces the following requirements:

(a) From the School of Education: Education B2, B6 and B7 or B8. Total 12 session hours.

(b) From the other academic schools: One modern language course from Group I and one course each from four other typical groups. Total 18 session-hours.

Bachelor of Science in Education

Candidates for the degree of Bachelor of Science in Education must offer 63 session hours, divided between group electives and Electives at Large.

A. Group Electives: 30 Session hours distributed among various definite groups.

B. Electives at Large: 33 session hours, of which 15 must be in Education, B1 or B2, B5 or B6, B7 or B9, and one other course in Education. The remaining 18 units are to be satisfied from among the subjects in the various groups.

Courses of Instruction

B1 Biological Foundations of Education 3.
B2 Educational Hygiene 3.
B3 Secondary Education 3.
B4 The Psychology of Elementary and High School Subjects 3.
B5 Applied Psychology 3.
B6 Principles and Methods of Teaching and Study 3.
B7 Educational Administration and Supervision
First Term: State & County School Organization
Second Term: City School Systems.
Third Term: State & Local School Organ. in Va. 3
B9 European and American Schools 2.
C1 The Place of the Child in Society 3.
C2 School Administration 3.

WEST VIRGINIA

The School Law of West Virginia states that the State Superintendent of Schools shall have authority to issue the High School Certificat valid for five years, upon application in due form, to graduates of West Virginia University and to graduates of other Colleges and Universities in this and other states whose courses of instruction are, in the judgment of the State Board of Education, equivalent to the courses offered in the West Virginia University, provided that the collegiate courses of instruction completed by such graduates have included not less than twenty semester hours in Education, and provided further, that every high school certificate issued under the provisions of this act shall show the subject or subjects the holder thereof is especially qualified to teach.

UNIVERSITY OF WEST VIRGINIA

Graduates from this university with not less than twenty semester hours in Education will secure recommendation for High School and for Supervisor's Certificates according to the following regulations:-

(1) No courses in Education will be counted as part of the twenty hours unless approved by the Department of Education.

(2) Persons who have received advanced standing in Education, must do at least ten semester hours in regular college courses. These courses must not repeat those taken in another school and they must be advanced work.

(3) Only a limited number of hours done in the summer

school may be counted toward certification.

(4) Candidates for certification must demonstrate their fitness for recommendation by successful teaching in Education 10 or 22.

Courses of Instruction

History of Education 3 hrs.
History of Education (Modern) 3.
History of American Education 3.
Philosophy of Education 3.
School Administration and Supervision 2 or 3.
Foreign School Systems 3.
The Principles and Art of Teaching 3.
Criticism and Supervison of Instruction 3.
Psychology of Learning and Teaching 3.
Principles of Study 3.
Educational Psychology 2.
Mental Tests and Measurements 2 to 6.
Seminar 3.
District Supervision 2 or 3.
School Sanitation and Decoration 2.
The Teaching of High School Subjects 2.

school may be granted upon certification.

(4) Candidates for certification [illegible] must

[illegible] for report cards in accordance with [illegible]

10 or 12.

Courses in Curriculum

History of Education [illegible].
History of Industrial [illegible].
[illegible] or Business [illegible].
[illegible] or Business [illegible].
Trade [illegible] for Industrial [illegible].
Trade [illegible] for [illegible].
The principles and [illegible] of [illegible].
Principles and Practices of [illegible].
Psychology of Industry and [illegible].
Principles of Trade [illegible].
Educational [illegible].
Trade [illegible] [illegible].
Reading [illegible].
Student [illegible].
School [illegible] and [illegible].
The Teaching of High School [illegible].

NORTH CAROLINA

UNIVERSITY OF NORTH CAROLINA

The State Board of Examiners and Institute Conductors issue high school teacher's certificates on the two-fold basis of academic credits and professional credits.

Graduation from the University with satisfactory grades entitles applicants for this certificate to the academic credits without examination to teach such subjects in high schools as they have completed while in attendance at the University.

The professional credits are secured without examination when applicants for this certificate have satisfactorily completed as a part of their courses, six-year-hours of courses in Education, one-half of which must have been in courses dealing with the problems of secondary education.

Students expecting to teach in the high schools of the State and who desire exemption from the examination for professional credits should take, therefore, Education 51-52, together with at least one more three-hour course in Education.

Regulations.

Candidates for the degree of Bachelor of Arts in Education will be registered for the four years of the course in the School of Education, and must pursue during their Freshman year the work required in one of the three courses listed in the general catalogue- which lead to the degree of Bachelor of Arts, with the exception of Public-speaking. In addition, candidates must

HONOR [illegible]

[illegible] Board Examinations

The State Board of Examiners [illegible] issues high school teacher's certificates [illegible] of academic credits and professional [illegible].

Graduates from the [illegible] certificates applicable to [illegible] citizens eligible to teach [illegible] they have completed while in [illegible].

The professional credits are [illegible] when applicants for this certificate have [illegible] on a part of their regular [illegible] or summer [illegible] time or see [illegible].

Students who [illegible] state and the local examination [illegible] of credits should take, [illegible] at least one more three-hour [illegible].

Requirements.

Graduates from the [illegible] plan will be required for the first [illegible] school [illegible] and must pursue [illegible] the work required [illegible] the state [illegible] catalogue- [illegible] the acceptance of [illegible]-making. [illegible]

pursue Education A in the Freshman year. In the Sophomore year, Education 1-2 must be pursued, and students may, by proper use of their elective hours, carry all of the required work in one of the three courses leading to the degree of Bachelor of Arts. In the Second year academic subjects are studied from an approved list of the Department of Education, while in the Third year the following is studied:-

Educ. 41-42 3 hrs.	or	Educ. 55-56 3 hrs.	
Educ. 51-52 3 "	or	Educ. 53-54 2 "	

Acadmeic Electives:- 8 to 9 units.

In the Senior year there will be taken Educ. 5-6 3 hrs. Educ. Electives 5-6 units and Acadmeic Electives to the extent of 8 to 9 units.

Courses of Instruction

A. Introduction to Education (Both Terms) 1 hour.
1-2 Principles and Methods of Elementary Education B.T. 3.
3 Theory and Practice of Education 3.
5-6 Supervision of Teaching B.T. 3.
22 The General History of Education 3.
23-24 Current Education B.T. 2.
25-26 Development of Educational Theory and Practice B.T. 3.
27-28 American Education B.T. 2
41-42 Introduction to Educational Psychology B. T. 3.
44 Laboratory course in Educational Psychology 3.
45-46 Seminar in Educational Psychology B.T. 2.
51-52 High School Organization and Administration B.T. 3.
53-54 School Conditions in North Carolina B.T. 3
55-56 Administration of Secondary Education B.T. 3.
61-62 General Administration B.T. 2.

pursue Education A in the freshman year. In the sophomore year, Education I-2 must be pursued, and students may, at proper use of their elective hours, carry all of the required work in one of the three courses leading to the degree of Bachelor of Arts. In the Second year academic subjects are elected from an approved list of the Department of Education, while in the third year the following is elected:-

Educ. 41-42 2 hrs. or Educ. 43-44 2 hrs.

Educ. 51-52 3 " or Educ. 53-54 3 "

Academic Electives:- 6 to 9 units.

In the Senior year there will be Educ. 55-1 3 hrs. Educ. Electives 5-6 units and Academic Electives to the extent of 8 to 9 units.

Courses of Instruction

A. Introduction to Education (Both Terms) 1 hour.
1-2 Principles and Methods of Elementary Education . . .
3 Theory and Practice of Education 3.
4-5 Supervision of Teaching 3.1. 3.
32 The Normal History of Education . .
33-34 Current Education 3.1. 2.
35-36 Development of Education Theory in . . . 3.
37-38 American Education 3.1. 2
41-42 Introduction to Educational Supervision . . . 3.
44 Laboratory course in Educational Psychology . .
45-46 Seminar in Educational Psychology . . . .
47-48 High School Organization and Administration . . .
49-50 Normal Conditions in Rural Schools . . .
51-52 Administration of Secondary Schools . . .
53-54 General Administration 3.1. . .

SOUTH CAROLINA

According to the State School Law of South Carolina, anyone desiring to teach in the high schools of that State must have a diploma of graduation from a reputable university or college, whose course of study is approved by the State Board of Education, or must have completed nine courses at the State Summer School.

UNIVERSITY OF SOUTH CAROLINA

For the degree of Bachelor of Arts in the School of Education, the candidate must submit, in accordance with the general requirements, 142 credits, of which two credits must be in Practice School work, twenty-four credits in Education (courses 1 to 8) and six additional credits in Education, with the approval of the dean of the School of Education.

In the first two years the principles of method are applied to the teaching of the common school branches. The studies of the third and fourth years deal chiefly with the history and theory of Education, with secondary education, and with the problems that confront the principal and the superintendent.

Courses of Instruction

1. Introduction to Pedagogy
4. Method in English
5. General Method 3.
8. Theory of Education 3.
9. Methods in Geography and Nature Study 3.
10. Educational Psychology 3.
16. Either A The Elements and Factors of Character
    B The Psychology of Learning
    C Advanced Course in the Princ. of Educ. 2
18. Study of Adolescence 3.
24. Observation of Teaching.

An extensive study of observations at the

SOUTH CAROLINA

According to the State School law of South Carolina, anyone desiring to teach in the high schools of that state must have a diploma of graduation from a reputable university or college, whose course of study is approved by the State Board of Education, or must have completed the course at the Normal School.

UNIVERSITY OF NORTH CAROLINA

For the degree of Bachelor of Arts in the Department of Education, the candidate must submit, in accordance with the general requirements, 142 credits. [illegible] in Practice School work, [illegible] in Education, [illegible] and six additional credits in Education, with the approval of the dean of the School of Education.

In the first two years the principles of education are applied to the teaching of the common school branches. In the [illegible] of the third and fourth years [illegible] theory of Education, with [illegible] problems that confront the principal and [illegible].

Courses of Instruction

[illegible]
1. Review in English.
2. General Method C.
[illegible] Theory of Education [illegible]
[illegible] Issues in Secondary [illegible]
[illegible] Educational Psychology.
[illegible] The Psychology [illegible]
[illegible] Advanced [illegible] . 2
[illegible] Study of Adolescence [illegible].
[illegible] Observation in [illegible] Tendency.
[illegible] Selective [illegible] observations at the

Practice School. Two hours of visiting and one of class work.

25. Educational Tests and Measurements 1.
2-3. Methods in Grammar School Work.
6. History of Education 3.
7. School Administration and Supervision 3.
13. Shorter Course in Pedagogy.
14. Educational Classics 3.
15. One of (A) History of Education
(B) A Comparative Study of State School Systems of Europe and America. 2.
12. The Secondary School 2.
17. The Administration and Supervision of Rural Schools 1.

Practice School. Two hours of visiting
and one of class work.

28. Vocational Tests and Measurements 1.

2-3. Methods in Grammar School Work.

6. History of Education 3.

7. School Administration and Supervision 3.

12. Shorter Course in Academy.

14. Educational Classics 4.

15. One of (A) History of Education
(B) A Comparative Study of State Educational Systems of Europe and America.

16. The Secondary School 3.

17. The Administration and Supervision of Rural Schools 1.

GEORGIA

The State School Law of Georgia grants high school certificates only upon examination of the candidate. This affects Colleges as follows. At suitable times, as directed by the State Superintendent, the designated supervisor shall attend the session of the College, when examinations are in progress, examine the questions prepared for these examinations, add to these at his leisure, scrutinize the grading of any or all the papers of applicants, investigate their records, and recommend the worthy ones for the Certificate in question. A graduate, having received a Bachelor's degree from an approved college of this state and whose courses taken, include three courses in Education, preparatory to teaching, supervision and administration, these courses to be the equivalent of at least three hours per week each through a year, shall be eligible for a Professional College Certificate valid for three years. If Education is not included, they may upon passing an acceptable examination in a reading course be granted a Temporary Professional Certificate, which may be converted to the regular certificate on completion of three such professional courses in the Summer Normal School or College.

UNIVERSITY OF GEORGIA

The State Board of Education has provided for teachers' licenses of professional rank, based upon completion of College courses leading to graduation, provided that a certain portion of the time has been given to professional courses preparatory to educational work, and that some representative of the State Board

[illegible]

The State School law of Georgia gives high school certificates only upon examination of the candidat . This attitude College as follows. At [illegible] Superintendent, the designated [illegible] of the College. Such examinations are in progress, [illegible] questions prepared for these examinations, [illegible] leisure, certificate [illegible] candle, investigate their [illegible] and [illegible] for the Certificate [illegible] teacher's degree from [illegible] course taken, including three courses in [illegible] teaching, supervision and administration, seven courses [illegible] equivalent of at least three [illegible] shall be eligible for a professional [illegible] for three years. [illegible] passing on [illegible] improvement [illegible] the regular certificate [illegible] courses in the Summer Normal School or [illegible].

[illegible] A [illegible]

[illegible] of [illegible]

[illegible] licenses [illegible] courses [illegible] the [illegible] educational [illegible]

of Education has aided in and approved the examinations.

A graduate of an approved (14 unit) College, who has included in his college courses three courses in Education of three hours each throughout a college year, or the equivalent, will be eligible for a professional license good for three years in any grade of educational work, and renewable thereafter indefinitely, the renewal based on successful experience and an examination on the State Reading course for the year.

The three professional courses for this license should be elected from Education 1, 4-8, 5-6 and 10; and Psychology 1 and Philosophy 3-4, 7 and 9 make valuable contributions to this preparation.

Courses of Instruction

1. The History and Principles of Education 3.
2. Educational Psychology 3.
4. Secondary Education 2.
   Includes also observation and teaching in the High School of Athens with visits to other high schools of the State.
8. The Principles of Rural Life and Education 3.
9. Introductory Sociology 3.
10. Philosophy of Education 3.
17. Advanced Sociology 2.
18. Problems of Rural Life and Education 2.
19. Seminar
24. Education in the United States 3.
25. The Administration of Public Education 2.

Vocational Agricultural Education
(Special Smith-Hughes Courses)

Educational Psychology 3.
Principles of Teaching 3.
School Administration 3.
Agricultural Education
Methods and Materials
Projects and Project Methods
Apprentice Teaching
Rural Sociology 3.
Rural Economics 3.

of Education has aided in and approved the examination.

A graduate of an approved (16 units) college, who has included in his college course three courses in Education or three hours each throughout a college year, or the equivalent, will be eligible for a professional [illegible] license for three years in any grade or educational work. [illegible] renewable [illegible] indefinitely, the renewal based on successful experience [illegible] attention on the State teaching course for [illegible] year.

The three professional courses for this license are to be elected from Education 1, 4-5. 5-6 and 11: one sociology and Philosophy 3-4, 7 and 9 make valuable contributions to this preparation.

Courses in Instruction

1. The History and principles of Education .
2. Educational Sociology 6.
4. Secondary Schools 2.
Includes also observation and teaching in the High School of Arizona with visits to other high schools in all the towns.
5. The Principles of Moral and Religious Education 6.
7. Introductory Sociology .
10. Philosophy of Education 3.
17. Advanced Sociology 2.
20. Problems of Rural Life [illegible] 1.
24. Seminar
25. Sociology in the Urban [illegible] .
27. The Administration [illegible] 2.

Professional Additional Courses
(Special High-Degree Courses)

Educational Sociology 6.
Principles of Education .
Public Administration 3.
Advanced Educational
Schools and Methods
Supervision and Project Teaching
Appreciation Reading
Rural Sociology .
Rural Economics .

FLORIDA

The State School Law of Florida provides that all graduates of the Normal or Collegiate departments of the University of Florida, and any other Colleges and Universities in this State, that will submit to such inspection and regulation as the State Board of Education and the State Board of Control may prescribe, are hereby granted a State Certificate; provided, that one-fifth of the time of the collegiate departments be devoted to professional training, and provided further, that at a regular examination conducted at the close of the Junior and Senior years of all such graduates as come under the provisions of this act, the said graduates shall make a general average of not less than eighty-five per cent on all such subjects, with a grade of not less than sixty per cent on any subject.

This law was amended in 1917 with the following addition to the above:- All graduates (as above)--------- shall be awarded a Graduate State Certificate, provided that graduates of The Collegiate Department shall devote three-twenthieths of their time to the study of Psychology and Education, provided moreover that the President of the institution is to make an annual report of the name of the prospective teacher, the subjects taken and the grades received and moreover that there be recorded on the certificate, all subjects ever taken by the holder, both in College and High School and the grades received therefore.

UNIVERSITY OF FLORIDA

Graduates of the Teacher's College and of the Normal

FLORIDA

The State School Law of Florida provides that all graduates of the Normal or College or departments of the University of Florida, and any other colleges and Universities in this State, that will submit to examination and registration in the State Board of Education and the State Board of Control may procure, are hereby granted a state certificate; provided, that one-fifth of the time of the college to departments be devoted to professional training, and provided further, that at a regular examination conducted at the close of the winter and spring term of all such graduates no case under the provisions of this act, the said graduates shall make a general average of not less than eighty-five per cent on all such subjects, with a grade of not less than sixty per cent on any subject.

This law was amended in 1917 with the following addition to the above: All graduates [illegible] shall be awarded a Graduate State Certificate. [illegible] The collegiate department shall devote three-[illegible] of their time to the study of Pedagogy and Methods, [illegible] that the President of the Institution is to [illegible] of the name of the prospective teacher, [illegible] the grade received and moreover [illegible] certificate. All students ever [illegible] College and High School [illegible] .

[illegible] OF [illegible]

Graduates of the Governor's [illegible] Normal

School are granted State Certificates without further examination, provided that one-fifth of their work has been devoted to professional training and provided that during each of the last two years of their course they make a general average of eighty-five percent on all subjects and do not fall below sixty per cent in any subject. These State Certificates are converted into Life-Certificates in the usual way.

Practice High School

The former Sub-Collegiate division of the University has been so widened as to make it a practice and model school for the students of Education. Here student-teachers will have the opportunity to observe the methods of skilled instructors, as well as to practice teaching, under guidance, the high school subjects in which they are most interested.

Courses of Instruction

Psychology 3 hrs.
General Methods 3.
Public School Administration 3.
History of Education 3.
Secondary Education 3.
The Principles and Philosophy of Education 3.
Child Study 3.
Practice Teaching 3. Required.
High School Problems 1.
Methods of Teaching Agriculture 3.
Vocational Education 3.
Educational Hygiene 3.
Educational Diagnosis
Current Educational Problems 3.

VOCATIONAL EDUCATION

By act of the Legislature of 1917, this University was designed as the institution, under the Smith-Hughes Act, for

training teachers for Agriculture and for Trades and Industries.

Itinerant Plan of Training Industrial Teachers

Under the Smith-Hughes Act, there are two types of teachers of trade and industrial education: the shop-teacher, who gives instruction in the actual shop or trade manipulative subjects--, carpentry, machine shop, blacksmithing, printing, etc.; the related subject teacher, who teaches the technical branches relative to the trade,-- drawing, related mathematics or science.

In co-operation with the State Board for Vocational Education, the University is securing as many possible related-subject teachers from the industries of the State, although a few may be obtained from among the members of the teaching profession. All of the shop teachers will be obtained from the industries. Prospective trade and industrial teachers are selected because of their industrial experience, education, moral and civic ideals, and potential teaching ability, which qualifications are determined mainly by personal interview and by careful inquiry of fellow workmen and employers. Once selected, these prospective teachers, obviously varying greatly in preparation, are grouped in evening classes in their home cities and trained by a representative of the University in the art of teaching, although as much as possible of the work in Practice-Teaching is done in Part Time classes.

As demand arises, those who have successfully completed the courses are, with the approval of the State Board for Vocational Education, put into service by the local boards.

The subjects taught are divided into four groups, each

training agencies for agriculture and for trades and industries.

Different Plan of Training Industrial Workers

[illegible]

usually requiring thirty hours for completion. If possible, however, much more than thirty hours will be devoted to the Practice Teaching, especially as through this most of the observation will also be accomplished.

The Course will in general be as follows:-

A. History and Development of the Vocational Education Movement; Mechanics of Teaching; Shop Organization; Educational Law: (State and National); Trade Analysis for Educational Purposes.

B. Applied Science; Shop Mathematics; Mechanical Drawing and Design; Industrial Methods.

C. Practice Teaching.

Practice Teaching; Observation. Making up deficiencies in Trade or general education and in trade experience.

SOUTH CENTRAL DIVISION

19. KENTUCKY

    University of Kentucky

20. TENNESSEE

    University of Tennessee

21. ALABAMA

    University of Alabama

22. MISSISSIPPI

    University of Mississippi

23. LOUISIANA

    University of Louisiana

24. TEXAS

    University of Texas
    Rice Institute

25. ARKANSAS

    University of Arkansas

26. OKLAHOMA

    University of Oklahoma

KENTUCKY

UNIVERSITY OF KENTUCKY

Under the State Law of 1908 all students of the University are eligible for an Advanced Certificate at the completion of three years work in the Department of Education, which will entitle the holder to teach in any school in the State for a period of three years. At the end of this period, with the approval of the State Superintendent, a Life Certificate may be substituted for the Advanced Certificate, on the presentation to the College authorities of satisfactory evidence of the candidates teaching ability and moral character.

The degrees Bachelor of Arts in Education and Bachelor of Science in Education, with the approval of the State Superintendent of Public Instruction, will entitle the holder to teach in any of the common schools and high schools of the Commonwealth without further examination during life or good behavior.

All candidates for the Bachelor degrees in Education, must major in this subject and under this ruling are required to take the following courses in Education:- 3,4,5,7,8,9, and 15.

Courses in Instruction

1. Elementary Psychology 3.
2. Methods and Aims of Teaching 3.
3. Advanced Psychology 3.
3a. History of Psychology 3.
4. Principles of Education 3.
5. Technique of Teaching 3.*
   A discussion of methods with observation and practice teaching. The practice work is open only to juniors and seniors.*
5a. Practice Teaching* Throughout the year.
7. History of Education 3.

[illegible]

[illegible]

[illegible]

7a. The Nineteenth Century Theorists 2.
8. History of Education (Modern Period)3.
9. Principles of Secondary Education 3.
10. Moral and Esthetic Education 3.
12. American Ethnic Elements 2.
13. State and County Administration 2.
14. Principles of Social Education 3.
15. Administration and Supervision 3.
15a. Comparative Education 2.
16. Seminary. Problems of Educational Psychology 2.
18. Seminary in Educational Classics 2.
20. Experimental Psychology 2.
21. Mental Tests 2.
22. Educational Measurements 2.
23. Experimental Education 2.

*By special arrangement with the Lexington city schools, classes from the city high schools will be conducted at the University, in order to afford practice teaching under the direction of a supervisor.

Preparation of Teachers in Agriculture and other Vocational Subjects

The following courses are offered for students who are expecting to teach under the provisions of the Smith-Hughes Bill:

24. Educational Psychology 3.
25. History of Education 3.
Designed especially for Vocational Education students.
26. The Principles of Education 3.
27. Agricultural Education. With Practice. 3.
28. Agricultural Education. (Aims Course). 3.

[illegible]

TENNESSEE

In accordance with the new certificate law, graduates of the University of Tennessee, who have completed any six half-year courses offered by the University in Psychology and Education, not less than two of which shall have special reference to high school work, are entitled to Professional High School Certificates of the first grade, good for five years.

UNIVERSITY OF TENNESSEE

The University of Tennessee offers specially arranged leading to the degrees of Bachelor of Arts or Bachelor of Science in Education. These courses cover four years. In the College of Liberal Arts the requirements for the degree of Bachelor of Arts or Bachelor of Science in Education are the same as for the regular degrees, except that a minimum of eight half-year courses in Education and Philosophy and Psychology are asked for. At least six of the half-year courses must be in Education.

The work in the Freshman and Sophomore years is the same as that for the College of Liberal Arts with the exception that Psychology should be elected in the Sophomore year, and the other electives should be chosen with reference to the kind of teaching position for which the student is fitting himself.

In the Junior and Senior years the student is to take Secondary Education, School Hygiene and the Practice of Teaching. Students proposing to teach in high schools should elect courses in the teaching of the subjects in which they are specializing.

Students must elect in the beginning of the Junior year

or earlier, a major in Education and a closely related minor, as Psychology, or another educational subject.

A sufficient number of other courses must be elected, to make a total of sixty term-hours credit beyond the Sophomore year.

ALABAMA

By the School law of the State of Alabama, the State Board of Examiners is authorized to grant a first grade teacher's certificate without further examination to graduates of institutions of higher learning in this and other states, as may maintain departments for teacher training meeting such requirements, as may be designated by the State Board of Examiners; provided, that certificates shall be issued only to such graduates of the different institutions as have successfully passed a minimum number of courses in Education, designated and approved by the State Board of Examiners.

UNIVERSITY OF ALABAMA

It is the conviction of the Committee on Recommendation of teachers in the University of Alabama, that all students who are preparing to teach, should satisfactorily complete certain prescribed courses in the School of Education. However, students who have not taken any of these prescribed courses in Education, may be recommended as to character, personality, and academic attainments; but in all such cases statements will be made to the effect that they have made no professional preparation for the work of teaching. A student, who satisfactorily completes certain fundamental courses in Education, will upon graduation, be granted by the State Board of Examiners a first grade teacher's certificate.

Education 1, Psychology 1 and 2, and Education 2 are fundamental courses. They are prescribed for all candidates for

[illegible]

By the School Law of [illegible] the State Board of Examiners is authorized [illegible] certificates without further examination [illegible] grades of Higher Learning in [illegible] high departments for teachers [illegible] be designated [illegible] such certificates [illegible] different institutions [illegible] number of courses in [illegible] state boards of examiners.

[illegible]

In [illegible] of teachers in the Provinces of [illegible] are required to [illegible] prescribed courses in the [illegible] may have [illegible] may be [illegible] attainments but [illegible] work of [illegible] examinations [illegible] of by [illegible] Finally.

[illegible]

Regulations [illegible]

degrees in Education, and should be elected by all who are planning to teach. In addition to these fundamental courses, candidates for degrees must elect other courses in Education amounting to at least six hours, and those wishing a recommendation to teach, should take one or more courses in methods of teaching in special subjects. Education 1 and Psychology 1 and 2 should be taken in the Junior year; Education 2 and Methods of Teaching in special subjects, in the Senior year. Students must consult the dean of the School of Education before electing additional courses in Education.

Courses of Instruction

1. History and Principles of Education 3 hrs.
   a. History of Education 3.
   b. Principles of Education 3.
2. High School methods 3 to 5. Throughout the year. In addition to a careful study of methods of teaching in secondary schools, students will be expected to spend a part of their time in the observation of high school work, and as soon as opportunity can be secured, to enter upon actual practice in teaching under competent supervision. Open to those who are recommended in scholarship and who have taken the courses in educational psychology and the history of Educ.
3. Educational Seminar 2.
4. School Administration and Supervision 2.
5. State School Systems 2.
6. Educational Classics 3.
7. Philosophy of Education 3.

8-15. Methods of Teaching Courses 1 hr.

degrees in Education, and should be secured by all who are planning to teach. In addition to these undergraduate courses, candidates for degrees must elect courses in educational administration to at least six hours, and have planning a teacher education to teach, should take one or more courses in methods of teaching in special subjects. Education 4 and 5 (Teaching) should be taken in the Junior year; Education 6 and 7 (Teaching in special subjects) in the Senior year. Students that contemplate the deep of the School of Education should elect additional courses in Education.

Courses of Instruction

1. History and Principles of Education 1 a.
   a. History of Education 1.
   b. Principles of Education 1.
2. High School Methods 4 to 5. These courses are open.
   In addition to a comprehensive study of methods of teaching in secondary schools, students will be expected to make a part of their time in the Junior year in a local school. and to work as quantitatively can be secured. In other words, the teacher in training is actually engaged in teaching. Open to the only one hour in the evening and two hours in the morning. Educational psychology and the history of Educ.
3. Moral Training 3.
4. Home Administration and Supervision 4.
5. State School - Hours 3.
6. Educational Sociology 7.
7. Philosophy of Education 6.
8-10. Methods of teaching; Courses 1 a.

MISSISSIPPI

UNIVERSITY OF MISSISSIPPI

The Mississippi State Board of Examiners will issue a professional license to teach, to graduates of the University, with the academic or Education degree, who have included in their courses, or have taken in addition, nine hours in Education, six hours of which courses are prescribed. Below is a list of the required subjects, as specified by the State Board, together with the University courses which are recommended as meeting these requirements.

Two hours of Pure Psychology,
Met by Psychology B., one half year.

Two hours of Applied Psychology,
Met by Educ. 1d

Four hours of Theory and Practice of Teaching,
Met by Educ. 1b and 2b.

Two hours of History and Science of Education,
Met by Educ. 3d or 4d.

Two hours of School Management and Supervision,
Met by Educ. 1c,2c,3c, or 4c.

Three hours of work are elective, and may be taken in any courses in Education and Psychology, except that credit will be given for only one elective hour in each course, so far as the license is concerned.

It is expecially recommended that those who expect to make a profession of Education, secure a degree in Education. These degrees have the same entrance requirements, the same amount of college work, and the same group-requirements, as the academic

CONCLUSION

SUMMARY OF FINDINGS

[illegible]

degrees. But the prescribed subjects are listed below. These degrees carry with them specialization for the profession of teaching.

One of two degrees especially designed for teachers, Bachelor of Arts in Education, and Bachelor of Science in Education, will be conferred upon students who have complied with the requirements for the Bachelor's degree, except that the prescribed studies shall be as follows:

English a and b	12 hours
History	4
Mathematics	6
Physics	6
Chemistry	6
Biology, Botany or Zoology	6
Physiology and Hygiene	4
Psychology	10
Education, not less than	18
One foreign language	12
Total	84 hrs. requ.

Courses of Instruction

1b. Schoolroom Management and Hygiene 3.
2b. Principles of Method 3.
b. Psychology 2.
Special Methods 3.
1c. Educational Organization and Supervision 3.
2c. Rural and Village School Administration 3.
c. Psychology 3.
3c. Principles of Secondary Education 3.
4c. The High School 3.
1d. Educational Psychology 3.
2d. Philosophy of Education 3.
3d. History of Ancient and Medieval Education 3.
4d. History of Modern Education 3.
1e. Adolescence 2.
2e. Psychology of High School Subjects 2.
3e. Foreign School Systems 3.
1f. Educational Surveys
2f. Research in Educational Problems.

degrees. But the prescribed subjects are [illegible] colleges. These degrees carry with them specialization for the professions of teaching.

[illegible]

Bachelors of Arts in Theosophy, [illegible] of science, [illegible] section, will be conferred upon [illegible] who have passed the requirements for the Bachelor's degree of Arts, or Science, as [illegible] scribed above and [illegible] examinations.

[illegible]

Lectures of Amusements

[illegible]

LOUISIANA

LOUISIANA STATE UNIVERSITY

Upon all students who complete successfully the four-year Teachers College course of study as outlined, the degree of Bachelor of Arts will be conferred by the Louisiana State University, and the Professional State Teacher's Certificate by Teacher's College. This certificate entitles the holder to teach in the public schools of Louisiana under the regulations of the State Board of Education without further examination.

The time necessary for the completion of the entire course is four years, and candidates for degrees will conform their courses to the following conditions:-

For graduation with the degree of Bachelor of Arts, 68 hours of work will be required as follows: A minimum of 36 session hours of academic courses in accordance with the "group requirements" of the College of Arts and Sciences; 9 session hours of professional work, including practice teaching; and leaving consequently 23 hours of electives to be wisely distributed within the mutually dependent fields of academic scholarship and professional training.

Suggested Order of Subjects

1. Required academic work, including major subject.
2. Electives from academic courses.
3. Minimum professional requirements.
   Psychology 3-4 or equivalent.
   Education 13-14.
   Methods in major subject, or equivalent.

[illegible]

[illegible]

[illegible]

Education 15 or equivalent.

4. Electives from professional courses.
Education 11,12,7,8,5,6,1,2,16.
Philosophy 1,2,4.

Teachers College Course

Freshman Class

English	6 hrs.
A modern or ancient language	6
History	6
Mathematics	6
Electives (not to exceed 4 hours)	..
Botany or Zoology	4 or 2

Sophomore Class

Foreign Languages (continued)	6
Economics or Political Science	6
Political Science or Sociology	6
Physics, Chemistry or Psychology	6
Chemical Laboratory	4 or 0
Electives (not to exceed 6 hours)	..

Junior Class

Major Elective (continued)	6
Educational Psychology	6
Education 13	6
Philosophy	4
Electives (not to exceed 7 hours)	..

Senior Class

Education 15 (or equivalent	6
Methods in Major subject, or equivalent, and Electives (not to exceed 15 hours)	..

Courses of Instruction

1-2. Principles of Education 2. Both terms.
5-6. School Administration 3. B.T.
7. History of Ancient and Medieval Education 3.
8; History of Modern Education 3.
9-10. Current Education; Problems; Literature,
12. Principles of Vocational Education.
13-14. Secondary Education 3.
15. Practice Teaching 1½.
The intent of the observational and practice teaching work is to enable the

propective high school teacher to acquire in the most economic way, the prime qualifications for success; to develop individual initiative and self directive power in the class room; to shortcircuit wasteful experience, give pedagogical insight and training. While the quantity of work required may vary to meet the needs of individual cases, every student, who graduates from Teacher's College must demonstrate through practice teaching the ability to teach successfully certain high school subjects; ability to select and organize subject matter as teaching material, plan lessons, make clear and definite assignments, conduct recitations, exercise judgment in control, and profit by criticisms and suggestions for improvement.

This course may be taken by students who are properly prepared for it in either term of the Senior year and receive upon its completion 1½ hours credit.

16. Educational Measurements 2.
Courses in Special Methods.

The University Demonstration School

In order that Teachers College may give practical as well as theoretical training, the Demonstration High School has been established in Peabody Hall on the campus, for observational work and practice teaching. The functions of the demonstration school are (1) to exemplify good teaching and management through the work of the critic teachers, (2) to break in, try out and train inexperienced teachers, and (3) to use the entire school plant as an experiment station for the investigation of school problems of various types.

TEXAS

The school law of Texas provides, that any person who holds a diploma conferring on him the degree of Bachelor of Arts, from any College or University of the first class, and who has completed four full courses in Education and Pedagogy, may receive from the State Superintendent of Public Instruction a permanent State Certificate, which shall be valid anywhere in this state during good behavior. By a full academic course as interpreted by the State Department of Education, is meant an academic subject, pursued for a period of thirty-six weeks of three recitations of one hour each per week, or the equivalent of 108 hours work.

UNIVERSITY OF TEXAS

The Teachers Diploma will be conferred upon the student, who completes twenty-one courses, seventeen in the College of Arts, and four in the Department of Education and who satisfies the requirements for the degree of Bachelor of Arts or the degree of Bachelor of Science in Home Economics. The courses taken in the College of Arts must include not less than three courses in each subject which the student is preparing to teach. The Teacher's Diploma has the force of the State permanent Certificate and is valid for life.

A first grade state teachers certificate valid for four years will be granted by the State Superintendent of Public Instruction to the student who absolves at least thirteen units for admission and who completes four courses in the College of Arts and one course in the Department of Education.

The school law of Texas provides, that a person who holds a diploma conferring on him the degree of Bachelor of Arts, from any College or University of the first class, and who has completed four full courses in Education and Language, may receive from the State Superintendent of Public Instruction a permanent State Certificate, which shall be valid anywhere in this state during good behavior. If a full academic course in Education by the State Department of Education, is made, an academic course prepared for a period of twenty-six weeks of three recitations a one hour each per week, or its equivalent of 108 hours work.

UNIVERSITY OF TEXAS

The Teachers Diploma will be conferred upon the student, who completes twenty-one courses, exclusive of in the College of Arts, and from in the department of Education, who satisfies the requirements for the degree of Bachelor of Arts or the degree of Bachelor of Science in Home Economics. The courses taken in the College of Arts must include [illegible] course in each subject which she attempts to teach. The Teacher's diploma has the force of [illegible] certificate and is valid for life.

A first grade [illegible] four years with a grade [illegible] Instruction [illegible] for admission and completing four courses [illegible] Arts and one course in the Department of Education.

Regular students should complete Education 203 and 104 in the Sophomore year, Education 5 and 27 together with one elective course, in the Junior and Senior years. No regular student is allowed to take courses in Education during his Freshman year, excepting those who must go out to teach the following year, who may take 141,142,143.

Any four Education courses count toward the Bachelor of Arts degree. As a preparation for advanced work in this department, courses in general biology, history, sociology, and philosophy are especially helpful.

All students who wish to take courses in Education, must secure the approval of their selection of courses both by the Advisor in the College of Arts and by the Dean of the Department of Education.

Courses of Instruction

(For the one-year students for State Cert.)

Educ. 141 Educational Psychology
142 Principles of Teaching
148 School and Class Management

(Courses for Regular Students)

203 Psychology of Education
104 Psychology of Development
5 History of Education
17 Philosophy of Education
21 Seminary in School Administration & Supervision
22,122,222 Seminary in Psychology of Education
101 The Survey of School Systems
118 Secondary Education: The Psychology of Adolesc.
119 Seminary in the Administration of Higher Education.
120 Secondary Education: Courses of Study and Organization of High Schools.
121 Secondary Education: High School Administration

Regular students should complete Education 204 and 206 in the Sophomore year, Education 5 and 6 together with one elective course, in the Junior and Senior years. No regular student is allowed to take courses in Education [illegible] exceptions [illegible] may take 141, 142, 143.

Any Commission [illegible] Bachelor of Arts degree. As a preparation for advanced work in this department, courses in general biology, [illegible], and philosophy are especially [illegible].

All students who plan to take courses in Education must secure the approval of their selection of courses from the Advisor in the College of Arts [illegible] department of Education.

Courses in Education

(For the one-year [illegible] [illegible])

Educ. 141 Educational Sociology
142 Principles of Teaching
143 School [illegible]

(Courses for [illegible])

204 [illegible] of Education
206 Psychology of Adolescence
5 History of Education
6 [illegible] of Education
[illegible] Educational [illegible]
[illegible] Seminary in Psychology [illegible]
101 The Science of School [illegible]
102 Secondary Education [illegible]
103 Seminary in the Administration [illegible]
Education.
104 Secondary Education [illegible] Study [illegible]
Organization of High Schools.
105 Elementary Education: [illegible] Administration of

148,149,150 Experimental Education
156 Physical Development and School Hygiene
169 Psychology and Pedagogy of Adolescent Groups.
173 Mental Tests
176 Educational Tests and Measurements
174 Mental Measurements and Statitical Methods
175 The Education of Exceptional Children
27*Student Teaching
234 Psychology of Education; Advanced Course
254-155 Seminary in the History of Education
257 The Social Aspects of Education
58 Thesis Course
Special Methods courses

*Student Teaching-This course consists of a study of the principles of teaching, observation of class work, the construction of lesson plans, and teaching, under supervision in the Austin schools. Ordinarily this course will require one period daily for six days a week. This course is required of all candidates for the teachers diploma.

RICE INSTITUTE

The Department of Education of the State of Texas will grant, without further examination, a State permanent Teacher's Certificate to persons holding the Bachelor of Arts degree from the Rice Institute, who have completed four of its courses in Education, and also to persons, holding the B.A. degree from the Rice Institute, who have taught three full years of not less than six months each, in the schools of Texas. The three years teaching experience may be secured prior to, during the time of, or after the completion of the college work, leading to the B. A. degree.

Courses of Instruction

Educ. 100 An introudctory course in Education, Psychology, School and Class Management and Methods of Teaching. Members

148,149,150 Experimental Education
155 Physical Developments and School Hygiene -
157 Psychology and Pathology of Adolescence, Comp.
172 Mental Tests
175 Educational Tests and Measurements
174 Mental Measurements and Statistical Methods
175 The Education of Exceptional Children
176 Student Teaching
177 Psychology of Education; Advanced Course
178-179 Seminary in the Theory of Education
207 The Social Aspect of Education
Dr. Theodore Graves
Social Work de courses

"Student Teaching-Life" - Under [illegible] of a course of study on the principles of teaching, observation [illegible] work, the construction of lesson plans, and teaching, under supervision in the Austin schools. Ordinarily this course will require one period daily for six days a week. This course is required of all candidates for the teachers diploma.

THIS INSTITUTE

The Department of Education of the [illegible] Institute, without [illegible] examination [illegible] Certificate to persons holding the Bachelor [illegible] the Nice Institute, who have completed [illegible] in Education, and also to persons holding [illegible] Nice Institute, who have taken [illegible] six year course, in the [illegible] - [illegible] the department may be secured [illegible] after the completion of [illegible] degree.

COURSES IN HIGH SCHOOL

June, 1[illegible] An intermediate course [illegible] June, School [illegible] and [illegible]

of the class will study methods in use in the city schools, and will be given an opportunity there to conduct a class under the supervision of its regular teachers 3.

History of Education 3.
Philosophy of Education 3.
Administration and Supervision 3.

of the class will study methods in use in the city schools, and will be given an opportunity to conduct a class under the supervision of its regular teachers.

History of Education.
Philosophy of Education.
Administration and Supervision.

ARKANSAS

The state law requirements for professional training of Secondary Teachers in Arkansas states that a Normal School Diploma is required or completion of a College course, if the State Superintendent is satisfied that the course of study pursued was of the standard required for issuance of a professional license.

UNIVERSITY OF ARKANSAS

It has been agreed between the University and the State educational authorities, that the diploma from the Teacher's Training Department of the University of Arkansas shall be equivalent to a Teacher's Professional License, which shall entitle the holder to teach in any public school in the State of Arkansas for a period of six years from and after the date of issue. At the expiration of that period such diploma may be converted into a Life Certificate, provided that the character of the work done by the holder thereof, and his or her moral character, shall meet with the approval of the Superintendent of Public Instruction of the State of Arkansas.

This certificate is granted to students in the College of Education, and to students in the College of Arts and Sciences, who take the proper work in Education upon completion of one of the following courses: (1) The Two-year regular Course: (2) The two-year special course in Manual Training; or (3) The Three-year special course in Economics.

ARKANSAS

The state law requirements for professional training of Secondary Teachers in Arkansas are [illegible] Diploma is required or [illegible] State Superintendent is satisfied the [illegible] used was of the standard required for [illegible] license.

[illegible]

In the [illegible] educational administrator, [illegible] Training Department of the University, [illegible] valent to a [illegible] the holder [illegible] see for a period of six years [illegible] As the experience of [illegible] into a life [illegible] done by the [illegible] meet with the approval of the [illegible] line of the State of Arkansas.

This course [illegible] of [illegible] [illegible] of the [illegible] The two-year [illegible] special [illegible].

Program for Regular Course

Freshman Year

First Semester		Second Semester	
English 1	3	English 1	3
Education 1a	3	Education 20b	3
Education 22a	2	Education 23b	2
Military Art or Physical Education 1	1	Military Art or Physical Education 1	1
*Elective	8	*Elective	8
	17		17

Sophomore Year

Education 24	4	Education 24	4
Military Art or P.E.	2 or 1	Mil. Art or P.E.	2 or 1
*Elective	11 or 12	*Elective	11 or 12
	17		17

*To be chosen with the advise and consent of of the department in which the candidate wishes to secure a recommendation to teach, so as to include not less than six credit-hours in Education.

Course 1a or 1b is preparatory to all other courses. Prospective teachers should complete in addition, courses 3a or 3b, 6a or 6b, or 7a or 7b, 21a or 21b, and 27a. No student will be recommended for a teaching position in a high school who has not completed course 8a or 8b..

Courses of Instruction

1alb General Psychology 3
2a b Advanced Psychology 6
3a b Educational Psychology 3
6a b Genetic Psychology 3
7a b Social Psychology 3
8a b Psychology of Adolescence 3
9a b Abnormal Psychology 3
10a b Psychology of Religion 3
20b History of Education 3
21a b Philosophy of Education 2
22a The Teaching Process
23b Observation and the Curriculum 2
24a b Practice Teaching 8
Daily Teaching for one period in the

Courses for Regular Cadets

Freshman Year

First Semester		Second Semester	
English I	3	English 2	[illegible]
Education 1a	3	Education 1b	[illegible]
Education 22c	3	Education 22d	3
Military Art or		Military Art or	
Physical Training I	1	Physical Training [illegible]	1
*Elective	[illegible]	*Elective	[illegible]
	17		16

Sophomore Year

Education 3a	3	Education 3b	3
Military Art or P.T.	1 or 1	Mil. Art or P.T.	1 or 1
*Elective	[illegible]	*Elective	[illegible]
	17		17

*Pick one of the elective with the advice of the heads of the departments in which the candidate wishes to major or a recommendation to teach. [illegible] Pick six credits in Education.

Course 3a or 3b is required [illegible] of the student teaches.

Prospective students are [illegible] complete [illegible] or 3b. 4a or 4b, or 5a or 5b, [illegible]

be room enough for a [illegible]

not completed during [illegible]

Courses of Instruction

[illegible]

Training school in practical application of the principles of Instruction. Teacher's meeting one hour per week.

25a The Modern High School 3
27a School Management 3
28a b Comparative School Systems 3
School Hygiene 2
54a Advanced Teaching 4
Rural School Management 3
Educational Tests and Measurements 3
Rural Educational Sociology 3
Science Teaching 3

OKLAHOMA

The School law of Oklahoma states, that any graduate of any College organized under the laws of the State of Oklahoma, requiring a four years' college course for graduation and which has entrance requirements equivalent to a four years high school course, and maintaining a course in Education equivalent to the course of Education in the University of Oklahoma, said course to be approved by the State Board of Education, shall upon application to the State Superintendent of Public Instruction and making proof of graduation from any such College and the completion of said course of study, be granted a Life High School Certificate of the same rank as is granted to the graduates of the State University for the same class of work.

UNIVERSITY OF OKLAHOMA

Candidates for a degree in the School of Education must fulfill all the requirements for graduation from the College of Arts and Sciences, including the prescribed Freshman work, the major and minor subjects, the group-electives, and a sufficient number of free electives to make a total of 120 hours.

The professional work in Education and Psychology for propective High School Teachers who expect to receive the teachers life diploma, must be not less than twenty-four hours in Education and Psychology. It is recommended that this work include Psychology 1 or 51, Education 2,108 or 12, 102 or 103, 129 or 130, the course in Methods of Teaching the student's major subject, and six hours of Education approved by the director of the School of

OKLAHOMA

The School Law of Oklahoma states, that any graduate of any College organized under the laws of the State of Oklahoma, requiring a four years' [illegible] and which has entrance requirements equivalent to a four years high school course, and maintaining a course in Education equivalent to the course of Education in the University of [illegible] course to be approved by the State Board of Education, [illegible] upon application [illegible] tion and making proof of [illegible] the completion of such course of study, be [illegible] School Certificate of the same [illegible] ates of the State University [illegible].

SUMMARY OF REQUIREMENTS

Candidates for a career in the [illegible] must initial all the requirements [illegible] of area the Bachelor. Journal [illegible] major and minor subjects. [illegible] number of free electives [illegible].

The professional [illegible] propose the plan School [illegible] are life-[illegible] tion and [illegible] long [illegible] course in [illegible] six hours of [illegible]

Education.

The completion of this work will also meet the professional requirements for the teacher's life diploma.

All candidates for a teacher's life certificate are required to teach at least five hours per week for one semester. This work is done in connection with the University Junior High School and the Norman Public Schools.

Students, who have completed two years' work with a total credit of not less than fifty-six hours, including at least eight hours in Psychology and Education, will be recommended for a Special College Certificate valid in elementary and high schools for two years.

Candidates for either State or County Certificates by examination may, under certain conditions, substitute the grade obtained in any subject in the University in lieu of an examination in that subject.

The University Junior High School

By vote of the State Board of Education in 1917, the University was authorized to open, in connection with the School of Education, a school of experimentation, observation and practice. The school is intended to serve a variety of purposes:

(1) It will furnish laboratory facilities for the School of Education in working out courses of study for high schools. It is hoped that such courses may serve as models for the State.

(2) It will serve as a laboratory for working out in

Education.

The completion of this work will give pupils the educational requirements for the teacher's life diploma.

All candidates for a teacher's life diploma are required to teach at least five hours per week for one semester. This work is done in connection with the Training School, Model School and the Korean Public Schools.

Graduates, who have completed two years' work with a total credit of not less than [illegible] units, including [illegible] eight hours in education and [illegible], will be recommended for a Special College Certificate valid in elementary and high schools for two years.

Candidates who either [illegible] examination may, under certain [illegible], be allowed the credit obtained in any subject in the University in lieu of an examination in that subject.

The University Junior High School

By vote of the State Board of Education in [illegible] University was authorized to open, in connection with the College of Education, a school of experimentation, observation and practice. The school is intended to serve [illegible]:

(1) It will furnish laboratory [illegible] for the School of Education in working out problems [illegible] schools. It is hoped that such courses may serve as models for the State.

(2) It will serve as a laboratory in which [illegible]

a scientific manner problems relating to instruction and supervision. Plans for the effective supervision of study are being developed at the present time.

(3) It will furnish much needed laboratory facilities for work in connection with educational measurements.

(4) It will constitute a training school for high school teachers, principals and supervisors, thus furnishing facilities for practice in teaching and supervision, as well as convenient opportunities for observation.

(5) It will serve in general for the exemplification of that which is best in educational theory and practice.

Courses of Instruction

Psychol. 1A Elements of Psychology 4
51A General Psychology 4
Educ. 2b Educational Psychology 4
20b History of Education, (Ancient,Mediev. & Modern) 4
101b Principles of Education 4
102a The High School Program of Studies 2,
103b The Social Administration of the High School 2
104b Psychology of Child Study 2
105a Experimental Education 4
107a Educational Theorists of Modern Times 2
108b Secondary School Methods 4
109a Foreign School Systems 2
110a Principles of Moral Education 2
112a City School Administration 2
113 Educational Measurement 2
114a Psychology of Exceptional Children 2
115a Vocational Education 4
116b Vocational Guidance 2
117b School Hygiene 2
118b Statistical Method 2
120 Advanced History of Education, (Anc.Med,&Mod.)
121a Principles of Method 4
122a State and County Educational Administration 2
123a History of American Education 4
124b Education through Play 2
127a Psychology of Adolescence 2
162b Psychology of High School Subjects 2
165a Educational Sociology 4

170a The Curriculum 2
171a City School Supervision 2
119b Rural Education 2
129a Practice Teaching 2
130b Practice Teaching 2
131b-150b Special Methods Courses
Seminars in above for graduate students.

NORTH CENTRAL DIVISION

27. OHIO

Miami University, University of Cincinnati, Oberlin College, Ohio State University, Ohio University, Western Reserve University.

28. INDIANA

Indiana University, Purdue University.

29. ILLINOIS

University of Chicago, University of Illinois, Northwestern University.

30. MICHIGAN

University of Michigan.

31. WISCONSIN

University of Wisconsin.

32. IOWA

University of Iowa, Drake University, State College of Agriculture

33. MINNESOTA

University of Minnesota.

34. MISSOURI

Washington University, University of Missouri.

35. NORTH DAKOTA

University of North Dakota.

36. SOUTH DAKOTA

University of South Dakota.

37. NEBRASKA

University of Nebraska.

38. KANSAS

University of Kansas.

NORTH CENTRAL DIVISION

27. OHIO

Miami University, University of Cincinnati,
Oberlin College, Ohio State University,
Ohio University, Western Reserve University.

28. INDIANA

Indiana University, Notre Dame University.

29. ILLINOIS

University of Chicago, University of Illinois,
Northwestern University.

30. MICHIGAN

University of Michigan.

31. WISCONSIN

University of Wisconsin.

32. IOWA

University of Iowa, Iowa State University,
State College of Agriculture

33. MINNESOTA

University of Minnesota.

34. [illegible]

Washington University, [illegible]

35. NORTH DAKOTA

University of North Dakota.

36. SOUTH DAKOTA

University of South Dakota.

37. NEBRASKA

University of Nebraska.

38. KANSAS

University of Kansas.

OHIO

According to the School Law of Ohio, a graduate from any Normal School, College or University, who has completed a full four years' academic and professional course in such institution and who also holds a certificate of graduation from a first-grade high school or its equivalent, shall upon application to the Superintendent of Public Instruction, be granted a provisional High School Certificate without further examination; provided that such institution has been approved by the Superintendent of Public Instruction. Moreover, no person shall be employed as a High School Teacher, who has not obtained a certificate of good moral character; that he or she is qualified to teach six branches or more, selected from the following course of study, (three of which branches shall be Algebra, Rhetoric and Physics): Literature, General History, Algebra, Physics, Physiology including narcotics, Latin, German, Thetoric, Civil Government, Geometry, Physical Geography, Botany and Chemistry, and High School Agriculture; and that he or she possesses an adequate knowledge of the theory and practice of Teaching.

This last phase of the law has been made more specific in that the school laws of 1914 require professional training for High School Teachers, not less than six weeks by January 1, 1915, and six weeks additional each year, until the minimum shall be one full year or thirty-six weeks by 1920. Under the ruling of the State Superintendent of Public Instruction, who is given authority under the law to fix the standard of observation and

According to the School Law of Ohio, a graduate from any Normal School, College or University, who has completed a full four years' academic and professional course in such institution and who also holds a certificate of graduation from a first-grade high school or its equivalent, shall upon application to the superintendent of the institution, be granted a provisional high school certificate without further examination; provided that such institution has been approved by the Superintendent of Public Instruction. However, no person shall be employed as a high school teacher, who has not other as a certificate of good moral character; that he or she is qualified to teach six branches or more, selected from the following course of study, (some of which branches shall be algebra, mathematic and physics): literature, [illegible] history, [illegible] science, physiology [illegible] hygiene, [illegible], [illegible] civil government, geometry, drawing, [illegible], [illegible] history, and high school [illegible] as an adequate knowledge of the [illegible].

This last phase of the law [illegible] in that the school laws of 1914 [illegible] for High School teachers, not [illegible] 1919, and six years [illegible] be one full year [illegible] of the State Superintendent [illegible] authority under the [illegible]

and practice teaching, and determines the ratio of academic work to work in professional subjects, the four year courses of the Normal Colleges and Universities shall include not less than 25 per cent of professional subjects in which shall be included actual Observation and Practice Teaching in Secondary Subjects, in a Training School under the direction of the Normal College or University.

OHIO UNIVERSITY

The educational work of this institution is done in what is called "The State Normal College of Ohio University". The course for high school teachers is a full four year college course, and graduates are granted the degree of Bachelor of Science in Education, the full equivalent in scholarship and literary culture of any Bachelor's degree. This course is so arranged that not less than three years of specialization shall be made by the student upon at least one collegiate subject.

The State Normal College has preparatory Classes, and the students who are preparing for high school teaching, are required to get their practice teaching there.

The student is required to devote one full collegiate year to professional subjects, although the work in these subjects may be distributed throughout the four years. Graduates of the four year course are granted the degree of Bachelor of Science in Education and a four year State High School Life Certificate upon graduation and this is made a High School Life

and practice teaching, and determines the value of research work to work in professional subjects. The four year courses of the Normal Colleges and Universities which include not less than 25 per cent of professional subjects in which shall be included actual observation and practice teaching in secondary subjects, in a Training School under the direction of the Normal College or University.

OHIO UNIVERSITY

The educational work of this institution is done in what is called "The State Normal College of Ohio University". The course for high school teachers [illegible] four year college course, and graduates are granted the degree of Bachelor of Science in Education, the full equivalent in all respects to the literary culture of any Bachelor's degree. This course is so arranged that not less than three years of specialization may be made by the students upon a [illegible] of [illegible] subjects.

The Ohio Normal College has [illegible] the students who are preparing for high school teaching [illegible] required to pass their practice teaching [illegible].

The student is required [illegible] year to professional subjects, although [illegible] subjects may be distributed throughout the four [illegible] of the four-year course [illegible] the course [illegible] Science in Education and a [illegible] certificate upon graduation and this is made a [illegible] like

Certificate by the State Board of Examiners, after the holder has taught successfully for twenty-four months.

The observation and practice work is done in the Training School in connection with the Normal College. The prospective high school teachers observe the teaching of the secondary subjects under the guidance and supervision of the Critic teachers and Training supervisors. Before graduation each candidate for a degree must teach one or more of these subjects not less than ninety hours or lessons, and this teaching must be of such character as will be accepted by the College authorities. The total amount of work in observation and teaching required in secondary subjects is 180 hours. The student may teach 120 hours and observe 60 hours but not less than one-half of the total of 180 hours shall be given to teaching.

The candidate may elect the subject in which he wishes to specialize as a teacher, making this his major branch. He may select his work in such a manner as to enable him to gain proficiency in other branches which he may wish to teach.

One hundred and twenty semester hours of collegiate work is required for graduation in the course leading to the degree of Bachelor of Science in Education. Specific requirements in educational subjects are as follows:-

General Methods 3 hrs.; School Organization 4 hrs.; History of Education and Science of Education or Principles of Education 6 hrs.; Secondary Education 3 hrs.; Rural Education 2hrs.; Paidology and Psychology 6 hrs.; Teaching 6 hrs.;

certificate by the state board of examiners, after the holder has taught successfully for twenty-four months.

The observation and practice work is done in the training school in connection with the Normal College. The prospective high school teachers observe for twelve weeks, accompanying selected teachers under the guidance and supervision of the Critic teachers and Training school teachers. Before graduation each candidate must have spent one or more of these weeks at least twice, once during a semester. Credit for observation must be of such character as will be accepted by the College authorities. The total amount of work in observation and practice required in each subject is 120 hours. The practice teaching is to be at the rate of 60 hours but not less than one-half of the time of 180 hours shall be given to observation.

The candidate may elect the subject in which he wishes to specialize as a teacher, making his work in French. He may select his work in each subject to obtain the most proficiency in other branches which he may wish to teach.

The training [illegible] work is required for graduation in the course leading to the degree of Bachelor of Science in Education. Credit [illegible] in educational subjects are as follows:-

General [illegible]

History of [illegible]

Education 6 hrs.; Secondary [illegible]

Zoro.: Geology and Meteorology [illegible]

Courses of Instruction

School Administration 3 hrs.
Supervision and Criticism
Principles of Education 3.
Science of Education 3.
Philosophy of Education 3.
Educational Measurements.
History of Education (Ancient and Medieval) 3.
History of Education (Modern Period) 3.
History of Vocational Education 3.
Secondary Education-Evolution of the High School 3.
Secondary Education-High School Methods 3.
Modern European School Systems 3.
American Program of Studies 2.
Social Aspects of Education 3.
Secondary Didactics 3.
School Management and School Law 3.
Secondary Teaching 3.
Psychology

WESTERN RESERVE UNIVERSITY
(The Cleveland School of Education.)

This School of Education was established in 1915 in cooperation with the Cleveland Normal School, and is designed primarily as a school for teachers. The requirements, which the student is expected to satisfy are those which are fixed by State Law. The institution itself states no additional requirements. Practice Teaching is carried on in conjunction with the similar work done in the elementary school department. No details are given of the nature or extent of the teachers' training course.

Course of Instruction

Educational Psychology.
History of Education.
Principles of Education.
Methods of Teaching in High Schools.
General Instruction.
School Management.

Courses of Instruction

School Administration [illegible]
Supervision and Criticism
Principles of Education [illegible]
Science of Education [illegible]
Philosophy of Education [illegible]
Educational Measurements [illegible]
History of Education (Ancient and Medieval)
History of Education (Modern Period)
History of Vocational Education [illegible]
Secondary Education-Junior [illegible] High School [illegible]
Secondary Education-Senior High Schools [illegible]
Modern European School Systems [illegible]
American Program of Education [illegible]
Social Aspects of Education [illegible]
Secondary Education [illegible]
School Management and Supervision [illegible]
Secondary Education [illegible]
Seminary

[illegible]
(The Universal School of Medicine)

This School of Medicine [illegible] 191[illegible]

[illegible] primarily as a school for [illegible] men. The requirements, [illegible] states, is equivalent to entrance [illegible] high school [illegible] State law. The instruction [illegible] months. Practice teaching is [illegible] [illegible] other work done [illegible] are given in the [illegible] department [illegible].

Courses of Instruction

Home [illegible] Anatomy.
History of Medicine.
Principles of Medicine.
Methods of Teaching [illegible].
General Therapeutics.
School Management.

OHIO STATE UNIVERSITY

This College is one of the officially approved instrumentalities of the State for the professional training of teachers. It endeavors to bring into proper adjustment within the limits of a four-year course, the academic training, the theoretical professional training for a proficient teacher.

Special four year curricula are offered in Art, Manual Training, Agricultural Education, and Home Economics.

The work of the third and fourth years must include:

(1) Fundamental and professional courses:-

History of Education, not less than 6 hours.

Elements of Scoiology, not less than six hours.

Educational Psychology, not less than 4 hours.

Principles and Practice of Teaching, not less than 6 hrs.

School Administration, not less than 6 hours.

A course in the teaching of the major subject, of 2 hrs.

(2) Major Courses:-

The work which the student is preparing to teach, (elected in the first or second year, hours enough, usually thirty semester hours, to satisfy the professor in charge, that the scholarship warrants a recommendation for teaching in a secondary school.

Courses of Instruction.

History of Education 3 hrs.
Philosophy of Education 2.
Educational Classics 2.
Comparative Education 2.
History of Education in the United States 2.

WHAT MEANS MEANING?

This College is one of the [illegible] - structures of the State for the preparation [illegible] teachers. It endeavors to bring [illegible] the limits of a four-year course, the [illegible] theoretical preparation [illegible]

Special three year curricula are offered in [illegible] al training, agriculture, [illegible] Commerce. [illegible] the work of the [illegible] with the following.

(1) Commerce [illegible] industry [illegible] science [illegible] science, [illegible] principles of teaching, [illegible] school administration, [illegible] course in [illegible]

(2) [illegible] Commerce -

The work which [illegible] in the first or second [illegible] accounts [illegible] the equivalent [illegible] a account [illegible]

[illegible]

History of [illegible]
[illegible]
Educational [illegible]
[illegible]
History of [illegible]

History of Industrial Education 2.
Principles of Education 3.
Observation, Criticism and Practice 3.
Biological Principles in Education 3.
Plant, Animal and Human Behavior 3.
Advanced Principles of Education 3.
Educational Psychology 2.
Mental and Social Measurements 2.
Public Education in the United States 3.
State School Administration 3.
The Administration of Secondary Schools 3.
Educational Statistics 2.
Educational Surveys 2 to 5 hours.

OBERLIN COLLEGE

Students desiring to meet the requirements for State certification in Ohio and other states may take the major work in Education of this College in fulfilling these requirements. The major work in Education consists of eighteen hours in the department, the courses to be arranged in conference with the instructor. For students, who expect to satisfy the requirements of neighboring states, it is pointed out, that the regulations of the North Central Association of Secondary Schools and Colleges have established of eleven hours work in Education as a prerequisite for high school teaching in any accredited high school of the Association.

To meet the state requirement for teaching under supervision and observation of teaching, facilities are provided for practical work in teaching by undergraduates in the summer session of the Oberlin High School. This opportunity must ordinarily be taken at the end of the Senior year.

[illegible] College

Students qualifying to meet the legal terms for a [illegible] certification in Ohio are [illegible] in Education of this country in [illegible] legal [illegible]. The major work in Industrial [illegible] in the department, the courses to be arranged in conference with the instructor. For students, who expect to satisfy the requirements of neighboring states, it is possible [illegible] the regulations of the North Central Association of Secondary Schools and Colleges have established of seven hours work in Education as a prerequisite for high school teaching in any one [illegible] of school of the Association.

In most the Ohio requirements [illegible] supervision and observation of teaching, facilities are [illegible] for practical work in teaching by undergraduates [illegible] session of the Oberlin High School. The opportunity [illegible] usually be taken at the end of the junior year.

Courses of Instruction

History of Education 3.
Modern Education Theory 3.
Secondary Education 2.
School Management 2.
Educational Classics 3.
Principles of Education 3.
School Administration 3.
Psychology and Method of High School Subjects 3.

UNIVERSITY OF CINCINNATI

The College for Teachers of the University is organized under the joint management of the Board of Directors of the University and the Board of Education of the City of Cincinnati.

Among the various curricula for prospective teachers the one relative to secondary teachers reads as follows:-

"The University also offers extended curricula, which lead, at the end of the fourth year, to the degree of Bachelor of Arts, conferred upon recommendation of the Faculty of the College of Liberal Arts, and which lead also, at the end of the fifth year, to appropriate teachers' diplomas conferred upon recommendation of the faculty of the College for Teachers".

The courses which shall be included in such extended curricula are determined by the faculty of the College for Teachers, subject to regulations governing students, who are candidates for the Bachelor of Arts' degree.

Students pursuing such extended curricula, are registered in and are subject to the jurisdiction of, the College of Teachers during the fifth year only.

Courses of Instruction.

History of Education 3.
Modern Education Theory 3.
Secondary Education 3.
School Management 2.
Educational Diseases 3.
Principles of Education 2.
School Administration 3.
Psychology and Hygiene of High School Students 3.

Affiliation of Conservatory

The College for Teachers of the University is arranging with the joint management of the Conservatory of the University and the Board of Education of Cincinnati.

Among the various conditions for prospective teachers the one relative to secondary teachers reads as follows:

"The University also offers extensive privileges, which read, at the end of the fourth year, in the regular of Bachelor of Arts, conferred upon room conditions and Bachelor of the College of Liberal Arts, and which read, at the end of the fifth year, to appropriate bachelors' diplomas on the recommendation of the faculty of the College for Teachers."

The courses [illegible] in music [illegible] curricula are determined by the faculty of the College for Teachers, subject to regulations governing [illegible] dates for the Bachelor of Arts' degree.

Students pursuing such [illegible] are [illegible] tered in and are subject to the jurisdiction [illegible] teachers during the fifth year only.

PROGRAM -- Leading to the Teacher's Diploma in Secondary Education and to the State Provisional High School Certificate, which renders the holder eligible to the Preferred List, from which appointments to positions in the high schools of Cincinnati are made.

Admission: -- This program may be completed in a single year; but before entering upon it a student must complete an approved four year college course leading to a Bachelor's degree. The subject in which the student wishes to qualify as a high school teacher must have been pursued as a major in the undergraduate course, and the marks received in this subject must show high Scholarship. The student must also be recommended by the head of the department in which this major subject was pursued and be accepted by the dean for the College for Teachers after conference with the Professor of Secondary Education.

Prerequisite or Parallel Courses:-

Psychology 11a and 11b or 1a and 1b ----------	6 hrs.
Philosophy 5a (Ethics) ----------	3
Philosophy 5b (Ethical Interpretations) -------	3
Education 1 History and Principles of Education	6

Not more than two of these three subjects may be taken parallel with the required courses in Education indicated below. Any student who has had all three of these subjects shall elect courses in the Graduate School which count not less than twelve credits. A student who has had two of these three subjects shall elect work in the Graduate School which counts not less than six

PROVISO -- [illegible] Graduate-
der, admission and to the [illegible] of Certificate, [illegible] reduces the [illegible] from which appointments to [illegible] are made.

[illegible] -- This [illegible] year; but before entering such it [illegible] approved for your college course [illegible] The subject in which the student [illegible] actual teaching must have been [illegible] diate [illegible] and the [illegible] received [illegible] [illegible] department. The student must [illegible] recommended by the head of the department in which [illegible] and [illegible] by the dean for [illegible] course with the Professor of [illegible].

Prerequisite or Parallel [illegible]

Paleontology [illegible]

Microscopy [illegible]

Philosophy [illegible]

Education [illegible]

Not more than two [illegible] parallel with the required [illegible]. Any student who [illegible] courses in the [illegible] credits. A student who [illegible] great work in the [illegible]

credits. Of the work elected in the Graduate School, not less than six credits shall be in the filed in which the student expects to teach.

Courses Required:-

Ed. 3. Secondary Education ---------- 4 hrs.

Ed. 3p. High School Assisting ---------- 3

Method of Teaching the major subject ---------- 2 to 4

Ed. 7 or 17 ---------- 3

Prerequisite or parallel or elected courses (see above) ---------- 6 to 12

When a special course in the teaching of the major subject is not offered, a substitute course in Education must be taken.

Courses of Instruction

3. Secondary Education 4 hrs.
3p. High School Assisting - Observation, Practice and Conferences for students pursuing Education 3 in candidacy for a diploma in Secondary Education or the State High School Certificate. Time required, six high school periods per week; credit, $1\frac{1}{2}$ credits per semester; weekly class meeting.
6. General Method 2.
9. Modern Education 2.
11. Principles of Education 2.
15. Theory and Practice of Teaching Defective Children 1.
17. School Economy 1.
23. Child Study 1.
29. School Management 1.
5. Seminar in Secondary Education 2.
7. The Administration of Education 2.
8. Criticism and Supervision of Instruction 2.
10. Experimental Pedagogy 2.

MIAMI UNIVERSITY

The following courses of study are offered for prospective teachers;- Four year courses offered by cooperation of Teacher's College and the College of Liberal Arts, and leading to the Bachelor of Science degree and a State four-year provisional high school certificate.

A. English and History.

B. Latin and English.

C. Mathematics, Physics and Chemistry.

D. Modern Language and English.

E. Latin and Modern Languages.

F. Biological Sciences.

G. Industrial Education.

H. Home Economics.

I. Commercial Education.

The degree of Bachelor of Science in Education is conferred upon those students, who complete one hundred and twenty semester hours of academic and professional work, and four hours in physical education.

All candidates for the degree in Education in Teachers College must possess the capacities and the physical and moral qualities necessary to make efficient and progressive teachers, who earnestly and conscientiously prepare themselves for teaching.

Practice Teaching

McGuffey Hall, erected for the exclusive use of Teachers College, has part of it established as the practice schools.

MIAMI UNIVERSITY

The following courses of study are offered for prospective teachers:- Four year courses offered by coordination of Teacher's College and the College of Liberal Arts, leading to the Bachelor of Science degree and the Four-year Provisional High School certificate.

A. English and History.

B. Latin and English.

C. Mathematics, Physics and Chemistry.

D. Modern Language and English.

E. Latin and Modern Language.

F. Biological Science.

G. Industrial Arts.

H. Home Economics.

I. Commercial Education.

The degree of Bachelor of Science in Education is conferred upon those students, who completed one hundred and twenty semester hours of academic and professional work, and who are physically qualified.

All candidates for the degree must be graduates of a College and possess the qualifications and [illegible] position necessary to make efficient [illegible] who earnestly and conscientiously [illegible].

Practice Teaching

Mcguffey Hall, erected for the [illegible] Teachers College, has part of it equipped [illegible].

They comprise the kindergarten and twelve years of elementary and secondary schools, six years for elementary education and six years for secondary or high school education. Regular critic teachers have charge of the pupils under the direction of the Principal and the Director.

The required Education courses are:-

Ed. 100. Psychology 3 hrs.
200. History of Education 2.
300. Principles of Teaching 3.
Special Methods 2.
400. School Administration, Organization in Secondary Schools 3.
Teaching and Observation 4.

Courses of Instruction

100. Psychology and Adolescence 6.
110. Psychology: Child Study and Adolescence 3. (Intended for teachers of special subjects in the two-year course)
151. Psychology, including Child Study 3.
152. Principles of Teaching and Method of Recitation 3.
161. Psychology and Adolescence 3.
162. Principles of Teaching and Method of the Recitation (Practical Arts) 3.
200. History of Modern Education 2.
210. History and Principles of Education (for Industrial Education and Home Economics) 2.
251. History of Education 3.
272. Educational Sociology 2.
301. The Principles of Education 3.
302. The Principles of Teaching 3.
311. The Principles of Teaching and Methods of Recitation 3.
401. Practice Teaching: - Students desiring to prepare themselves for teaching in Secondary Schools, will take their practice teaching in the W. McGuggey High School. Candidates for practice teaching must have completed the course in the principles of teaching for secondary teachers. To assure thorough preparation in subjecmatter they will be required to teach one of their majors, preferably the one in which they rank highest. A rank of C

or less in any subject should in general be looked upon as a disqualification for teaching that subject. Students will teach one period of forty-five minutes per day- exclusive of laboratory periods- for twelve weeks. 3 hrs. credit.

400. School Organization in Secondary Schools 3.

412. Organization and Administration of Vocational Education 3.

or imaginary [illegible] to be looked upon [illegible] for teaching that anyone [illegible] teacher who [illegible] forty-five minutes per day-excluding [illegible] for twelve weeks. [illegible].

400. School Organization [illegible] Criteria 3.

412. Organization and [illegible] of Instruction 3.

INDIANA

INDIANA UNIVERSITY

Standard 2 of the rules of the North Central Association of Colleges and Secondary Schools requires, that a teacher, to be eligible to appointment to a position in a high school belonging to the Association, must have included in his preparation at least eleven semester hours in Education. To meet this requirement, a high school certificate is granted to those who graduate from the University with credit in Education for courses 1,3,13 (Special methods in the major subject), and 5 or 14 is advised, provided the total number of hours of credit in Education is equal to or exceeds eleven semester hours.

Arrangements are maintained for practice teaching in the Bloomington High School. Practice teaching is in general charge of the Associate Professor of Secondary Education. The classes are under the direct supervision of the critic teacher, but student teachers are placed in charge and are required to do the teaching, the disciplining and so forth.

Courses of Instruction

1. Principles of Education 3.
3a. Secondary Education, Organization and Management 2.
3b. Secondary Education, Methods 2.
5. Observation 1 or 2.
6. History of Education (a and b) 6.
7. Experimental Education 4.
9. Measurement of Intelligence 4.
10. Philosophy of Education 6.
12. Advanced course in High School problems 4.
13. The teaching of special high school subjects 2.
14. Practice Teaching.
15. School Administration (a and b) 6.
Seminary in School Administration

INDIANA UNIVERSITY

Standard 2 of the rules of the [illegible] association of colleges and secondary schools reads, [illegible] teacher, to be eligible to enrollment to a [illegible] in a high school belonging to the association, must have completed in [illegible] preparation at least eleven semester hours in education. To meet this requirement, a high school certificate is required to [illegible] credits from the university with credit in education for [illegible] (Special methods in the major subject), and 5 or [illegible] in advanced, provided the total number of hours of credit in [illegible] equal two or more eleven semester hours.

Arrangements are made to [illegible] practice teaching in the Bloomington High School. Practice teaching is [illegible] of the associate professor of secondary education. The [illegible] are under the direct supervision of [illegible], [illegible] teachers are placed in [illegible] the disciplining [illegible] as [illegible].

Courses [illegible]

1. Principles of [illegible].
3a. Secondary Education, [illegible] on [illegible].
2a. Secondary Education, [illegible].
5. Observation [illegible].
6. History of Education [illegible].
7. Measurement [illegible].
8. Measurement [illegible].
10. Philosophy of Education.
12. Advanced [illegible].
13. The teaching of [illegible].
14. Practice Teaching.
17. School Administration.
Seminary in School [illegible].

Seminary in Secondary Education.
Seminary in Vocational Education.
Mental Development 3.
Psychology of Learning and of Work 3.
Research in Education .
Research in School Administration.
Research in Secondary Education.
Research in Education Psychology.
Research in Vocational Education.

19. Rural Education ab 6.
20. Theory and Administration of Vocational Education 6.
21. Vocational Guidance 4.
22. Vocational Surveys 6.
23. Educational Measurements 2.
28. Observation and Participation in Extra-Class-room activities in the Bloomington High School.

PURDUE UNIVERSITY

The work of the department of Education has been regularly approved by the State Board of Education and Purdue University has been accredited as a standard College for the preparation of teachers in accordance with the provisions of the Indiana School Law and the regulations of the State Board of Education.

The courses offered in the department of Education are open to students, beginning with their sophomore year, in connection with the regular lines of undergraduate work. In order to secure the teacher's eligibility certificate for class C, (High school certificate valid for subjects denoted thereon) in Indiana, three years of professional work must be satisfactorily completed, viz. courses 1,2,3,4 and 9 and 10 with their accompanying special methods and supervised Teaching courses in the major subject.

The work of this department is intended to provide

Seminar in Secondary Education.
Seminar in Local and State [illegible].
Mental Development [illegible].
Psychology of [illegible].
Research in Education.
Research in School Administration.
Research in Secondary Education.
Research in Adult [illegible].
Research in Vocational Education.
19. Rural Education [illegible].
20. Theory and Administration of Secondary [illegible].
21. Vocational [illegible].
22. Vocational Survey.
23. Educational [illegible].
24. Observation and [illegible] activities in the Elementary [illegible].

PURDUE UNIVERSITY

The work of the department of [illegible] has been regularly approved by the state board of education [illegible] and has been accredited as a standard college for the preparation of teachers in accordance with the [illegible] of the Indiana School Law and the regulations of the [illegible] of Education.

The courses offered in the [illegible] department are open to students, beginning with [illegible] in the regular lines [illegible] and leading to a Bachelor's degree [illegible] school certificate valid for [illegible] three years [illegible] vis. courses [illegible] methods and services [illegible] The work of this department [illegible]

training such as will make students in the regular and technical courses of this institution eligible to teach and supervise special technical, and vocational subjects in the public schools and vocational schools of Indiana. In Education, the special field of this institution is the professional preparation for teaching agriculture, home economics, industrial arts and natural sciences.

Courses of Instruction

1. General Psychology 3.
2. Educational Psychology 3.
3. History of General and Vocational Education 3.
4. Principles and Methods of Teaching 3.
   (Observation of actual teaching included)
7. Applied Psychology 3.
8. Mental and Educational Measurements 3.
10. Secondary and Vocational School Management 2.

11-12. Special Methods and Supervised Teaching in Agric. 4.
13-14. Special Methods and Supervised Teaching in Home Econ. 4.
15-16. Same for Industries and Trades 4.
17-18. Same for High School Subjects. 4.
   These courses involve actual teaching practice under the direct supervision of the professor of the respective department.

19. Elements of Education Sociology 3.
20. Rural Life 3.
21. Industrial Community 3.

training such as will make students [illegible] technical
courses of this institution available to [illegible] in service
special technical, and vocational [illegible] schools
and vocational schools of Indiana. [illegible] field
of this institution is the [illegible]
agriculture, home economics, industrial [illegible].

Courses of Instruction

. General Psychology 3.
. Educational Psychology 3.
. History of General and [illegible] American Education 3.
. Principles [illegible] Teaching 3.
(Or [illegible] of [illegible] Teaching [illegible] Studies)
7. Agriculture [illegible].
8. Monthly [illegible] in [illegible].
10. Secondary [illegible] and School Home [illegible].
11-12. Special Methods [illegible] 4.
13-14. Special Methods [illegible] 4.
15-16. [illegible] for Training [illegible] Teachers 4.
17-18. [illegible] 4.
[illegible] Level [illegible] Teaching
Practice [illegible] Supervision of
the [illegible] of the [illegible] Department.
19. Elements [illegible] Education [illegible].
20. [illegible] 3.
21. Industrial [illegible] 3.

ILLINOIS

For County High School Certificates issued without an examination, the new certificating law of Illinois makes the following provision:- "At the option of the County Superintendent a High School Certificate may be issued without examination to graduates of a recognized normal school, college or university, who present within three years after graduation, certified credits in English, pedagogy and six high school subjects (chosen from a list, published by the Examining Board) and accompanied by faculty recommendations of ability to teach in the high school".

State High School Certificates are granted under the following conditions: (1) Graduation from a recognized college or university, or the completion of an equivalent preparation; (2) three years successful teaching, two of which shall have been in the State on a first grade, a high school, or a supervisory county certificate; (3) a successful examination in English, Educational Psychology, and the Principles and Methods of Teaching, and (4) the preparation of a thesis on one or more secondary school problems, the subject to be selected from a list prescribed by the Superintendent of Public Instruction.

UNIVERSITY OF ILLINOIS

The educational courses required for the official recommendation of the University, are Ed. 1 and 10 (Introduction to Education) 4 hrs. and Observation and Technics of Teaching, 3 hrs. These are commonly accepted as meeting the requirement in

[illegible]

For County High School Certificates issued without an examination, the new certification law of 1917 [illegible] the following provisions: "At the option of the County Superintendent a High School Certificate may be issued without examination to a graduate of a recognized normal school, college or university who presents within three years after graduation [illegible] in English, pedagogy and six [illegible] on the [illegible] list, published by the [illegible] Board) and [illegible] by faculty recommendations of ability to teach [illegible] success."

[illegible] High School Certificates were issued under the following conditions: (1) Graduates from recognized colleges or university, on the completion of an elective program, (2) Three years successful teaching, [illegible] (3) [illegible] certificate. [illegible] eligibility, and the [illegible] the preparation of [illegible] tion, the support [illegible] Superintendent of Public Instruction.

[illegible]

The general [illegible] commencement of [illegible] to education, [illegible] ture. These are commonly accepted [illegible]

pedagogy. Students may also take such courses in Education, which will satisfy the requirement of eleven units in Education as set forth by the North Central Association.

Courses of Instruction

1. Introduction to Education 4.
2a-b. History of Education 6.
10. The Technic of Teaching 3.
Social Education 3.
Educational Psychology 3.
Problems of Educational Administration 3.
Comparative Education 3.
Principles of High School Education 3.
High School Curriculum 3.
Educational Classics 3.
School Hygiene 2.
Method in Educational Research 2.
Readings in French and German Educational Literature 2.
Theory of Supervision 3.
Vocational Education 3.
Auxiliary Education (training defectives etc.) 2.
Mental Tests 2.
Problems in Education Psychology 2.
Seminar in Comparative Education 1.
Seminar in Educational Theory 1.
Seminar in Secondary Education 1.
Seminar in Methods of Teaching 1.
Seminar in School Administration 1.
Seminar in Educational Psychology 1.
Units, Scales and Standards.
School Surveys 1-4.
Moral Education 2.
Junior and Senior High School Curriculums 1.

NORTHWESTERN UNIVERSITY

To meet the requirements established by the North Central Association of Colleges and Secondary Schools, of eleven semester hours this University has set as prescribed the following:-

At least six semester hours in the Department of Education, the other five semester hours to be chosen from "Teachers

Courses" in academic subjects.

To meet the increasing demand on the part of school boards, for teachers who have had professional training, the College faculty has authorized the issuance, on request, of a testimonial, supplementary to the Bachelor's diploma, bearing the signatures of the Registrar and the Secretary of the Faculty, and certifying that the holder has completed with satisfactory credit certain enumerated courses in Education and Psychology. The testimonal further specifies the department or departments, in which the applicant has completed the major or minor requirement, and which, consequently he is deemed competent to teach. Only those persons are eligible to this testimonial who have completed the requirements for a degree, including at least the eleven hours of educational work specified by the North Central Association.

Courses of Instruction

Principles of Education 5 hrs. (Term hours)
Educational Psychology 5.
History of Modern Education 5.
Educational Measurements 5.
Principles of Secondary Education 10.
Secondary Education - Methods of Teaching 5.
General High School Method.
Psychology of High School Subjects 5.
Advanced Principles of Education 10.
Problems in Teaching (Practice Teaching)
School Administration.
School Surveys.
Experimental Education.
Seminar: Educational Problems.
Research.

Courses in academic subjects.

To meet the increasing demand on the part of school boards, for teachers who have had special training, the College faculty has authorized the issue [illegible], testimonial, and inventory [illegible] the signatures of the [illegible] ty, and certifying that [illegible] tory credit certain [illegible] the testimonial [illegible] in which the applicant [illegible] requirements, and [illegible] to teach. Only those [illegible] who have completed the requirements [illegible] at least the eleven hours of elective [illegible] North Central Association.

Courses of Instruction

Principles of Education [illegible]
Educational Psychology [illegible]
History of Modern Education [illegible]
Educational Measurements [illegible]
Principles of [illegible]
Adolescence [illegible]
Special Methods [illegible]
Psychology [illegible]
Principles [illegible]
Problems in Teaching [illegible]
School Administration [illegible]
Secondary Education.
Elementary Education.
Comparative Education [illegible]
Research [illegible]

UNIVERSITY OF CHICAGO

The courses in the Department of Education of this University are partly designed for students who have specialized in other departments such as history, mathematics, science etc. and are intending to use training in these special departments for purposes of instruction in secondary schools, that they may secure in general courses in Education that acquaintance with school organization and school problems, which will aid them in formulating the material in their specialties.

The University High School associated with the University is used for practice teaching and laboratory work.

The following short Education sequence is recommended for students in the Colleges of Arts, Literature and Science, who expect to teach:-

Education 1.

Education 87.

Four majors elected from the following groups of courses, not more than two majors from any one group. (A major is 4-5 hours per week for a quarter.)

History of Education.

Social and Administrative Aspects.

Educational Psychology and Experimental Education.

Theory of Teaching High School subjects.

Practice Teaching. Prerequisites Educ. 187 and at least one special method course in the subject to be taught.

UNIVERSITY OF [illegible]

The courses in the Department of [illegible] University are partly designed for students [illegible] zed in other departments such as [illegible], [illegible] etc. and are intending to use the [illegible] ments for purposes of instruction [illegible] they may secure in general courses [illegible] tance with school organization and [illegible] aid them in formal [illegible].

The University [illegible] vantage is used for practice teaching [illegible].

The following short [illegible] for students in the colleges of [illegible] who respect to teach:-

Education 1.

Education 5C.

[illegible]

[illegible]

[illegible]

[illegible]

History of Science.

[illegible]

Educational Psychology.

[illegible] of Teaching [illegible]

[illegible] teaching. [illegible]

[illegible] least one special [illegible]

subject to be taught.

Courses of Instruction

1. Introduction to Education mj.
History of Modern Education mj.
An Introduction to the History of American Educ. mj.
History of American Education I and II mj.
Educational Administration: Introductory Survey mj.
Educational Administration: Public school Costs and Business Management mj.
Educational Administration: Instructional Aspects mj.
Educational Administration: Supervisory and General Aspects mj.
Principles of Secondary Education mj.
Foreign School Systems mj.
Organization of Courses for Teachers mj.
Curriculum mj.
School Surveys mj.
Rural Education m.
Industrial Education in Public Schools m.
Prevocational Education m.
Vocational Guidance mj.
Psychology of High School Subjects m.
Experimental Education: Problems in Learning and the School Subjects mj.
Advanced Psychology of Learning m.
Introductory Laboratory Course in Experimental Education mj.
Statitical Methods as applied to Educational Problems mj.
Educational Measurement mj.
Mental Tests m.

87. Methods of Teaching in High Schools mj.
Observations in University High School.
Methods of Teaching in High Schools: Advanced Course.
Practice Teaching in the High School; mj.
Course is limited.

Courses of Instruction

I. Introduction to [illegible] m.
History of Modern [illegible] m.
An Introduction to the [illegible] m.
History of American [illegible] and [illegible] m.
Educational Administration: [illegible] Survey m.
Educational [illegible]: Public School [illegible]
Seminar [illegible] m.
Educational [illegible]: [illegible] m.
Educational Administration: Supervision and General [illegible] m.
Principles of Secondary Education m.
Foreign School [illegible] m.
Organization [illegible] Secondary m.
Curriculum m.
School [illegible] m.
[illegible] Education m.
Industrial [illegible] in Public School m.
[illegible] m.
Vocational [illegible] m.
Special [illegible] m.
Experimental [illegible]: Problems in Design and [illegible] m.
Advanced Psychology of Learning m.
Introductory [illegible] Course in Experimental [illegible] m.
Statistical [illegible] Applied to Educational [illegible] m.
Educational Measurement m.
Mental Hygiene m.
IV. [illegible] m.
[illegible] m.
Methods [illegible] m.
[illegible] m.
[illegible] m.

MICHIGAN

By authority of an act of the State Legislature, passed in 1891 and amended in 1903, the Board of Regents of the State University, acting upon the recommendation of a faculty of that institution, may give a Teacher's Certificate to any person who takes a Bachelor's or higher degree, and also receives a Teacher's diploma, The conditions for receiving the latter have been amended in 1917 as follows: ---------and the candidate shall have in addition to the four year course, or as part of such course, a course in the science and art of teaching of at least one college year of five and one-half hours per week, and in connection with this special course each student shall have had opportunity for observation of the actual work done in the grades of and high schools of the of the public schools.

The special course of study must have been approved by the State Board of Education before any graduate will be granted a certificate upon it.

UNIVERSITY OF MICHIGAN

The Teacher's diploma is given to a student in connection with his Bachelor's degree, provided he has taken eleven hours, including courses A. 26 and 4a,b,c,d,e,f or g in Education, also 5 and 13 (or 32.).

General Psychology is prerequisite to work in Education.

Two years of academic preparation are prerequisite to work in Education.

Courses A and 46 are introductory courses, and may be

MICHIGAN

By authority of an act of the [illegible],
passed in 1891 and amended in 1[illegible], the [illegible] of a
State University, acting upon the recommendation [illegible]
that institution, may give a [illegible] who
who takes a Bachelor's or higher degree, [illegible] a Teacher's diploma. The conditions for [illegible] have been amended in 1917 [illegible]
have in addition [illegible]
course, a course in [illegible]
one college year of [illegible]
meeting with this [illegible]
portunity, [illegible]
of one high school [illegible]

The special course of study [illegible]
the State [illegible]
a certificate upon it.

[illegible]

The Teacher's diploma [illegible]
tion with the Academic [illegible]
hours, [illegible]
tion, also 5 and 1[illegible] 22.

[illegible]

Two years of academic [illegible]
work in education.

[illegible]

taken in the junior year. All other courses are open only to seniors.

Arrangements have been made between the University and the Public schools of Ann Arbor, whereby students in Education are given opportunity to study methods of teaching the various subjects of the curricula in the high school. Students, seeking a Teacher's Diploma, are classified into groups and required to observe expert teaching of their major and minor subjects.

Courses of Instruction

A. Introductory Course 2.
1. History of Ancient and Medieval Education 2.
31. History of Education in Michigan.
46. History of Secondary Education 2.
38a. Seminary in the History of Education 2.
5. Psychology of Secondary School Subjects 2.
6. Principles of Education 2.
33. Psychology and Education of Exceptional Children 2.
34a. Seminary in Educational Psychology 2.
42. Methods of Mental and Educational Measurement 2.
45a. Experimental Education 2.
13. Problems and Technique of High School Teaching 2.
16a. School Administration 3.
18. The High School Curriculum 2.
48a. Seminary in the Administration of Secondary Schools 2.
50. The Junior School 2.
51. High School Administration 2.
11. Educational Theories of the Greeks.
12. Moral Education.
20. School Hygiene.
29. Advanced Educational Psychology.
4a. Observation and Special Methods in specific secondary subjects.
16b. School Administration 3.
17. Comparative School Systems 2.
32. Secondary Education: Advanced Course 2.
48b. Seminary in the Administration of Secondary Schools 2.
49. Seminary in Social Education 2.

taken in the junior year. All other courses are open only to seniors.

Arrangements have been made between the University and the public schools of Ann Arbor, whereby students in Education are given opportunity to study methods of teaching the various subjects of the curricula in the high school. Students seeking a Teacher's Diploma, are classified into groups and required to observe expert teaching of their major and minor subjects.

Courses of Instruction

A. Introductory Course 2.
2. History of Ancient and Mediaeval Education 2.
21. History of Education - Michigan.
46. History of Secondary Education 2.
56a. Seminary in the History of Education 2.
5. Psychology of Secondary School Subject 3.
6. Principles of Direction .
33. Psychology and Measurement of Exceptional Children 2.
34a. Seminary in Educational Psychology 2.
42. Methods of Mental and Educational Measurement 2.
45a. Experimental Education 2.
12. Problems and Technique of High School Teaching 2.
16a. School administration .
18. The High School Curriculum 2.
48a. Seminary in the administration of secondary schools 1.
50. The Junior School 2.
51. High School Administration 2.
11. Educational Theories of the [illegible]
12. Moral Education.
20. School Hygiene.
29. Advanced Educational Psychology.
4a. Observation and Practice Teaching in the secondary schools.
16b. School Administration 2.
17. Course Active School [illegible] 2.
32. Secondary Education Advanced [illegible]
45b. Seminary in the [illegible] Education [illegible]
49. Seminary in Special [illegible] 2.