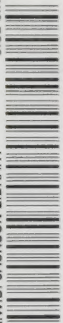


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TRAINING COURSES FOR RURAL TEACHERS

By A. C. MONAHAN
BUREAU OF EDUCATION

AND

ROBERT H. WRIGHT
PRESIDENT, EAST CAROLINA TEACHERS TRAINING SCHOOL
GREENVILLE, N. C.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF TECHNICAL EDUCATION
TRAINING COURSES FOR
RURAL TEACHERS



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LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., October 10, 1912.

SIR: The improvement of the rural schools of the United States is, I believe, our most important school problem. The most important factor in their improvement must be better educated and better trained teachers. The education and training of teachers should always have some special reference to the work of the schools in which they are to teach. Therefore any intelligent attempt to adjust the courses of study and training in the normal schools to meet the special need of teachers in schools of the open country, villages, and small towns is worthy of careful study and wide publication. For this reason, I recommend that the accompanying manuscript on *Training courses for rural teachers*, prepared by A. C. Monahan, specialist in rural education in this bureau, and R. H. Wright, president of the State Teachers Training School, of Greenville, N. C., be published as a bulletin of this bureau for distribution principally among State and county superintendents, principals and teachers of normal schools and of high schools having classes for young men and women preparing themselves for teaching in the rural schools, and among members of boards having control of schools in which teachers are trained.

Respectfully submitted.

P. P. CLAXTON,
Commissioner.

The SECRETARY OF THE INTERIOR.

TRAINING COURSES FOR RURAL TEACHERS.

INTRODUCTION.

It may be that many teachers are tired of the expression "Education is adjustment," but the fact remains that American rural education has not yet adjusted itself to rural conditions. Just what this readjustment shall be and how it shall be brought about is the great unanswered question in the minds of the leaders in rural educational affairs. Deeper thought and more intensive study than has yet been applied must be concentrated on it. It must be studied with a full understanding of the status of rural civilization in its economical, sociological, religious, and recreational activities and needs. No superficial adjustment by the addition of new studies to the curriculum will answer the question; something more fundamental is necessary.

For many years the idea prevailed that education had no concern with the daily routine of life's affairs. "Education for education's sake," "Education for culture," were the old watchwords. Now, however, the belief is becoming prevalent that it is not beneath the dignity of education to take a direct part in the things of daily life. Men realize that study is necessary for success in any occupation, and it is but logical that the study should be of those things which go to make up the occupations.

Education when properly adjusted to human needs will help each individual to find what he is best suited for and to make of himself the very best possible human being of his type in the environment in which he may find himself. This calls for two things in the schools: First, that type of work that will help boys and girls to choose intelligently their life work; and, second, the type of training which will enable them to get the best preparation for their careers when chosen. In the early years the training, as far as subject matter and general methods are concerned, need vary but little among schools because of their environment. It is in the applications, illustrations, and materials through which the training is imparted that the differentiation must come. The child thinks in terms of the things he knows in his daily life; to require the country child to think in terms of the environment of the urban child would probably not only retard the rate of progress, but also turn the child's thoughts away from himself and his surroundings toward a foreign environment and life.

There are developing in the United States two distinct types of schools, an urban school for the city and town and a rural school for the village and open country. A survey of the field of education shows that an educational system has developed about the urban school and that for the urban school it is reasonably efficient. The system developing for the urban school has been thrust upon the rural school and has failed in large measure to meet the needs of rural education. Again, an efficient urban school organization has brought about for the school a reasonable financial support, a business management, expert supervision, and a well-trained teaching force, while in the country all of these things are in large measure lacking. The attention of educational leaders has in the past been occupied by the rapid growth of the urban systems, and the rural schools have been neglected. In fact, urban progress in education has to a certain measure retarded progress in rural education, for it has taken from the country schools the teachers of best native ability and best preparation, leaving the rural schools in the hands of young men and women hardly qualified in education, training, or experience for the tasks before them. It has resulted that the rural school has become a recognized stepping-stone to urban-school work, so that the rural school has to contend not only with poorly prepared teachers but also with short terms of service and constant changes of teachers.

There is, however, in this country an awakening, well-nigh universal, to the needs of these schools. People and teachers are beginning to realize that the rural-school problem is our most important unsolved educational problem.

The school can never become more efficient than the teacher. A first requisite for efficient rural education is well-trained teachers and supervisors. Little has been done in the past to fit teachers for rural work, and the supply of those trained in general professional work has been inadequate to satisfy the urban demand. The total number of public-school teachers in the United States last year was over 523,000; the number of graduates of teacher-training courses in universities, colleges, State normal schools, county training schools, and high schools was approximately 23,000. The average length of service of a teacher is less than five years. It is apparent, therefore, that for not more than one in five positions is a trained graduate available.

It was with these facts in mind that an inquiry has been made by this bureau concerning the teacher-training courses in the United States designed especially to prepare for permanent work in rural schools. There is a growing belief that the teacher for rural work should have an education and training different in some respects from that of the town or city teacher. The rural teacher needs the same courses in education (psychology, pedagogy, etc.) and the same gen-

eral courses in methods of teaching. He needs, however, in place of some of the academic subjects of secondary or collegiate grade, additional courses in natural and physical sciences, particularly in their applications, and in nature study, elementary agriculture, domestic economy, sanitation, rural economics, and rural sociology. He needs also courses in rural-school management and methods, including instruction by an expert rural teacher in the best methods of classifying pupils, in the arrangement of a program, and in other problems of the one-room country school. These questions must be met and answered by the teacher who begins his school work in a one-teacher school without the aid and advice from other teachers that is available for the new teacher in other schools. Practice in methods of teaching the common-school branches may be taken in the regular graded normal-practice school, but every student preparing for country work should have practice under an expert teacher in school management and teaching in a one-teacher rural school located in its natural environment and attended by rural children.

Urban life has much in common wherever it may be, and the same type of school may be suitable in large measure to all cities. The graded system is as suitable for New Orleans as it is for Boston. The principle does not hold for the country school. While in general the problem before the country school in all sections is the same, the details of a system of instruction suitable for North Dakota would not apply in Florida.

A thorough knowledge of country life in the section where the school is located is necessary. For this reason the country teacher needs to study his district. For such study he may be best prepared by the study of rural economics and sociology. Somewhere in his preparation he should be taught how to find out the following or similar facts relative to his school constituents:

Population.—Urban and rural, white and colored, native born, foreign born, whether increasing or decreasing and why, number of inhabitants per square mile, number of illiterates.

Economic conditions.—The natural resources of the district, mineral and vegetable; chief products, manufactured articles, crops for market, crops for home consumption; number and size of farms, percentage of owners, percentage of tenants, percentage of wage earners, the average annual wage; increase and decrease in land values and in crops, farm stock and machinery; sources of food and clothing in the district.

Social conditions.—Social activities, including forms of recreation, such as athletics, dances, moving-picture shows, pool rooms, etc., and lecture courses, literary societies, picnics, secret and fraternal organizations; means of transportation; means of communication, such as

telephones and rural free delivery; moral conditions, tendencies toward criminal practices, sanitary conditions.

Educational conditions.—The community interest in the school; the use of the school building for community gatherings; the amount of schooling received by individuals of the district; recent pupils of the school who left before completing the school work and the reasons for leaving; private libraries; the number and character of magazines and newspapers regularly read in the district.

Religious conditions and activities.—Number of active churchmen, number belonging to no church, church societies and activities and other work for the uplift of the community.

A study of the situation in the United States regarding the rural teacher-training courses shows that there are three main sources from which the rural schools may obtain trained teachers, namely, State normal schools, county training schools, and high schools. The State agricultural colleges are doing something for rural teachers in their "courses for teachers" and in their agricultural education work. Their courses are mostly, however, for special teachers of agriculture and for consolidated-school principals rather than for ordinary country-school teachers, although many of them are giving summer courses designed primarily for teachers of that class. The activities of the agricultural colleges in preparing teachers have been thoroughly discussed in the chapter on agricultural education¹ in the Report of the Commissioner of Education for 1911, and will not therefore be touched here. There are many other agencies for the improvement of country teachers already in service. They also have been treated in a recent publication of the bureau, and no further discussion of them is necessary here.²

¹ This chapter is available as a separate.

² Agencies for the improvement of teachers in service, Bulletin, 1911, No. 3.

COURSES IN STATE NORMAL SCHOOLS.

The special work offered at the State normal schools to prospective rural teachers may be grouped under several headings according to its nature and its arrangement in relation to the regular courses. The work will be discussed in this paper under the following headings:

(a) Elective subjects for rural teachers offered in regular normal courses.

(b) Complete courses in departments of rural education, separate and distinct from other departments.

(c) One-year courses for rural teachers.

(d) Short courses given as "winter," "spring," or "summer" courses designed for teachers already in the service.

(e) Work in sociological or other clubs for the study of country life problems.

(f) Practice and observation in model rural schools.

ELECTIVE SUBJECTS FOR RURAL TEACHERS OFFERED IN REGULAR NORMAL COURSES.¹

The contents of the course given by any normal school must depend largely upon two things—the sort of schools into which the graduates expect to go upon the completion of their normal course and the subjects taught in the public schools of the State. If a State has a small rural population, as is the case in Massachusetts, Rhode Island, Connecticut, and New Jersey, it is not necessary for all of the normal schools to offer special work for rural teachers, as but few of their graduates will ever become permanent rural teachers. On the other hand, if the population is chiefly rural, as it is in South Carolina, Georgia, Alabama, Mississippi, and North Dakota, then it becomes the duty of most of the normal schools to offer such courses as will best prepare teachers to meet the conditions in rural communities.

Certain States provide by law a course of study which must be followed in all schools; other States provide a course but allow independent districts to decide for themselves whether they shall adopt the State course; still others provide no course and leave with the local authorities full power to determine what subjects shall be taught in their schools. In each State where a State course of study is provided the normal schools are guided in the arrangement of

¹ All the courses described in this bulletin are those given in the scholastic year 1911-12.

their curricula in large measure by the State course, as they necessarily must prepare teachers of the subjects included in it. For example, where nature study, elementary agriculture, cooking, sewing, and sanitation are required in the State course as subjects to be taught in rural schools, the normal schools have been forced to include the same subjects in their curricula, teaching not only the subject matter but the methods of instruction. In other States the normal schools are more free to vary their courses.

To show the character of some of the special rural work and its arrangement in the curriculum, the courses in several schools will be described. The schools selected were chosen not necessarily because the work they are doing is the best of its kind, but because their courses may be regarded as good types to illustrate the various courses offered to meet the problem of preparing teachers for the country as part of the regular normal work. The courses described are the courses offered for the school year 1911-12, as the larger part of this bulletin was prepared for publication before the opening of the schools in September, 1912. Several State normal schools have organized work for the preparation of rural teachers and are offering courses the present year (1912-13) for the first time. In a few instances changes in some of the courses described were made at the beginning of the year. It has not been practicable to note the changes in this bulletin.

The State Normal School at Bellingham, Wash., offers three regular two-year courses. The first presupposes the completion of two years of high-school work and entitles its graduates to a certificate good for two years in the elementary schools of the State; the second presupposes three years of high-school work and entitles its graduates to a three-year certificate; the third presupposes a complete high-school course and entitles the graduate to a five-year certificate. In actual practice the three courses may be said to constitute but one course—a four-year course which pupils may enter at the beginning of the first, second, and third years, and which they may leave, receiving certificates as stated above, at the end of the second, third, and fourth years. Students planning to leave at the end of the second year are given during that year professional work which otherwise would come later in the course. The courses are given on the following page. For pupils planning to take four-year work a course is arranged differing slightly from the elementary and advanced courses here given.

Courses offered by Bellingham (Wash.) State Normal School.

[Figures indicate credits.]

Courses.	First year (11th grade).	Second year (12th grade).	Third year (13th grade).	Fourth year (14th grade).
Elementary	Education..... 3 History..... 4 Physics..... 4 English and exp..... 8 Drawing and manual training.. 4 Music..... 2 Algebra III..... 4 Electives..... 5 Gymnastics..... 2 40	Music..... 2 English and exp..... 7 Education..... 6 Agriculture..... 4 Geography and methods..... 3 Arithmetic and methods..... 5 American history..... 5 Electives..... 6 Gymnastics..... 2 40	Drawing and manual training.. 4 Geography and methods..... 3 Teaching..... 5 Arithmetic and methods..... 5 Music..... 2 Humane education..... 1 Moral hygiene..... 1 English and exp..... 7 American history..... 5 Electives..... 3 Gymnastics..... 2 40	English..... 3 Education..... 8 Teaching and education..... 10 Sociology or polit. economy..... 4 History and methods..... 3 Humane education and moral hygiene..... 2 Electives..... 8 Gymnastics..... 1 40
Secondary advanced		History..... 4 Music..... 2 Drawing and manual training.. 4 Geometry III..... 4 Education..... 6 English and exp..... 6 Agriculture..... 4 Science..... 4 Electives..... 4 Gymnastics..... 2 40		
Advanced course (high-school graduates).			Arithmetic and methods..... 5 Music..... 2 Education..... 6 Teaching..... 5 English and exp..... 7 Geography and methods..... 3 Drawing and manual training.. 2 Electives..... 8 Gymnastics..... 2 40	

Students preparing for rural work take usually the elementary course. The special studies, either required or elective, of value to the prospective rural teacher open to students in that course are the following:

1. Rural school methods, 3 credits, including rural school management, elementary methods, the program, grading, and classification.
2. Rural school observation, 2 credits, in the special rural observation school and in other rural schools in the neighborhood, with discussions of the special problems of the rural teacher.
3. Agriculture, 4 credits, confined principally to the study of the soil and of plant life and growth.
4. Home economics, 4-10 credits, including cooking, sewing, household management and methods of teaching.
5. School hygiene and sanitation, 2 credits.
6. Manual training, 2-10 credits, including basketry, clay modeling, and woodwork.

The State Normal School at Harrisonburg, Va., offers a regular normal school course of four years and a professional course of two years. Pupils may enter the first year of the regular course after completing two years of high-school work, or they may enter the second year after completing three years of high-school work. If they have completed a full four-year high-school course before entering the normal school, they must take the professional course. Students in the regular course may leave at the end of any year, and if the year's work has been completed satisfactorily will receive a certificate indicating the amount of work done. The four-year course is as follows, the figures being "term-hours," or the number of hours per week for one term of one-third of a year in length (three "term-hours" mean that the subject is pursued three hours a week for one term, or one hour a week for a full year):

THE FOUR-YEAR NORMAL COURSE AT HARRISONBURG, VA.

FIRST YEAR.

	Term-hours.		Term-hours.
Language study.....	15	English history.....	5
Physical geography.....	10	Algebra.....	15
Commercial geography.....	5	Physical education.....	6
Industrial history.....	5	Electives.....	12
<i>Rural sociology</i>	5		

SECOND YEAR.

	Term-hours.		Term-hours.
<i>School management and hygiene</i>	5	Advanced arithmetic and methods..	10
<i>Rural-school problems</i>	5	Physiology.....	5
Language study and methods.....	15	Physical education.....	6
Biology and methods.....	10	Electives.....	12
American history and methods.....	10		

THIRD YEAR.

	Term-hours.		Term-hours.
<i>Observation</i>	3	School music.....	4
Educational psychology.....	10	Physical education.....	6
Principles of teaching.....	5	Electives.....	38
The school program and primary education.....	12		

FOURTH YEAR.

	Term-hours.		Term-hours.
<i>Practice teaching</i>	14	Sociology.....	5
History of education.....	10	Art and music.....	6
Philosophy of education.....	5	Elementary science methods.....	4
Child psychology.....	5	Physical education.....	4
Literature.....	10	Electives.....	10

The subjects in italics are arranged especially to meet the needs of the rural teacher. The electives include subjects of interest to rural teachers as follows:

	Term-hours.		Term-hours.
Home economics.....	6	Elementary science methods.....	4
Sewing, cooking, each.....	4-16	Nature study.....	4
Woodwork.....	12	School gardening.....	4
Furniture construction.....	12	Elementary agriculture.....	8
The place of industrial branches in education.....	6	Poultry raising.....	4
		Household chemistry.....	5

The professional course differs but little from the last two years of the regular course except that the entire work is prescribed and includes the equivalent of all of the professional work given in the four years. Industrial history in the first year includes a rapid survey of the social, economic, and industrial progress in the United States. Rural sociology deals especially with the conditions of life in the country and the relations of the rural population as regards their work, business welfare, conditions of living, and the social influences of community life in rural sections. The aim of the course is to give prospective teachers a right understanding of country life and a proper attitude toward it. The course in school management and hygiene in the second year is especially adapted to the needs of the country teacher, and so is the course in rural-school problems and methods. In the latter course the relation of the rural school to the community and its possibilities as a social center are discussed.

The State Normal School at Athens, Ga., has distinctly the problem of preparing teachers for rural work, as nearly 80 per cent of the graduates go into village or country schools. For this reason the regular four-year course is arranged to give special preparation for country work. In the first year of the course elementary agriculture is required two hours a week for the entire year. Domestic science and manual training are both given as elective subjects. In

the second year physiography is given three hours a week for a half year, followed by agricultural botany three hours a week. Domestic science and manual training are elective. In the third year eight hours a week of professional work and two hours in the study of soils and in school gardening are required. In the fourth year eight hours of professional work are required, one hour of domestic science, two hours for a half year in the study of field crops, two hours for a half year in nature study, and four hours for the entire year in practice teaching. Domestic science and manual training are elective in both of these years. In the fourth year two hours a week for the entire year may be elected in rural economics and sociology, two hours in the conservation of natural resources, and two hours of poultry study. Through half of the fourth year a course in the organization and management of schools is given. This course deals primarily with the rural-school question. Practice teaching is given in the normal elementary school, in which an ungraded room is maintained for the special benefit of rural teachers.

DEPARTMENTS OF RURAL SCHOOLS.

Several State normals have established departments of rural education. The normal schools of Michigan, the Illinois State Normal School at Normal, the Kirksville Normal School at Kirksville, Mo., and five Wisconsin normal schools are among those that maintain such departments. A description of the department of the Western State Normal School at Kalamazoo, Mich., will be given as typical and suggestive. The department was established when the school was organized in 1904. It originally offered a two-year course, requiring for entrance the completion of the eighth grade. The course now given covers four years, with the same entrance requirements. Advanced standing may be given to students who have completed one year or more in a regular high school, but at least one year must be spent at the normal school before graduation. The course of the first three years corresponds with the ordinary high-school course, with English, algebra, geography, biology, and ancient history in the first year; English, geometry, modern history, and an elective in science in the second year; and English, algebra and solid geometry, music, art, and English history or domestic economy in the third year. The fourth year's work is almost wholly professional. The subjects included are as follows, each being taught four hours a week for the number of weeks indicated: Psychology, 12 weeks; education, 24 weeks; American history, 24 weeks; civics and history of the Nation, 12 weeks; nature study, 18 weeks; agriculture, 18 weeks; rural sociology, 12 weeks; arithmetic, 12 weeks; and practice teaching, 12 weeks.

The 24 weeks of education are devoted to the principles of education, methods of teaching, and school management. The practice teaching is in the regular normal training school, with special work in observation in a public rural school located some distance away. Nature study deals particularly with things of interest in the rural home and on the farm. Agriculture includes a study of farm animals, soils, and farm crops. The arithmetic, while including a review of the entire subject, deals largely with problems bearing on farm life. Rural sociology includes a study of the rural community and its relation to the rural school. Music and art, given in the third year, consist largely of vocal music and drawing for the rural schools. Students in the third and fourth years of the department are organized for supplementary study in a rural sociology seminar. This seminar meets two afternoons each month and discusses the educational, social, and industrial life of rural communities.

A department of rural-school education was established at the Kirksville (Mo.) Normal School in 1911, and is now in its second year. Students seeking admission to this department must, as a minimum requirement, have completed the equivalent of the eighth grade and be at least 16 years of age. The work covers 24 months, and upon its completion students receive a certificate good for two years in any rural school in the State. The subjects included are as follows, the figures indicating the number of terms in each course: Grammar and literature, 6; farm accounts and business principles, 1; advanced practical arithmetic, 1; algebra, 3; American history, 3; government of State and Nation, 1; physiology and sanitation, 1; nature study and agriculture, 3; commercial, industrial, and physical geography (combined), 1; rural life problems, 1; rural-school organization and management, 2; rural-school methods and observation in model rural school, 1; industrial arts, 1; handwork, physical education, music, etc., 5. The work in agriculture is a general course, including the study of farm crops, soil management, and farm animals. Under physiology and sanitation particular attention is given to diseases of school children and the sanitation of the rural-school building. Rural life and problems consist of a general survey of the status of country life and the factors which foster or hinder rural progress. Observation is principally in the model rural school, maintained on the school grounds, to which children are transported from the surrounding territory.

ONE-YEAR COURSES FOR TEACHERS OF RURAL SCHOOLS.

One-year courses are offered for prospective teachers of rural schools in many State normal schools. Detailed descriptions of a few are given below.

The State Normal School, Valley City, N. Dak., offers a 10½ months' course for rural-school teachers in recognition of the fact that "the rural-school teacher has conditions and problems to confront that the grade teacher in town does not have. * * * The course is administered by special instructors whose experience with rural schools entitles them to leadership in such work." The work was begun in 1909, under special authorization of the State legislature. Students completing the course receive a second-grade certificate valid in any county in the State. The year is divided into four terms, with the course arranged as follows:

COURSE OF STUDY.

FALL.		SPRING.	
	Hours per week.		Hours per week.
Reading.....	5	Language and grammar.....	5
Geography.....	5	Arithmetic.....	5
Elementary agriculture.....	5	Elementary agriculture.....	5
United States history.....	5	Elementary pedagogy, including ob- servation.....	5
Singing.....	5	Drawing.....	5
Penmanship.....	3	Word analysis.....	3
Physical culture.....	2	Physical culture.....	2
WINTER.		SUMMER.	
Language and grammar.....	5	Civics.....	5
Geography.....	5	Physiology and hygiene.....	5
Elementary agriculture.....	5	Arithmetic.....	5
United States history.....	5	Elementary pedagogy, including prac- tice.....	5
Spelling.....	3		
Physical culture.....	2		
Elementary pedagogy.....	5		

Elementary pedagogy given in this course includes school management and methods of teaching various subjects of the rural school. The instruction in all subjects contained in the curriculum deals not only with their subject matter, but with the methods of teaching. The domestic science includes a short course which might be given in the rural school. It requires simple, inexpensive, and practical apparatus.

Students to enter this one-year course must have completed the equivalent of the eighth grade of the public schools and must be at least 17 years of age.

The Lewiston (Idaho) State Normal School has for the past three years offered a one-year course for rural teachers. The work is largely professional, and it is open to any student who has completed the ninth grade of the public schools. It is open also to teachers who hold a second-grade certificate. The course includes reviews of subjects taught in the public schools, generally known as the common branches, and instruction in methods of teaching them in rural

schools; also professional courses, including rural sociology, rural-school management, rural arts and science, and observation. The rural sociology consists of a study of the rural school in its relation to the rural community; the rural arts and science course includes the manual and industrial arts adapted to rural schools, and elementary agriculture, school gardening, and nature study. Observation is taken in a model rural school in which practice teaching is also required. The year is divided into four quarters, according to the following outline:

COURSE OF STUDY.

FIRST QUARTER.		THIRD QUARTER.	
	Hours per week.		Hours per week.
Elementary agriculture.....	6	Elementary agriculture.....	6
Civics and health.....	3	School hygiene.....	3
Rural arts.....	6	Rural arts.....	6
English.....	5	English.....	5
Elective subjects.....	5	Elective subjects.....	5
SECOND QUARTER.		FOURTH QUARTER.	
Elementary agriculture.....	6	American rural schools.....	5
Rural hygiene.....	3	Methods of teaching rural-school sub- jects.....	5
Rural arts.....	6	Observation and criticisms.....	5
English.....	5	Principles of teaching.....	5
Elective subjects.....	5	Practice teaching.....	5

Under the subject "American rural schools" are treated such topics as rural-school problems, the organization and administration of the school, its support and supervision, the rural-school building, its architecture and sanitation, and special subjects adaptable to the rural-school course of study. The electives open to students in this course consist almost entirely of review courses in public-school arithmetic, geography, history, etc.

The East Carolina Teachers Training School, Greenville, N. C., offers two 1-year courses for teachers of rural schools. One is open only to experienced teachers who hold a first or second grade certificate, and is intended to give them a more thorough knowledge of the subjects taught in the public schools of the State, and to give a correct idea of the methods which have proved most successful in teaching those subjects. The other course is offered because of "the fact that a large number of young men and women go into rural schools each year to begin the work of teaching with no preparation other than that obtained in the high school, or in many cases only that obtained in the elementary schools," and because of the belief "that a large number of these would, if an opportunity were offered,

take a one-year course that would give them a careful review of the subjects they must teach and some training in the best methods of teaching these subjects." To be admitted to this course the candidate must be at least 17 years of age and must signify his intention to teach the following year.

The one-year course offered to experienced teachers is as follows, the hours indicated being the number per week:

FIRST TERM.		SECOND TERM.	
	Hours.		Hours.
Arithmetic.....	4	Arithmetic.....	4
Literature and composition.....	4	Literature and reading.....	4
United States history.....	4	United States history.....	4
Geography.....	4	Personal hygiene and sanitation....	4
Pedagogy.....	4	Pedagogy.....	4
Music.....	2	Music.....	2
Drawing.....	2	Drawing.....	2
		Cooking.....	1
THIRD TERM.			
	Hours.		Hours.
Special methods of teaching—		Primary methods.....	4
Arithmetic.....	4	School management and school law..	2
Language and reading.....	4	Music.....	2
History and civics.....	4	Drawing.....	2
Elementary cooking.....	1		
Agriculture.....	3		

The other one-year course is as follows:

FIRST TERM.		SECOND TERM.	
	Hours.		Hours.
Primary methods.....	6	Arithmetic for grades 4 and 5.....	4
Reading for grades.....	2	Language and grammar.....	4
United States history.....	4	United States history.....	4
Sanitation.....	4	Geography.....	4
Pedagogy.....	4	Pedagogy.....	4
Public-school music.....	2	Public-school music.....	2
Drawing.....	2	Drawing.....	2
THIRD TERM.			
	Hours.		Hours.
Arithmetic for grades 6 and 7.....	4	Pedagogy.....	4
Reading, composition, and grammar.	4	Public-school music.....	2
United States history and civics....	4	Drawing.....	2
Agriculture.....	4		

Methods of teaching each subject are taught with the review of the subject itself.

WINTER, SPRING, AND SUMMER TERMS.

An attempt to meet the needs of teachers in rural schools now in the service is made by a large number of normal schools in winter, spring, and summer terms, especially in summer terms, or in "summer schools" as they are designated. In the Report of the Commissioner

of Education for 1911 (Chap. XXX, Vol. II) is a detailed statement of the summer schools held in 1911 and of the courses given in such schools as far as they reported to the Bureau of Education. The list gives 477 summer schools held that year, of which number 83 were under the auspices of State normal schools. The courses given by the normal schools need not be repeated here, as complete information may be obtained from the commissioner's report. Below is given a list of the State normal schools in which courses were offered primarily for rural teachers. Following the list of State normal schools is given a list of special summer training schools for teachers, conducted under the auspices of State departments of education. In the essentials of their authorization and organization they are State normal school courses.

State normal schools offering courses for rural teachers.

- State Normal Schools, Jacksonville and Troy, Ala.
Arkansas State Normal School, Conway, Ark.
State Normal Training School, Danbury, Conn.
Illinois State Normal Schools at Carbondale, Charleston, Dekalb, Macomb, and Normal.
The Indiana State Normal School at Terre Haute.
The Iowa State Teachers College at Cedar Falls.
The Kansas State Normal Schools at Emporia and Hays.
The Kentucky State Normal Schools at Bowling Green and Richmond, and the State Normal Institute for Negroes at Frankfort.
The Louisiana Industrial Institutes at Lafayette and Ruston, and the State Normal School at Natchitoches.
The Maine State Normal Schools at Farmington, Fort Kent, Gorham, Washington, and Presque Island.
Hyannis Normal School, Massachusetts.
The Michigan State Normal Schools at Mount Pleasant and Ypsilanti.
The Duluth, Mankato, Morehead, St. Cloud, and Winona State Normal Schools, Minnesota.
The Cape Girardeau, Kirksville, Maryville, Springfield, and Warrensburg State Normal Schools, Missouri.
Montana State Normal College at Dillon.
The Chadron, Kearney, Peru, and Wayne State Normal Schools, Nebraska.
The New Mexico Normal University at Las Vegas and the State Normal School at Silver City.
The State Normal School at Cortland, N. Y.
The East Carolina Teachers Training School, Greenville, N. C.
The Mayville, Valley City, and Ellendale State Normal Schools of North Dakota.
State Normal College, Athens, Ohio.
The Ada, Alva, Edmond, and Tahlequah State Normal Schools of Oklahoma.
The West Chester State Normal School, Pennsylvania.
Winthrop Normal College, Rock Hill, S. C.
The Aberdeen State Normal and Industrial School, South Dakota.
The Canton, Commerce, Denton, Huntsville, and San Marcos State Normal Schools, Texas.
The Johnson State Normal School, Vermont.
Fredericksburg, Harrisonburg, and Winchester State Normal Schools; and Hampton Institute, and the Petersburg Normal School for Negroes, Virginia.

The Bellingham, Cheney, and Ellensburg State Normal Schools, Washington.

The Athens State Normal School, West Virginia.

The La Crosse, Oshkosh, Platteville, River Falls, Stevens Point, Superior, White-water, and Milwaukee State Normal Schools, Wisconsin.

Summer schools under the management of State departments of education, which include in their courses special work for rural teachers.

The Birmingham Summer Training School for Teachers and the Mobile County Teachers' Vacation Training School, Ala.

Florida Normal Institute, Madison; Teachers' Summer Training School, Tallahassee; Teachers' Summer Training School for Negroes, Tallahassee, Fla.

Boise State Summer School, Pocatello State Summer Normal School, Sand Point State Summer Normal School, Idaho.

The Teachers' Continuation School of Allegany County, at Frostburg; the Mountain Lake Park Summer School, Mountain Lake; Garrett County Summer School, Oakland, Md.

The County Teachers' Training Schools at Aitkin, Alexandria, Argyle, Austin, Benson, Cambridge, Fairfax, Fairmont, Grand Rapids, Long Prairie, Marshall, Milaca, Montevideo, Ortonville, Park Rapids, Pipestone, Red Lake Falls, Roseau, St. Peter, Shakopee, Tyler, Walker, Waseca, Willmar, Windom, and Worthington, Minn.

The State Junior Normal Schools, located at Alliance, Alma, Broken Bow, Geneva, McCook, North Platte, O'Neill, and Valentine, Nebr.

North Carolina Summer School for Negro Teachers, Greensboro, N. C.

The Cass County Teachers' Training School, Fargo; the Logan County Teachers' Training School, Napoleon, N. Dak.

Teachers' Summer Normal School, Greenville, Ohio.

Lycoming County Normal School, Muncy, Pa.

The Texas summer normal schools at Albany, Alpine, Ballinger, Brownwood, Clarendon, Cleburne, Comanche, Corpus Christi, Corsicana, Dallas, Decatur, Greenville, Groesbeck, Hillsboro, Houston, Kerrville, Killeen, Kirbyville, Lamesa, Lometa, McKinney, Meridian, Mineola, Mount Pleasant, Navasota, New Boston, Nocona, Paris, Pecos, Port Lavaca, Pritchett, San Antonio, Sherman, Timpson, Weatherford, Weimar, and Yoakum, for whites; and at Brehm, Bryan, Dallas, Gilmar, Greenville, Livingston, Luling, Marshall, Palestine, Port Arthur, San Augustine, Sequin, Somerville, Teague, Texarkana, and Wharton, for negroes.

State Summer School for Elementary School Teachers, Rutland, Vt.

Seaside Normal, Newport News, State Summer Institutes at Emory and Martinsville, and the Summer Normal School for Negroes, Danville, Va.

Centralia, Montensana, Olympia, and Seattle Summer Normal Schools, Wash.

The State Summer School for Negroes, at Institute, W. Va.

The County Training Schools at Eau Claire, Janesville, Monroe, New London, Reedsburg, Richland, Viroqua, and Oconto, Wis.

WORK IN SOCIOLOGICAL CLUBS OR OTHER CLUBS FOR THE STUDY OF COUNTRY LIFE PROBLEMS.

There appears to be a steadily increasing belief that a rural teacher, to make her school of the greatest possible service, should know intimately the people of her district and the social, religious, and economic conditions under which they live. It is believed that this information can come only from a definite systematic study of the district. Most teachers do not know how to make such a study. If, however, the teacher has assisted in some sort of a sociological

study during her normal course, she will have received not only general information on social and economic conditions, but will also have a guide to assist her in similar work when thrown upon her own resources as a country-school teacher. Many normal schools have introduced courses in rural sociology, for the purpose of interesting teachers in rural conditions, so that when they become country teachers their interest in their children will include not only their work and life inside of the schoolhouse, but their broader life of the outside world. The same end is sought by the sociological seminar, given as a part of the course for rural teachers at the Kalamazoo (Mich.) State Normal School, mentioned above, and in the Georgia Club of the State Normal School at Athens, Ga. The work of the latter is especially noteworthy. President E. C. Branson, who established the club and has given a great deal of his time and attention to its development, describes it and its work as follows:

This club is composed of 141 volunteers from the faculty and student body. Spare time is used by individuals and county groups for work upon special chosen topics; and one hour each week is given to club discussions.

For two years the club has been studying the various phases and problems of population, agriculture, manufacturing, wealth and taxation, farm ownership and tenancy, public roads, public sanitation, cooperative farm enterprise, schools and churches in Georgia. The State has been passing under searching review as a whole, and in detail county by county. Every step of the way Georgia is compared with the other States of the Union and ranked accordingly. But also her gains and losses, between 1900 and 1910, are exhibited in a 10-year balance sheet.

Meanwhile the various student groups have been working out similar balance sheets for their home counties, each county being ranked among the other counties of the State in all the particulars covered in the club studies. These bare facts are then translated into simple running narratives for easy reading by the wayfaring man back in the home counties. Thirty-six such county surveys have thus far been given to the public. They embody facts and well-considered conclusions. The club believes that facts without opinions are useless, and that opinions without facts are impertinent and mischievous.

And so the club is ransacking the census returns, the reports of the State house officials, the county tax digests, the grand jury presentments, the minutes of the church associations, the section on Georgia in the school library, and every other available source of authoritative information.

Most of the students are country bred and usually know their home counties thoroughly; but when they study the drift of affairs and events during a 10-year interval, and check the contrasts, they are brought face to face with causes, conditions, and consequences within small, definite, well-known areas.

The discoveries challenge interest and concern like a bugle blast. A sense of civic and social responsibility stirs in them. They hear the call to service in the countryside, to service within the walls of their schoolrooms and far beyond it. All of these young people will be teachers, but few of them will be teachers merely; they will be leaders as well, in all worthy community enterprises. The rising tide of patriotic fever and fervor in the Georgia Club is a large asset for the school and for Georgia in the future. Clear thinking in economics and sociology in our schools is too often like sunshine in winter—full of light and freezing. But accurate, definite knowledge about one's own home and people is tonic and quickening to the civic sense. It is

full of light and life. It is a concrete, direct approach to the formal studies of economics and sociology in our colleges and universities.

The brief economic and social surveys of the counties are first sent to alert, intelligent men and women at home for verification and for such additional information as will make the reports full and fair. When the report has thus been overhauled by the home folks themselves, the club group speedily advertises the fact that the county has been reviewed before the club and that the report is ready to be mailed out upon call. As a rule the affiliated member of the club, the nonresident honorary member in the county reviewed, writes for it, assumes the paternity of it, and gives it to the public through the county newspapers and in his round of duties and addresses.

The affiliated members are strong, brave souls—judges, preachers, teachers and school officials, legislators, and business men—whom the club in the two years of its work has come to know as being genuinely and generously concerned with the problems of community uplift. The affiliated member is a center of active influence in behalf of better roads, better public health, better schools, and better churches. With his fist around the essential facts of community life, he has reasons plentiful as blackberries for his campaign in behalf of rural uplift. He knows that nothing dies so quickly as social enthusiasm, unless it be informed by vital facts that convince the sober, second sense of a community.

The syllabus of club studies is being shaped into textbook form, so that other schools in Georgia or in other States may make similar studies. Public education of every sort, if it be worth the name, is an agency of social uplift; but only a study of life conditions themselves will disclose the obstacles and the opportunities. The State Normal School considers that as a public institution its duty is to know thoroughly the State it was created to serve. The authorities believe that the school can not serve Georgia effectively without knowing intimately the problems to be solved. And so the work of the school has been a steady advance upon the economic and social conditions and demands of the State, a saner consideration of means and ends, and a better adjustment day by day to the realities of life in Georgia.

The training for teachers in this school includes also courses in the home-making arts and sciences, in nature study, school gardening, and agriculture, in manual training, the arts and crafts, physical culture, and in outdoor plays and games, all designed especially for the country teacher.

MODEL RURAL SCHOOLS.

Other normal schools, while not making a distinction between the course of study offered for prospective rural teachers and for others, do recognize that the practice work should be different and they provide "model rural schools," both for observation and for practice teaching. Three sorts of such schools are provided. The first is a single ungraded room in the regular normal practice school, set apart with pupils of all stages of advancement, from the first to the eighth year. This ungraded room has conditions more like the country school than the ordinary graded room in the practice school, but the conditions are far from being typical of the rural school. The normal graduate who has had such practice teaching is better able to classify and group his pupils and to arrange a working program for the country school; but he has had nothing to assist him in the

management of the country school, nor in the adaptation of the instructional work of the school to the child and to the community.

The second sort of practice rural school consists of a model rural schoolhouse built upon the normal school campus or adjacent to it and set apart from all other buildings. Usually pupils from the normal practice school are assigned to it, but in some instances country children are brought in. Where this is done the school is rural except that it is set down in an unnatural environment. It is convenient, however, for the normal-school students preparing for rural teaching. This plan is carried out at the Kirksville (Mo.) Normal School. On the campus a building has been erected and equipped with many facilities that might be used in a country school building. The equipment is more complete than would be possible in any but the very best country schools. It is not expected, however, that everything included in the Kirksville school should be placed in every country school. Its presence in this building gives the normal students preparing for rural work an opportunity to become familiar with the equipment, so that later they may obtain for schools in which they are teaching whatever part of it seems most desirable and most needed. The children of the school are all farm children transported to Kirksville at the expense of the normal school in a wagon which covers a 5-mile route every day. This transportation arrangement serves two purposes. It proves the practicability of transportation in school wagons in that section of the country, and it brings to the school genuine rural pupils, the children of agricultural people.

A similar arrangement exists at the Winthrop Normal College, Rock Hill, S. C. The model rural school in its location is more distant from the normal school, being separated from the other buildings by a greater distance and screened from them by a grove. Children are not transported at the expense of the school, but they are in large measure children from farm homes within walking distance. The school is used by the normal students for observation, but only in slight measure for practice. It is in reality an experimental school endeavoring to work out the readjustment of rural education to the life of the country. It is attempting to discover how the curriculum and the methods of teaching may be modified to meet the intellectual, industrial, and social needs of the country and the community.

The third sort of a rural practice school consists of a typical rural school building in its natural environment, located in an agricultural country away from the normal school. Normal school pupils must travel to the building for their practice teaching. It is inconvenient in that it requires considerable time to travel from the normal school

to the practice school, but the school when reached is a real rural school. For an example of a normal with this arrangement the North Adams (Mass.) State Normal School may be selected. This institution offers no special course for rural teachers, but does offer elective work in agriculture and domestic science. The regular courses pursued by all students include professional courses in education and methods of teaching and courses in nature study, cooking, sewing, sanitation, music, drawing, child study, and social economy. Practice teaching is required four hours a week for one and a half years. The normal school maintains three practice schools. One is a city graded school located on the campus; another is a two-room school in a neighboring mill village with four grades in each room. The third is a distinctively rural school located in a farming community. All students are given practice in the methods of teaching the various subjects in the elementary school curriculum in the graded practice school on the campus. Those preparing for rural work acquire their training experience in school management in the rural practice school. Similar practice schools are maintained by the State normal schools at Terre Haute, Ind.; Johnson, Vt.; La Crosse and Whitewater, Wis.; Normal, Ill.; Salem, Mass.; and by other normal schools.

SUMMARY OF RURAL COURSES IN STATE NORMAL SCHOOLS.

The Bureau of Education recently asked every State normal school in the United States for a statement regarding its special work done in preparation for teaching in country schools. Following is a digest of the answers received. Some of these institutions, it will be seen, offer no professional courses in education especially adapted to rural teaching, but do offer courses in agriculture, home economics, and kindred subjects of especial value to the rural teacher. Wherever such courses are mentioned in the following paragraphs reference is made only to courses in these subjects especially adapted to rural work. Other normal schools give but one normal course for all teachers, whether they are preparing for urban or rural schools, but maintain a model rural school for observation and practice for the prospective country teacher. Only the schools reporting to the bureau in answer to the special inquiry are contained in the digest. Those offering no work for rural teachers are omitted. Among the State normal schools for negroes there are many giving courses in agriculture, manual training, home economics, and like studies, but only two, Tuskegee Institute (Ala.) and Hampton Institute (Va.) are making any serious attempt to train teachers especially for country schools and in any way different from the training offered for town or city schools. The normal departments of both of these institutions are directed primarily to prepare rural teachers. Both institutions give training in agriculture and other rural industries, in rural sociology and rural school methods and management. In both practice in general methods is given in the graded normal training school. Tuskegee sends its teachers to several typical rural schools in the neighboring territory for special observation and practice in rural methods. Hampton maintains an ungraded room in the normal training school and supplements the practice given in this room with observation in selected country schools and a small amount of practice teaching.

RURAL COURSES IN THE STATE NORMAL SCHOOLS AT THE PLACES NAMED.

Jacksonville, Ala.—The entire course is arranged in some measure to meet the needs of rural teachers, as the majority of graduates teach for a time at least in rural schools. Agriculture is taught in

all Alabama normal schools, as it is required by law to be taught in all public schools of the State. The Jacksonville normal offers special courses in agriculture, manual training, home economics, sanitation, and nature study. The manual training includes work that can be done in rural schools, such as making rag and shuck mats, etc. A summer course is given, designed primarily for rural teachers desiring to take examination for a State certificate. A rural practice school was opened at the beginning of the present year.

Conway, Ark.—One of the regular courses is a "four-year science course," which includes as required work the ordinary natural and physical sciences and two years' work in agriculture and education. Under "education" during one term is given "rural school methods." Special short courses for rural teachers are given in the spring and summer. The spring term is three months in length, the summer term six weeks.

San Diego, Cal.—No special course for rural teachers is given except 60 hours' work in elementary agriculture. Courses in home economics, sanitation, and manual training are in part applicable to the rural school. The institution is equipped with a lath house, school garden, and experimental plot.

San Jose, Cal.—But one regular normal course is given. This includes some work in agriculture, home economics, and manual training. Probably 90 per cent of the graduates teach their first term or two in rural schools. The administration of all courses is to some extent modified by this fact.

Gunnison, Colo.—The school is intended especially for rural teachers. The course includes nature study, agriculture, school gardening, the natural and physical sciences, and domestic science and art. A special course in cooking for elementary schools is offered.

Athens, Ga.—The regular courses are arranged to fit for rural schools, as the majority of graduates go to the country to teach. Agriculture is required of all students for two hours a week for three years. Physiography, botany, and entomology, with special reference to agriculture, are required four hours a week for one year. Domestic science, manual arts, and rural economics are elective subjects. Rural sociology is studied through the Georgia Club, the work of which is described on page 23 of this bulletin.

Milledgeville, Ga.—The majority of graduates of this school also go into country schools, so that in required and elective work there is special reference to preparation for rural teaching. Agriculture and botany are given five hours a week in the first year, floriculture three hours a week for one term in the second year, and agriculture and nature study two hours a week in the senior year. Elective work is given in domestic science and manual arts.

Albion, Idaho.—A one-year course for rural teachers was given first in 1911, graduating five pupils in June, 1912. Eighth-grade graduation is required for entrance upon the work of the course. Upon its completion the student receives a five-year State certificate, good in any rural school in the State. Entrance to the academic department of the normal requires the completion of the eighth grade also, but for admission to the regular two-year normal course the completion of the academic department or of a full four-year high-school course is required. The one-year course for rural teachers includes common-school subjects, with special reference to methods of teaching, agriculture, manual training, rural hygiene and school hygiene, rural-school management, school law, observation, and practice teaching. A special course in cooking is given for rural school teachers, including the methods of teaching cooking in the rural school.

Lewiston, Idaho.—A one-year course is given for rural teachers. This course is described on page 18 of this bulletin.

De Kalb, Ill.—In a four-year academic or preparatory course, elective work is offered as follows: Two years in elementary agriculture, one year in manual training, two-thirds of a year in a study of foods. In the summer school, courses are given in agriculture and in the "State course of study."

Normal, Ill.—Special work for prospective rural teachers was given for the first time in 1911-12. It includes a two-year course for persons who have completed the eighth grade of the public schools, and a one-year course for those who have completed two years of high-school work. The two-year course includes common-school subjects, with reference to methods of teaching, household science, agriculture, nature study, sanitation, country-school organization and management, principles of teaching, country-school methods, and problems of country life. The one-year course is the same abridged. A one-teacher country school 3 miles from the normal school is used for observation. In the summer school, courses for rural teachers are given in "country-school teaching," rural sociology, nature study, and agriculture.

Terre Haute, Ind.—No special course is given for rural teachers, but students in the regular two-year normal course who are preparing for country work have observation and six weeks' practice teaching in a typical rural school maintained by the normal school 6 miles in the country.

Emporia, Kans.—Special work has been offered for rural teachers for four years. A department of rural education was organized in 1911. In this department courses are given in rural-school methods and management and in rural hygiene for students in the elementary or secondary normal courses, and in county supervision and rural

sociology for advanced students. A student completing the high-school course given by the school, provided he has completed satisfactorily courses in agriculture and manual training or domestic science and the courses in rural-school methods and management and in rural hygiene, receives a special certificate from the department of rural education. A model rural school is maintained during the spring and summer terms.

Hays, Kans.—A four-year secondary or preparatory course is offered, followed by the two-year regular normal course. In this preparatory course agriculture and agricultural sciences and a course in rural-school management and school law are required. A model rural school is maintained on the campus, where preparatory and first-year normal students are required to spend forty hours in observation.

Bowling Green, Ky.—About 80 per cent of the students of this institution become rural teachers. A preparatory course especially for rural teachers is offered, and in preparation for elementary, intermediate, and advanced certificates special courses for rural teachers parallel the other normal courses. The preparatory course covers one year, and, in addition to common-school studies, includes nature study, theory and practice of teaching, and observation. The elementary certificate course requires one year for completion. In it are included, besides common-school subjects, psychology, pedagogy, agriculture, manual training, domestic economy, and "rural-life problems." Graduates receive a State certificate valid for two years. The intermediate course may be completed in one year of 46 weeks. It includes high-school subjects, agriculture, and pedagogy. A State certificate valid for four years is given upon its completion. The advanced certificate course leads to a life certificate. The work may be completed in one year of 46 weeks, and is a continuation of the studies of the intermediate course. A detailed outline of the courses given for rural teachers is included in a recent bulletin of the Bureau of Education.¹

Richmond, Ky.—A rural teachers' course is offered as a special course. Students enroll in the elementary, intermediate, or advanced State certificate courses, and take as major subjects work in agriculture, rural-school problems, rural-life problems, nature study, domestic economy, and manual arts. State certificates are granted on the completion of such courses.

Natchitoches, La.—Special courses were added for rural teachers at the commencement of the school year beginning July 1, 1912. To enter the first-year class, candidates must have completed the equivalent of the eighth grade of the Louisiana schools. In the first

¹ Bulletin, 1912, No. 1. A course of study for the preparation of rural school teachers in nature study, elementary agriculture, sanitary science, and applied chemistry.

year, elective work is offered in industrial geography and agriculture; in the second year in agriculture, manual training, and domestic science; in the third year in farm arithmetic, rural economics, manual training, domestic science; and in the fourth year in hygiene and sanitation, farm mechanics, school gardening, domestic science, rural school organization, and rural sociology. In the ten weeks of summer school, courses are given in common-school subjects and methods of teaching; and in agriculture, "Louisiana school problems," and rural school management.

Fort Kent, Me.—This school was established to meet the special needs of Madawaska territory, where the inhabitants are largely French. "The aim of the school is so to perfect those who attend it in reading, writing, and speaking English that they may teach the language intelligently in the schools of Madawaska territory." A three-year course is given which includes agriculture and domestic science. The graduates all teach in small country schools, and the course is arranged in view of that fact.

North Adams, Mass.—Students preparing for rural work take the same general course as others. It includes work in school gardening and elementary agriculture. The equivalent of four hours a week for two years in practice teaching is required. The school maintains two rural practice schools, one in a country mill village, the other in an agricultural section.

Salem, Mass.—No special course is given for rural teachers. However, a model one-teacher rural school is maintained by the institution, in which each senior is required to teach one week. It is located several miles from the normal.

Kalamazoo, Mich.—A department of rural education is maintained. Its work is described on page 16 of this bulletin.

Marquette, Mich.—A "rural school certificate course" covering two and one-third years is given. It includes the common-school subjects, with special reference to teaching; and algebra, botany, physics, agriculture, psychology, school management, civics, and school laws, observation and practice teaching. Part of the work may be taken in the summer school, so that the course may be finished in two years by including work in two summer terms. Graduates receive a certificate valid for three years in any school of one or two teachers. For admission the candidate must have completed the equivalent of the eighth grade of the public-school system.

Mount Pleasant, Mich.—Two special rural courses are given, an elementary and advanced. The contents of the elementary course, the entrance and graduation requirements, and the rules governing its administration are about the same as for the Marquette rural course. The advanced course requires two years for its completion after the completion of the elementary course or of two years' work

in a standard high school. The course includes academic subjects, psychology, pedagogy, methods of teaching, sanitation and hygiene, and agriculture. Graduates receive a State certificate valid for five years in any schools not employing over three teachers.

Ypsilanti, Mich.—A special rural school certificate course is given, requiring for entrance the completion of two years of high school work. Graduates receive the State certificate valid for three years in schools of one and two teachers. The course consists of one year of professional study, including reviews and methods of teaching common-school subjects.

Winona, Minn.—The summer term of ten weeks is designed especially for rural teachers. Courses are given in common-school subjects with reference to methods of teaching, psychology, pedagogy, agriculture, social science, and rural school management. A model ungraded room, taught by an expert rural teacher, and a primary room and a grammar room, taught also by expert teachers, are maintained.

Cape Girardeau, Mo.—A two-year course for rural teachers was organized in January, 1911. Students may enter upon the completion of the eighth grade of the public schools. Graduates receive a State certificate valid for two years in any rural schools in the State. The course includes the pedagogy of the common branches, the Missouri course of study, agriculture, domestic science, manual training, and rural school methods and management. In the regular normal course, electives are offered, in the pedagogy of the common branches, the supervision of country schools, agriculture, manual training, home economics, nature study, and "country life and problems."

Kirksville, Mo.—A special two-year course is given for rural teachers. The institution maintains a model rural school on the campus. The rural courses and the model school are described on pages 17 and 25.

Maryville, Mo.—A "common school certificate" course in special preparation for rural work is given. It is open to graduates of the eighth grade and requires two years for completion. Besides the common branches and methods, courses are given in agriculture, manual training, elementary psychology, rural school management, and rural teaching.

Kearney, Nebr.—An "elementary State certificate" is given at the completion of a four-year "elementary course," in which all the professional training given is in the last year. Observation, rural school methods, and agriculture are required in the course. For one term there is maintained a "model rural school consisting of about 28 or 30 children representing all grades in a mixed school"

under the direction of an expert rural teacher. The summer term is arranged especially for rural teachers.

Rockport, N. Y.—A special rural school course was authorized by the State department of education early in 1912. The course is one year in length. Graduates will receive a certificate valid for 10 years in any rural school in the State. The requirements for admission are the same as for the regular normal course; that is, a complete four-year high-school course. The course for rural teachers is as follows: Psychology, 100 periods; school economy and rural school organization, 40; methods of teaching common branches, 440; methods of vocal music, 80; methods of nature study and elementary science, 100; methods of drawing and elementary handwork, 120; methods of physical training, 80; penmanship, 40; observation and practice, 200.

Cortland, N. Y.—No course especially for the teacher of the rural elementary school is given, but two agricultural courses are offered, graduation from either entitling the graduate to a life certificate to teach agriculture and allied sciences in the public schools of the State. One is a two-year, the other a one-year course. The one-year course is wholly agriculture and allied sciences; the two-year course includes in addition education, school economy, observation, and practice teaching.

Greenville, N. C.—Two special one-year courses for rural teachers are given, one for teachers holding certificates, the other for persons who have not taught. They are described in full on page 19.

Valley City, N. Dak.—A one-year special course for rural teachers given by this school is fully described on page 18.

Oklahoma.—The course of study in the six State normal schools is prescribed by the State board of education, and is the same in all. Agriculture, manual training, and domestic science are required for graduation. A special course for rural teachers two years in length has been recommended for adoption by the council of normal presidents.

Pennsylvania.—By the revised code adopted December 30, 1910, all State normal schools of Pennsylvania offer the same course of study. It is four years in length and requires for admission to the first year the completion of two years of high-school work. As many graduates teach in country schools, the course is arranged in part to prepare for rural teaching. Agriculture, nature study, and manual training or domestic science are required in the fourth year.

The Clarion (Pa.) Normal School gives, in addition to the State course, a special winter term and a spring term course each of three months' duration. These are especially for rural teachers and

include courses in methods of teaching, school management, school law, school hygiene, agriculture, and rural sociology.

Rock Hill, S. C.—No special rural courses are given, but the regular four-year course contains work in agriculture, nature study, home economics, sanitation, and manual training. A model rural school is maintained for observation. This school and its work are described on page 25. A summer school in large measure for rural teachers is maintained with courses in agriculture, domestic economy, and rural education.

Springfield, S. Dak.—The regular courses are arranged to prepare for rural teaching. An elementary course open to eighth-grade graduates contains as required subjects: Agriculture, nature study, methods of teaching common branches, and practice teaching. Students completing this course receive second-grade State certificates.

Aberdeen, S. Dak.—A two-year elementary course primarily to prepare for rural teaching is given, open to eighth-grade graduates. Agriculture, methods of teaching, the "State course of study," and practice teaching are included.

Tennessee.—The three State normal schools, established by act of the legislature in 1909, give an academic course requiring four years for completion. It is intended to prepare teachers for rural elementary schools. It includes the academic subjects found in the course of study prescribed for approved high schools of the first class, and in addition courses are required in psychology, school management, history of education, general and special methods, and observation and practice teaching. Courses in agriculture, home economics, and manual training, are also included. Graduation entitles the candidate to admission to the regular normal course and to a State teacher's certificate valid in any elementary school in the State.

Texas.—All State normal schools give the same courses. Beginning in September (1912) the normal schools of Texas offer five distinct courses of study, the students choosing the course rather than elective subjects. One of these is designed to prepare teachers of agriculture and principals of rural high schools.

Johnson, Vt.—The regular course, in view of the fact that many students become rural teachers, contains courses in agriculture, domestic science, and professional subjects adapted in some measure to the needs of the rural school. Practice is given in a one-room rural school in the neighborhood of the normal school.

Harrisonburg, Va.—The four-year regular normal course contains subjects in special preparation for rural work. They are described on page 14. In addition a two-year course in "industrial arts" is offered. It includes courses in rural school problems, rural sociology,

home economics, sewing, cooking, agriculture, and gardening, in addition to other general professional courses. It is designed to fit especially for the supervision of industrial subjects, including agriculture, in rural schools. The completion of a full high-school course is required for entrance. A one-year elementary certificate course is given, leading to the State elementary certificate. The course is arranged for rural teachers and contains courses in rural education and in agriculture, nature study, manual training, and methods of teaching. For entrance the completion of a four-year high-school course is required. Prospective rural teachers observe and practice in several nearby typical country schools.

Bellingham, Wash.—See page 12.

Cheney, Wash.—Courses for rural teachers are offered in the regular four-year course as follows: Rural school pedagogy, rural school sociology, rural school methods, agriculture, home economics, sanitation, and a general course on rural school problems. Four country schools are used for observation. These courses are offered during the summer term as well as the regular school year.

Wisconsin.—Five of the eight State normals give a two-year course to train teachers for rural schools, namely: La Crosse, Oshkosh, River Falls, Stevens Point, and Whitewater. The course is equivalent to that given in the county training schools described on page 36. For entrance, the candidate must be a graduate of the eighth grade or its equivalent. A person who has completed two years of high-school work may complete the rural course in one year. The work of the first year includes 40 weeks in geography, English, arithmetic, and general science, and 20 weeks in spelling and penmanship, and in manual training or domestic science. The second year has 40 weeks in economics (including history and civics), English, drawing and music, agriculture, and pedagogy. The course in pedagogy includes observation and practice. Graduates receive certificates valid for three years in any country school or State graded school. The La Crosse, Oshkosh, and Whitewater schools have country schools for practice and observation within easy walking distance from the normal school.

COUNTY TRAINING SCHOOLS OF WISCONSIN.

Wisconsin has established a system of county training schools for the sole purpose of preparing rural teachers. These schools were authorized by the State legislature in 1899, and in September of that year the first were opened in Marathon and Dunn Counties. There are now 27. The law authorizing their establishment provides that one may be established in any county in which a State normal school is not located. The county board of education is authorized to provide money for its organization, equipment, and maintenance. State aid is provided if the school conforms to the regulations of the State department of education and is approved by the department. The county board of supervisors appoints two persons, who with the county superintendent, constitute the training school board. This board has the general supervision of the school, subject to the approval of the State department. The county furnishes the plant and pays one-third of the cost of maintenance, the State paying the other two-thirds. In 16 counties special buildings for the training schools have been erected or remodeled; in 7 others rented quarters are used. In the remaining 4 a part of the local high-school building is used.

For admission to these institutions the candidate must have completed at least an elementary school course and be prepared to enter a standard high-school. The course requires two years for completion. Students who have had the equivalent of a high-school education are allowed to graduate in one year. These students must complete satisfactorily a course arranged especially for them, which includes all of the professional work in the two-year curriculum.

The courses of study are not uniform in all schools, but are nearly so, as they must be approved by the State superintendent of public instruction. No attempt is made to teach high-school subjects. The time is devoted to professional courses and to those subjects usually taught in the country school, which are taught from an academic and a professional standpoint. Considerable work is done in nature study, agriculture, and domestic science. From 10 to 20 weeks of observation and practice teaching are required for graduation. Much of this is done in small country schools in the neighborhood of

the county training schools. A typical two-year course is as follows, this being the course of the Rock County school:

FIRST YEAR (40 WEEKS).

First and second quarters: Reading, grammar and composition, geography, arithmetic.

Third and fourth quarters: Reading, composition and grammar, agriculture, arithmetic.

SECOND YEAR (40 WEEKS).

First quarter: Orthoepy, physical geography, physiology, elementary psychology, and principles of teaching.

Second quarter: Word analysis, physical geography, American literature, school management, and observation.

Third quarter: School manual, American history, civics, methods, and observation.

Fourth quarter: Library work, American history, civics, observation, and practice.

All students are required to take music, drawing, spelling, and writing in addition to the above. Recitations in each subject are held five days per week, each period being 40 minutes in length.

The one-year course arranged by this school for high-school graduates is as follows:

First quarter: Reading, grammar and composition, geography, physiology, elementary psychology, and principles of teaching.

Second quarter: Reading, grammar and composition, geography, American literature, school management, and observation.

Third quarter: Agriculture, arithmetic, school manual, American history, methods, and observations.

Fourth quarter: Agriculture, arithmetic, library work, American history, observation, and practice.

The accompanying table gives the essential data regarding these schools. They have been in existence long enough to prove their worth. Those competent to judge pronounce the system to be very successful. County superintendents who are employing graduates of these schools are unanimous in the testimony that their work is far better than that of the other country school teachers. Five of the State normal schools offer similar courses with practically the same requirements for entrance. A description of them is given on page 35.

TABLE 1.—*Wisconsin county training schools for rural teachers.*

[NOTE.—Courses similar to those of the county training schools are given in the State normal schools at La Crosse, Whitewater, Oshkosh, Stevens Point, and River Falls. The data in this table were furnished by Mr. W. E. Larson, State Inspector of Rural Schools of Wisconsin.]

Post office.	County.	When established.	Teachers in 1911-12.	Students in 1911-12.	Graduated in June, 1912.	Whole number of graduates.	Maintenance in 1911-12.			Number in summer school, 1912.	Ownership of buildings.	Value of buildings.	Practice teaching in—
							State aid.	County appropriation.	Total cost.				
Algoma.....	Kewaunee and Dorr.....	1908	3	51	24	84	\$3,106	\$1,583	\$5,309	0	Owned, remodeled.....	.....	Public schools.
Alma.....	Burlingame.....	1902	2	49	19	207	2,426	1,000	3,683	0	Owned by city, no rent.	.....	Do.
Antigo.....	Langlade.....	1906	2	42	19	94	2,997	1,200	3,899	0	Rented.	.....	Do.
Berlin.....	Green Lake.....	1909	3	62	21	55	.....	.....	.....	0	Rented, \$600.....	\$25,000	Do.
Columbus.....	Columbia.....	1908	4	47	18	63	3,500	2,500	7,154	0	Owned, \$600.....	18,000	Model school, ¹
Eau Claire.....	Eau Claire.....	1905	3	75	16	149	3,500	2,000	6,161	0	Owned, new.....	.....	Public schools.
Gays Mills.....	Crawford.....	1908	2	37	7	43	2,187	1,000	3,197	0	Rented.....	.....	Do.
Grand Rapids.....	Wood.....	1903	3	96	37	249	3,500	2,500	6,499	0	Owned, new.....	20,000	Do.
Janesville.....	Foek.....	1911	2	28	14	14	(^c)	6,600	6,714	65	Room furnished free	.....	Do.
Kaukauna.....	Outagamie.....	1912	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Do.
Lady'smith.....	Rusk.....	1907	3	50	15	68	3,500	1,500	5,425	0	Owned, new.....	15,000	Model school.
Manitowoc.....	Manitowoc.....	1901	2	56	23	258	3,298	1,500	5,039	0	Rented, \$500.....	20,000	Public schools.
Marquette.....	Marquette.....	1905	3	62	17	160	3,500	2,000	5,385	0	Owned, new.....	.....	Do.
Medford.....	Taylor.....	1912	.....	.....	.....	.....	.....	.....	.....	77	.....	.....	Do.
Menomonie.....	Dunn.....	1899	4	86	25	403	3,500	3,500	7,685	0	Owned, new.....	25,000	Model school.
Merrill.....	Lincoln.....	1908	3	54	22	57	3,500	2,200	5,658	0	Owned, remodeled.	.....	Public schools.
Monroe.....	Green.....	1909	3	58	23	73	3,500	1,500	5,801	150	In city school building, rent free.	.....	Do.
New London.....	Waupaca.....	1902	3	56	27	214	3,198	.....	4,700	93	Rented, in city school building.	.....	Do.
Phillips.....	Price.....	1909	2	44	10	26	2,929	1,500	4,994	0	do.	.....	Do.
Reedburg.....	Sauk.....	1906	4	37	13	89	3,500	2,746	7,410	133	Owned, new.....	25,000	Model school.
Ribblesdale.....	Oneida.....	1910	2	57	12	18	2,500	2,700	5,112	0	do.	7,000	Do.
Richland Center.....	Richland.....	1902	6	68	35	290	3,500	2,000	6,172	87	do.	25,000	Do.
Rice Lake.....	Barron.....	1907	3	62	30	100	3,293	2,000	4,784	0	Owned, remodeled.....	.....	Do.
St. Croix Falls.....	Polk.....	1905	3	41	17	113	2,525	1,300	4,157	0	Owned, new.....	7,000	Do.
Viroqua.....	Vernon.....	1907	3	62	25	108	.....	.....	.....	44	Rented, in city school, \$300.	.....	Public schools.
Wausau.....	Marathon.....	1899	3	61	24	352	3,500	2,000	5,874	0	Owned, new.....	20,000	Do.
Wautoma.....	Waushara.....	1908	2	43	20	50	2,532	1,000	3,322	0	Owned, remodeled.....	.....	Do.
Total.....	.....	.....	73	1,384	513	3,337	.....	.....	.....	.....	.....	.....	.....

¹ "Model school" means a special practice school maintained by the county training school. The teachers of these model schools are not counted in the total number of teachers.

² First year of the school. The county must maintain the school the first year. The State refunds two-thirds of the cost.

TEACHER TRAINING IN HIGH SCHOOLS.

To furnish a supply of at least partially trained teachers for the rural schools, 13 States have organized teacher-training courses either in or in connection with public high schools. In New York, Michigan, and Minnesota the training classes are organized in connection with high schools, but are separate departments; while in Arkansas, Iowa, Kansas, Maine, Nebraska, North Carolina, Vermont, Virginia, and Wisconsin the training courses are a part of the high-school courses. The difference between these two systems is marked. In the three States first mentioned the teacher-training class is in the high-school building, but is separate and distinct from the high school. No ordinary high-school subjects are given the training class, and the training courses do not count toward the high-school diploma. In some instances some of the subjects pursued by training pupils are taught by regular high-school teachers, but as a rule the training class is taught entirely by its own teachers. In each of these three States at least one instructor must devote his entire time to teaching professional subjects. Under the other form of organization the professional courses are a part of the regular high-school curriculum, given in place of ordinary high-school subjects and counted as high-school work in awarding the school diploma. Professional subjects are usually confined to the third and fourth year, or to the fourth year only.

New York.—The teacher-training courses in high schools are completely under the authority of the State commissioner of education. The law provides that—

the commissioner of education shall designate the academies and union free schools in which training classes may be organized to give instruction in the science and practice of common-school teaching. * * * Every academy and union free school so designated shall instruct a class of not less than 10 nor more than 25 scholars. The commissioner shall prescribe the conditions of admission to the classes, the course of instruction, and the rules and regulations under which said instruction shall be given.

The regulations prescribed by the commissioner of education include the following: A school to be selected to maintain a training class must employ a teacher who shall devote not less than four recitation periods per day of 40 minutes each to this department. This teacher must be a college graduate or the graduate of a normal school of the State who has had at least two years' experience in teaching in the public schools of the State since graduation, at least one year of which

must have been in grade work. The instructor must be paid at least \$500 a year. The school must provide a suitable room separate from all other departments of the school in which the training-class members and no others shall be seated, unless they shall be members of the graduating class of the current school year. It must provide opportunity for members of the class to observe methods of teaching in the several grades, and to teach in such grades under proper criticism and direction. It must conduct the prescribed course apart from all other recitations, and instruction must be given for at least 36 weeks in the year.

Candidates for the teacher-training classes must be at least 17 years of age at the time of entrance and have completed at least one year of regular high-school work. Few, however, enter without having completed two years of high-school work, and about one-third of the entire enrollment in such classes during the past year have been high-school graduates. The course of study is as follows, the common-school branches consisting not only of a review of the subject matter, but also of methods of teaching. It is one year in length:

Period.	First term (18 weeks).	Second term (18 weeks).
First.....	Arithmetic.....	Language, composition, and grammar.
Second.....	Psychology, principles of education, school management.	History of education.
Third.....	Geography, physiology, nature study, and agriculture.	Penmanship, American history, and civics.
Fourth.....	Drawing, reading, and spelling.....	School law.

These schools were authorized by act of the State legislature in 1894. In the school year 1911-12 there were 90 such training classes, with 1,300 students, 1,156 of whom were graduated, receiving State teachers' certificates valid in any rural school. Each school receives from the State \$700 per year. There are approximately 6,000 graduates of these classes teaching in the rural schools of the State at present.

Michigan.—The training classes are known in this State as “county normal training classes.” They were authorized by the legislature in 1903, for the purpose of giving special training for teachers of rural schools. They are maintained in connection with public graded and high schools, but are really separate institutions, pursuing their own plan and policy under the general supervision of the State superintendent of public instruction, who is authorized to prescribe rules and regulations for their management. To these classes students 17 years of age may be admitted, provided they have completed the equivalent

of the work of the tenth grade and declare their purpose of becoming country-school teachers. The course, as in New York, is one year in length, and a student who has satisfactorily completed the course and has shown proficiency in practice teaching receives a certificate valid for three years in any school employing not more than two teachers in the county in which the training class is situated. The course of study prescribed by the State department is as follows:

COURSE OF STUDY.

FIRST QUARTER (9 weeks).

Psychology
 Reading, spelling, writing
 Language
 Arithmetic
 Manual training
 Observation (last four weeks)
 Nature study and elementary agriculture

SECOND QUARTER (9 weeks).

Psychology and pedagogy
 Classics (literary study)
 Grammar
 Arithmetic and bookkeeping
 State course of study
 Observation

THIRD QUARTER (9 weeks).

Practice teaching
 Pedagogy
 Geography
 United States history
 Civics and school law

FOURTH QUARTER (9 weeks).

Practice teaching
 Pedagogy and school management
 Geography (three weeks), physiology
 (six weeks)
 United States history
 Elementary agriculture and nature study

NOTES.

1. Music and drawing alternate through the year.
2. Sufficient time should be given in second quarter for a specific study of the State course of study as a whole.
3. Daily work in the subject specified for each quarter.
4. In connection with reading, language, arithmetic, and geography, present proper primary methods, and also give special lessons on general primary methods.
5. In academic work, special drill should be given on such divisions of subjects as are taught in the eight grades, but as far as possible the class should be taken somewhat beyond what they will be called upon to teach.

The law requires the district to provide "teachers," and appropriates \$500 toward the salary of each, with a maximum of \$1,000 for each school. In the past it has been held to be sufficient if one special teacher be employed for the training class, provided the regular teachers of the related high school devote to normal work enough time to make the equivalent of an additional training teacher. This plan has been followed in some cases. The State department of education prefers special teachers, however, and in the future will insist that two full-time teachers be employed for each training school.

The first county normal training classes in Michigan were organized in 1903. There were 8 of them, and they graduated 84 students in June, 1904. In 1904, 12 classes were established; in 1905, 5 classes; 1906, 7 classes; 1907, 4 classes; 1908, 5 classes; 1909, 1 class.

The total number of classes is now 43, and in 1911-12 they enrolled 631 students. The total number of graduates since their establishment is approximately 3,500.

Minnesota.—The training departments in the high schools are under the direction of the State high-school board. A room must be set apart exclusively for the use of this department. At least \$50 worth of well-chosen books must be provided, as well as maps and other facilities for teaching. The work in each school is in charge of a special instructor holding a certificate granted by the State superintendent for this particular position. His entire time is given to the work and his salary by State law "shall not be less than \$75 a month." The enrollment "shall not exceed 25 pupils for each instructor." The course of study includes American history, arithmetic, civil government, grammar, geography, literature, reading, and writing. Its extent is one year of nine months. The entire time of students must be given to the work. These subjects are all taught from the professional standpoint, with special reference to methods of teaching. The equivalent of one-fourth of each day must be devoted by each student to practice teaching. As much as possible of this is done in rural schools. For entrance no fixed requirements are designated, but the practice is to require the completion of two or more years of high-school work. Graduates of these courses who have completed two years of high-school work and the full year's work in the training department receive second-grade certificates. Those who have finished three years of high-school work and the work of the training department receive first-grade certificates. The second-grade certificate is valid for one year and the first-grade for two years in rural and semigraded schools.

These training departments were authorized in 1905. Each school receives \$750 State aid. There were 84 such departments in 1911, with 740 students enrolled, of which number 600 were graduated and received State certificates. During the present year (1912) there are 114 training departments.

In order that a clear understanding may be obtained of the arrangement in the 10 States in which the training courses are parts of the regular high-school work, a description in some detail will be given of the Virginia system; similar schools of the other States are described more briefly.

Virginia.—In this State the teacher-training course in the public high schools is by law "in connection with the ordinary curriculum provided for such schools." State aid, not to exceed \$1,500 per year to any school, is provided, to be used "exclusively for the pay of teachers in the normal departments of such public high schools as offer training courses." The following provisions of the law explain how the departments are established:

The State board of education shall designate the public high schools in which a normal department may be established and conducted under the provisions of this act, and shall prescribe the normal course which is to be adopted and taught in said schools in connection with the high-school curriculum already provided, and shall determine the qualifications of all teachers employed in such normal school departments. The chief object of such normal school departments shall be to instruct teachers in the best methods of organization, teaching, and management of primary schools in the rural districts. The board of education, in its discretion, may prescribe that any pupil receiving the benefit of such courses of normal-school training shall obligate himself to teach for not less than two years in the rural public schools of the State.

The said board of education shall designate not more than one such school in any county; but the said board may, in its discretion, select some public high school within an incorporated town or city which is located in the county, provided no State normal school is located in said incorporated town or city.

Under this authority the board of education has made the following provisions for the normal training high schools:

1. A class of 5 pupils in the training department.
2. Three teachers, including the normal training teachers, give their entire time to high-school work.
3. A reference library approved by the State department of public instruction to cost not less than \$50.
4. An equipment of maps, globes, and apparatus approved by the department of public instruction.
5. A special normal training teacher whose training and salary shall be approved by the State department.
6. A four-year high-school course.

All professional work is given in the third and fourth years. Pupils preparing for teaching take the following high-school course. The notes are those of the State department of public instruction.

COURSE OF STUDY.

FIRST YEAR.

Required (2 units).

English (1 unit)—Grammar, composition, and spelling, four times a week; classics, once a week.

Mathematics (1 unit)—Algebra.

Electives (2 units).

Physical geography and agriculture (1 unit); ancient history (1 unit); manual arts (1 unit); Latin (1 unit); German (1 unit); French (1 unit); Spanish (1 unit.)

NOTE.—It is specially recommended that one of the electives for this year shall be domestic science.

SECOND YEAR.

Required (2 units).

English (1 unit)—Composition, rhetoric, and spelling, three times a week; classics, twice a week.

Mathematics (1 unit)—Algebra; plane geometry.

Electives (2 units).

Medieval and modern history (1 unit); science, botany and zoology, or botany and agriculture (1 unit); manual arts (1 unit); Latin—four books of Cæsar (1 unit); German (1 unit); French (1 unit); Spanish (1 unit).

NOTE.—It is specially recommended that one of the electives during this year shall be botany. If those who expect to be teachers receive a year of thorough training in elementary botany, they will be much better prepared to take up the subject of nature study in the elementary schools.

THIRD YEAR.

Required (2½ units).

English (1 unit)—Composition, rhetoric, spelling, three times a week; classics, twice a week.

Mathematics (1 unit)—Algebra and geometry.

Arithmetic and grammar five 30-minute periods a week ($\frac{3}{4}$ unit)—A review of 18 weeks each in arithmetic and English grammar, including subject matter, underlying principles and methods of teaching, approaching the subjects from the standpoints both of the teacher and the pupil.

NOTE.—If the review work in arithmetic and grammar can be given 40 minutes a day, making a full unit, so much the better.

Electives (2 units).

English history (1 unit); physics (1 unit); manual arts (1 unit); Latin—six orations of Cicero (1 unit); German (1 unit); French (1 unit); Spanish (1 unit).

FOURTH YEAR.

Required (4 units).

English (1 unit)—Composition and literature, three times a week; grammar and spelling, twice a week.

NOTE.—Attention should be paid to some classics which are specially interesting to children, and effort should be made to arouse interest in juvenile literature and composition, pointing out weaknesses in the pupils' own work which still inhere or were thrown aside with difficulty—weaknesses due to faulty training in early school life.

United States history and civics (1 unit), including methods of teaching these subjects in the grades.

Psychology and principles of teaching ($\frac{1}{2}$ unit)—First half session.

School management and methods ($\frac{1}{2}$ unit)—Second half session.

Reviews, special methods, observation, practice teaching, lesson plans (1 unit)—Reading, geography, grammar, arithmetic; a review of nine weeks in each subject, with special emphasis on methods of teaching these subjects in the first four grades.

NOTE.—The study of methods must not be merely theoretical, but the students must be trained to observe carefully and intelligently the principles of teaching as exemplified by the actual work in the grades under skillful teachers and in classes of pupils receiving model lessons at the hands of the normal training teacher. This must be followed by practice teaching, under proper supervision. After conference and discussion there should be the utmost accord between the normal training and primary teachers, so that the simple (and therefore the most valuable) essentials in methods may be presented with dispatch and without confusion. In this way, the amount of observation work and practice teaching may be greatly augmented.

Elective (1 unit), optional.

Solid geometry and trigonometry (1 unit); chemistry (1 unit); manual arts (1 unit); Latin—six books of Virgil's *Æneid* (1 unit); German (1 unit); French (1 unit); Spanish (1 unit).

A graduate in this course shall be granted a normal training certificate good for two years, at the end of which time, or sooner, upon a satisfactory examination in the history of education (not included in the training course) the certificate will be extended for three additional years, and thereafter may be renewed from time to time for a period of five years upon satisfactory evidence to the State board of education that the holder has been a successful teacher.

From the above it will be seen that the teacher-training courses in Virginia may be classified as elective, professional subjects replacing some of the usual academic subjects in the ordinary high-school course. The graduate receives the high-school diploma as well as the

teachers' certificate. To satisfy the normal training course the student must make a total of $16\frac{3}{4}$ units, as follows:

	Units.		Units.
English.....	4	Science.....	2
Mathematics.....	3	Normal training work.....	$2\frac{3}{4}$
History.....	2	Elective.....	3

The student devotes a trifle over one-sixth of his time during the four years to the professional training part of the course. In the last year, two-fifths of his time is given to professional training.

These normal school departments were authorized by the State legislature in 1908. There are now 24 organized; they graduated 211 students in June, 1912. The total number of graduates of such departments since their establishment is approximately 800.

The arrangement in high-school teacher-training courses in the other nine States is similar to the Virginia plan; so that a detailed description of the work in each State is not necessary here. Only the distinctive features are given.

Arkansas.—Normal training departments in high schools in Arkansas were authorized in 1911, and were established in 11 schools in September of that year. The professional work is confined to the third and fourth years and requires one-third of the pupil's time during these two years. The course is arranged by the State board of education and is uniform for all schools. In the school year ended June 30, 1912, 327 pupils were enrolled in the normal training departments. Graduates receive a two-year State certificate, which may be extended to six years after one year of successful teaching. Maximum State aid, \$1,000 annually to each school.

Iowa.—By act of the legislature approved April 11, 1911, normal training courses were authorized in public high schools. The State superintendent of public instruction was empowered to designate the schools, each of which is to receive from the State \$500 annually. If two or more schools are designated in the same county, \$800 annually is to be divided equally among them. Forty schools were designated and gave normal training courses in the year ended June, 1912. The total enrollment in such courses was 651 pupils, of whom 20 were graduated and given certificates valid for two years. Forty-six additional schools were designated for the present year. A State inspector to have general oversight of the normal training in high schools was provided in the act authorizing such departments. By law the professional work is given in the last two years of the high-school course.

Kansas.—Established her first training courses in 1909. Such courses are now given in 160 high schools. Each school receives from the State \$500 per year with \$250 extra if it is doing approved work in agriculture and domestic science. The State board of education has full authority over the normal training courses. Each school

must have three teachers, one of whom must be a graduate of the four-year course in the State normal school, or its equivalent. Professional work is confined entirely to the fourth year. It includes a half year in psychology and a half year in school methods and management; also a complete course running through the year in a review of common school branches which includes nine weeks in each of the subjects—reading, grammar, arithmetic, and geography. This review includes methods of teaching, as well as the subject matter. One-half of the pupil's time during this fourth year is required for the professional work. Observation in rural schools once a week is required, but pupils have no opportunity for practice teaching. In 1911, 946 students were enrolled in normal training courses, of which number 704 passed the examinations and received certificates to teach, valid for two years.

Maine.—Teacher-training courses in high schools and academies were authorized in 1901. A critic teacher must be employed who is a graduate of a State normal school, or its equivalent. Two 45-minute periods a day during the last two years of the high-school course must be devoted to the following subjects: History of education, elementary psychology, school management, methods of teaching, school law, observation, and practice. Each pupil must practice for six weeks in elementary rural schools. Training courses were maintained in 13 schools in the year ended June 30, 1912, with an enrollment of 247 students in such courses. Each school receives \$500 from the State annually.

Nebraska.—Training departments were authorized in 1905. The State superintendent is empowered to select schools in which such courses shall be offered and to regulate the conditions of admission and the course of instruction. The professional work is confined wholly to the last two years of the high-school course. It includes a review of at least nine weeks in reading, grammar, arithmetic, and geography, in relation to both subject matter and methods of teaching; American history for at least one-half year; and 72 periods of professional work, which includes a study of methods, school management, and observation. These professional courses may be given by the city superintendent of schools, or by a high-school teacher who is recommended by the city superintendent and approved by the State superintendent. Elementary agriculture is required of all pupils for certificates. A class of 10 must be formed in each school in order to receive State aid, which amounts to \$350 annually. Graduates receive the second-grade State certificate, and after one year of successful teaching receive the first-grade certificate if they have done satisfactorily the reading-circle work outlined by the State department of education. There are 103 high schools and 7 academies with

State-aided normal training departments. They have graduated approximately 3,800 students.

North Carolina.—Normal training classes have never been directly authorized by the State legislature, but the school law provides that—

all public high schools established and maintained under the provision of this act shall be operated by the county board of education under such general rules and regulations as may be prescribed by the State board of education. The course of study for such high schools and the requirements for admission to them shall be prescribed by the State superintendent of public instruction.¹

Acting under the authority of this enactment, the State superintendent in 1911 established teacher-training courses in 10 high schools. The professional work is elective in the fourth year of the high-school course. No special State aid for this work is authorized or given. Graduates are required to take examinations for certificates, as are all teachers in the State.

Oregon.—Teacher-training courses in high schools were authorized in 1911. Twenty-one schools maintained such departments in the school year 1911-12. The professional work is as follows: In the second year of the high school, elementary agriculture five recitations per week for one-half year; in the third year, American history five recitations per week for the entire year. This includes special methods of teaching history. In the fourth year, a review of reading, grammar, arithmetic, and geography, nine weeks each, with three recitations and two hours' observation work per week; school methods and management, five recitations per week for the entire year. In order to be approved for teacher-training courses a high school must have at least three teachers, one of whom shall devote four hours a day to the teacher-training course. This teacher must be a graduate of a standard normal school or its equivalent. There must be a class of at least eight pupils who must devote one hour a day for the last 16 weeks of the course to observation and practice work where the latter is practical. The teacher-training courses may be counted as three units of the total 16 required for high-school graduation. Graduates receive one-year State certificates, which may be renewed once after six months' successful teaching experience.

Vermont.—By act of the legislature approved July 1, 1911, the teacher-training courses in high schools and academies were authorized. Twelve schools were established in September, 1911, with an enrollment of 154 pupils. Only seniors and graduates are allowed to take the professional work and 10 are required for a class. Each school having a teacher-training course must furnish \$200 of the salary of a special teacher, and the State adds an amount not exceeding \$800.

¹ Act of general assembly ratified Mar. 8, 1907

Three-fourths of the last year's work in the high school is devoted to pedagogical subjects distributed as follows:

	Periods.		Periods.
Review of elementary subjects.....	200	Nature study.....	50
Principles and methods	200	Agriculture.....	50
Observation and practice.....	250	School management and law.....	50
Psychology.....	50		

Graduation from this course entitles the candidate to a certificate valid to teach in the public schools of the State for three years. During the year 154 students were registered in the teacher-training courses.

Wisconsin.—Training courses were authorized in Wisconsin in 1911. As there are 27 county training schools whose work is solely to prepare teachers for rural schools, very few high schools are offering such courses; in 1912 there were six. The teacher-training course comprises one-fourth of the work in the last year of the high school. This professional work includes a study of the common-school manual, school management, observation, and practice. The fourth year must be preceded by three years of an English course which strongly emphasizes the study of the common-school branches. The total number of graduates in 1912 was approximately 60. The schools receive no special aid from the State for the training courses.

In other States.—The public high schools in many other States besides those mentioned above are doing more or less work in training teachers. The 13 States mentioned, however, are the only States in which such work is done under the special authorization of the State legislature. From the reports made annually to the Commissioner of Education by the public high schools in the United States, in 1911 there were 711 offering training courses, with 14,680 students taking these courses. This number includes the schools in the 13 States where the work is authorized by the State departments, as well as those in other States. Training courses are reported in one or more high schools in every State except in Arizona, Idaho, Montana, Nevada, New Hampshire, and Rhode Island.

The system of teacher-training in high schools under the auspices of the State departments of education has much to commend it, at least until the regular normal schools are able to train enough teachers for rural work as well as for urban schools. In most States where the system has been in operation long enough to judge its value, it is reported to be eminently successful.

State Superintendent of Public Instruction E. T. Fairchild, of Topeka, Kans., says:

The plan has proved an eminent success in this State. No more popular law was ever enacted. The appropriations for the support of these schools have met with unanimous vote in both branches of the legislature, and a handsome increase was made the last year. In my judgment no more practical or practicable plan for the training of teachers for rural schools has ever been devised.

Mr. P. C. Topping, assistant State superintendent of Minnesota, says:

Nearly 30 more schools have training departments this year (February, 1912) than last year. We consider these departments a success, considering that they are new, and that we lack really competent teachers for this special work.

The State normal training inspector of Nebraska, Mr. G. A. Gregory, says in answer to the question whether or not the plan is a success in that State: "Yes, very much so." The State superintendent, Hon. J. E. Delzell, says:

County superintendents throughout the State are saying that the teachers fitted in our high-school normal training classes are much more competent in every way than those who came to them formerly from various sources. The State legislature considers the work of such importance that the appropriation has increased from \$50,000 in 1907 to \$100,000 in 1911.

Dr. Thomas E. Finegan, third assistant commissioner of education of New York State, says:

We obtain each year through these classes about 1,000 teachers for the rural schools. There are probably about 8,000 teachers in the rural schools who hold this class of certificate. About one-third of those who enter training classes are high-school graduates. The plan has been successful in this State.

Mr. Thomas S. Settle, State supervisor of rural schools of Virginia, reports that the Virginia schools are a complete success.

The Michigan State superintendent of public instruction, Hon. L. L. Wright, in a publication of the State department says:

The wisdom of the plan for the establishment of these training classes is now apparent. When the law was enacted which authorized the carrying out of this plan less than 2 per cent of the teachers in the rural schools of the State had received any training to fit them for the work. To-day 25 per cent of them have had at least one year of preparation. The work of the teachers graduated justifies the establishment of the schools. We find that the consensus of opinion of the county commissioners and those connected with the rural schools of the State is that the standard of the rural schools in Michigan has been raised, salaries have been increased, and there is evidenced a general improvement in the work and spirit of the rural school force in counties where county normal classes are in operation.

The Iowa schools have been in existence but one year. The State normal training inspector, Mr. F. L. Mahannah, says:

It is difficult at the present time to ascertain just what was accomplished during the past year. I will say, however, that the spirit in the normal training high schools is good, and each school is trying as best it can to meet the requirements. Some of the schools report that the fact that there is a class in the high school studying methods of teaching and making frequent observation tours throughout the school system has been the means of stimulating a great professional spirit among the teachers in the system. It has been a matter of surprise to note the interest taken by the normal training pupils in the subjects of pedagogy and psychology. I thoroughly believe that the interest they are manifesting in these professional subjects will be the means of increasing rather than diminishing the number that will go on and take more thorough training in the advanced normal schools.

The State superintendent of Maine, Hon. Payson Smith, does not express himself as in favor of high-school teacher-training courses. He says:

I do not regard the plan of combining teachers' training with secondary-school work as a wise one. I believe wherever it is adopted it will tend to depreciate rather than to raise the standard of teaching.

State Supt. L. R. Alderman, of Oregon, writes:

The plan seems to be successful, judging from the interest shown and the good work being done in these training courses. It is too early to judge in this State from practical experience.

The State inspector of rural schools for Wisconsin, Mr. W. E. Larson, does not express himself as pleased with the high-school training courses in that State, when compared with the work of the 27 county normal training schools established especially to train rural teachers. He says:

As a general proposition I do not believe in this plan of preparing the teachers for rural schools. I will admit that much good work may be done by the high schools taking up professional work, but there are other considerations that enter into the question that make me doubt the advisability of pushing this matter too far. In this State we have what is known as the county training schools. These institutions make it their special business to train rural teachers, and in them there is an atmosphere entirely different from what we find in most other schools. I find that we must work toward making teaching a profession, and in order to do so we must recognize that teaching in country schools is no small job, and that the preparation for the work is just as important as the preparation of teachers for the cities. It seems to me that the introduction of professional courses into the high school will simply postpone the day when we shall recognize that country school teaching is a profession. Do not understand me to belittle any effort that has been made by the high schools. I believe that the effort has been met with success as far as it has gone. I believe, however, that the preparation for country school work should be done in a school that makes this work its business, as the city training school makes it its business to prepare teachers for the city grades.

TABLE 2.—Teacher-training courses in public high schools, authorized and supported in part by the State.

States.	High-school course or in separate department.	Date of first authorized training class.	Number of schools with training classes, 1911-12.	Number of students in training classes, 1911-12.	Number of graduates of training courses, June, 1912.	Maximum annual State aid per school.	Certificates granted to graduates.
Arkansas.....	High-school course.....	1911	11	327	34	\$1,000	Two-year common school certificate; may be extended to six years after one year of successful teaching. Two-year State certificate.
Iowa.....	do.....	1911	40	651	20	500	
Kansas.....	do.....	1909	160	946	704	1,500	
Maine.....	do.....	1901	13	247		500	
Michigan.....	Separate department..	1903	43	631	630	1,000	
Minnesota.....	do.....	1905	84	740	600	750	Three-year county certificate valid in any school of one or two teachers in the county where the training class is given.
Nebraska.....	High-school course.....	1905	110	3,056	1,385	350	Second grade, valid one year; or first grade, valid two years. ²
New York.....	Separate department..	1894	90	1,300	1,156	700	Three-year certificate; valid in any rural school.
North Carolina.....	High-school course.....	1911	10		0		None. ⁴
Oregon.....	do.....	1911	21		60		One year; renewable once.
Virginia.....	do.....	1911	12	154		800	Three-year certificate.
Wisconsin.....	do.....	1908	24	290	211	1,500	Two-year certificate; may be extended to five years. ²
	do.....	1911	6	60	60	0	None; graduates take regular county examination.

¹ See p. 45.² See p. 42.³ See p. 46.⁴ See p. 47.

TABLE 3.—Arkansas: *Teacher-training courses in high schools in 1911-12.*

[NOTE.—All the courses were established in 1911. State aid, \$900 to each.]

Location of school.	Teachers in high-school work.	Pupils in high-school grades.	Teachers of professional subjects.	Students in professional subjects.	Graduates from professional courses in 1912.
Bentonville.....	4	91	1	19	0
Camden.....	4	108	1	24	0
Fort Smith.....	20	486	11	44	5
Hope.....	4	142	1	22	2
Hot Springs.....	9	261	11	36	6
Little Rock.....	27	702	11	50	25
Mena.....	4	104	1	11	0
Mountain Home.....	5	85	1	31	2
Paragould.....	5	90	1	17	0
Pine Bluff.....	9	307	1	37	0
Russellville.....	3	139	1	36	0

1 Gave whole time to professional classes; others gave from one-half to three-fourths of time.

TABLE 4.—Iowa: *Teacher-training courses in high schools in 1911-12.*

[NOTE.—Courses established in 1912 are included. Such courses have not yet received State aid; aid granted to approved courses, \$500 each.]

Location of school.	Date of establishment.	Teachers in high-school work.	Pupils in professional courses.	Graduates from professional courses in 1912.	Students in professional subjects, first semester of year 1912-13.
Algona.....	1911	7	10		20
Albia.....	1912	10			25
Ames.....	1912	15			16
Atlantic.....	1911	8	20	1	20
Audubon.....	1911		15		16
Avoca.....	1912	3			12
Bedford.....	1912	6			22
Belle Plaine.....	1912	6			16
Boone.....	1911	14	15		14
Britt.....	1912	4			23
Buffalo Center.....	1912	4			12
Carroll.....	1911	7	14		12
Chariton.....	1912	8			16
Cherokee.....	1911	11	14	2	33
Clarion.....	1911	5	14		11
Clinton.....	1911	17	43	4	36
Corning.....	1912	7			12
Correctionville.....	1911	5	24	1	18
Corydon.....	1911	6	12		16
Cresco.....	1912	6			19
Creston.....	1911	12	20	6	23
Dallas Center.....	1912	3			14
Denison.....	1912	10			22
Dubuque.....	1911		10		10
Eagle Grove.....	1912	7			22
Eldora.....	1912				13
Elkader.....	1911	5	23		24
Emmetsburg.....	1911	7	12		10
Estherville.....	1911	8			14
Farmington.....	1912	2			18
Fonda.....	1912	4			12
Fort Madison.....	1912	9			19
Garden Grove.....	1911	4	16		16
Garner.....	1912	3			13
Greenfield.....	1911	5	13	2	12
Griswold.....	1912				12
Grundy Center.....	1911	5			22
Hampton.....	1911	5	12		15
Harlan.....	1912	7			13
Humboldt.....	1912	6			17
Ida Grove.....	1911	9	14		13
Independence.....	1912	8			13
Indianola.....	1912				45

TABLE 4.—Iowa: Teacher-training courses in high schools in 1911-12—Continued.

Location of school.	Date of establishment.	Teachers in high-school work.	Pupils in professional courses.	Graduates from professional courses in 1912.	Students in professional subjects, first semester of year 1912-13.
Iowa City.....	1912	18			16
Lake City.....	1911	7	18		17
Le Mars.....	1911	9	22		28
Malvern.....	1911	4	18		18
Manchester.....	1911	7	28		20
Maquoketa.....	1911	8	17		18
Marathon.....	1911	3	11		10
Marshalltown.....	1911		18		10
Mason City.....	1912	20			21
Milford.....	1912	3			13
Montezuma.....	1912	5			15
Monticello.....	1912	5			20
Moulton.....	1912	4			16
Mount Ayr.....	1912	4			11
New Hampton.....	1911	8	14		16
Newton.....	1912	11	12		22
Northwood.....	1911	4	12		11
Oakland.....	1912	4			18
Odebolt.....	1912	3			11
Oelwein.....	1912	11			12
Onawa.....	1911	7	12		15
Osage.....	1911	9	13		13
Osceola.....	1911	6	14		27
Oskaloosa.....	1912	15			17
Ottumwa.....	1912	22			21
Panora (Guthrie County High School).....	1911	7	12		24
Pella (Central University).....	1912				32
Red Oak.....	1911		14		24
Rockford.....	1912	4			33
Rock Valley.....	1911	5	14		11
Rolfe.....	1912				27
Sheldon.....	1912	7			15
Sibley.....	1912	4			15
Spencer.....	1911	11	18		22
Sutherland.....	1912	4			16
Traer.....	1912	4			15
Washington.....	1912	12			25
Wapello.....	1911		12		
Waukon.....	1912	5	24	4	24
Waverly.....	1911	8	13		15
Webster City.....	1912	10			15
West Liberty.....	1912	8			22
What Cheer.....	1911	5	20		17
Woodbine.....	1911	8	10		18

TABLE 5.—Kansas: Schools maintaining teacher-training courses in 1911-12.

[Fully approved by the State department and receiving \$500 each from the State.]

Abilene.	Girard.	Oskaloosa.
Alma.	Great Bend.	Oswego.
Anthony.	Grenola.	Ottawa.
Arkansas City.	Halstead.	Paola.
Ashland.	Hanover.	Parsons.
Atchison.	Hartford.	Peabody.
Atchison County High School (Effingham).	Harper.	Phillipsburg.
Baldwin.	Herfington.	Plainville.
Belle Plaine.	Hiawatha.	Pleasanton.
Belleville.	Hill City.	Pratt.
Beloit.	Holton.	Rawlins County High School (Atwood).
Blue Rapids.	Horton.	Reno County High School (Nick- erson).
Bronson.	Howard.	Republic.
Burlingame.	Humboldt.	Rosedale.
Burlington.	Hutchinson.	Russell.
Caldwell.	Iola.	Sabetha.
Chanute.	Jewell City.	St. John.
Chase County High School (Cottonwood Falls).	Junction City.	Salina.
Cheney.	Kingman.	Scott County High School (Scott City).
Cherokee County High School (Columbus).	Kinsley.	Sedan.
Cherryvale.	Kiowa County High School (Greensburg).	Seneca.
Cimarron.	La Crosse.	Sheridan County High School (Hoxie).
Clay County High School (Clay Center).	Lakin.	Sherman County High School (Goodland).
Clyde.	Lane County High School (Digh- ton).	Smith Center.
Coffeyville.	Lawrence.	Spearville.
Colony.	Leavenworth.	Spring Hill.
Council Grove.	Le Roy.	Stafford.
Crawford County High School (Cherokee).	Liberal.	Sterling.
Decatur County High School (Oberlin).	Lincoln.	Stockton.
Delphos.	Logan.	Thomas County High School (Colby).
Dodge City.	Lyons.	Tonganoxie.
Douglass.	Mankato.	Topeka.
Downs.	Marion.	Trego County High School (Wa- Keeney).
El Dorado.	McPherson.	Troy.
Ellis.	Meade.	Valley Falls.
Ellsworth.	Medicine Lodge.	Wakefield.
Erie.	Minneapolis.	Wamego.
Eskridge.	Mound City.	Washington.
Eureka.	Neodesha.	Wathena.
Fort Scott.	Ness City.	Wellsville.
Frankfort.	Newton.	Wilson.
Fredonia.	Norton County High School (Norton).	Winfield.
Galena.	Oakley.	Yates Center.
Garnett.	Olathe.	
Garden City.	Onaga.	
	Osage City.	
	Osawatomie.	
	Osborne.	

[Approved by State department but receiving no State aid.]

Axtell.	Highland College Academy (High- land).	Nazareth Academy (Concordia).
Baker University (Baldwin).	Kansas Wesleyan University Academy (Salina).	Southern Kansas Academy (Eureka).
Basehor.	Labette County High School (Altamont).	Southwestern College Academy (Winfield).
Bethel College Academy (New- ton).	Marysville.	Sumner County High School (Wellington).
Dickinson County High School (Chapman).	McPherson College Academy (McPherson).	Tabor College Academy (Hills- boro).
Emporia.	Midland College Academy (Atchi- son).	Wetmore.
Enterprise Normal Academy (Enterprise).	Montgomery County High School (Independence).	
Friends' University Academy (Wichita).	Moran.	
Hiawatha Academy (Hiawatha).		

TABLE 6.—*Maine: Teacher-training classes in high schools, 1910-11.*

[NOTE.—Each school receives \$500 from the State.]

Schools.	Pupils in high-school grades.	Pupils in professional subjects.	Schools.	Pupils in high-school grades.	Pupils in professional subjects.
Bridgewater Classical Academy.....	50	15	Maine Central Institute.....	225	24
Bridgton Academy.....	84	16	Mattanawcook Academy.....	78	24
Freedom Academy.....	37	3	Parsonsfield Seminary.....	51	13
Gould's Academy.....	111	32	Ricker Classical Institute.....	160	22
Hampden Academy.....	76	14	St. Joseph's Academy.....	89	12
Lee Normal Academy.....	80	20	Springfield Normal School.....	43	39
Lincoln Academy.....	121	13			

TABLE 7.—*Michigan: County normal training classes in connection with high schools in 1911-12.*

[NOTE.—The course of study covers one year. State aid, \$1,000 to each class.]

County and post office.	Date of establishment.	Teachers. ¹	Graduates.	County and post office.	Date of establishment.	Teachers. ¹	Graduates.
Allegan (Allegan post office).....	1906	2	18	Macomb (New Baltimore).....	1904	2	11
Antrim (Mancelona).....	1903	1	23	Manistee (Manistee).....	1905	1	16
Arenac (Standish).....	1903	2	18	Mason (Ludington).....	1904	2	11
Barry (Hastings).....	1904	2	24	Mecosta (Big Rapids).....	1904	1	20
Benzie (Frankfort).....	1908	2	10	Menominee (Menominee).....	1907	2	17
Berrien (Berrien Springs).....	1908	2	11	Midland (Midland).....	1904	1	14
Branch (Coldwater).....	1906	1	12	Missaukee (Lake City).....	1911	2	16
Calhoun (Marshall).....	1905	1	17	Montcalm (Stanton).....	1907	1	13
Cass (Dowagiac).....	1905	1	10	Montmorency (Hillman).....	1911	2	11
Charlevoix (Charlevoix).....	1903	2	10	Muskegon (Muskegon).....	1909	2	15
Cheboygan (Cheboygan).....	1907	2	10	Newaygo (Fremont).....	1905	1	16
Clinton (St. Johns).....	1903	2	19	Oakland (Pontiac).....	1903	2	14
Eaton (Charlotte).....	1908	1	12	Oceana (Hart).....	1904	1	14
Genesee (Flint).....	1907	2	14	Osceola (Ewart).....	1903	2	17
Gratiot (Ithaca).....	1903	1	12	Ottawa (Grand Haven).....	1906	1	10
Ingham (Mason).....	1904	2	20	Saginaw (Saginaw, W. S.).....	1906	1	15
Ionia (Ionia).....	1904	2	22	Sanilac (Croswell).....	1908	2	10
Iosco (Tawas City).....	1904	1	10	Shiawassee (Owosso).....	1904	1	20
Kalkaska (Kalkaska).....	1903	1	15	St. Clair (Port Huron).....	1903	2	17
Lapeer (Lapeer).....	1906	2	12	Tuscola (Caro).....	1907	1	10
Lenawee (Blissfield).....	1906	2	14	Van Buren (Hartford).....	1906	1	8
				Wexford (Cadillac).....	1903	1	22

¹ In all counties where but one teacher is shown a "composite teacher" is made up of the regular teachers in the local schools, the total time given by them amounting to a second teacher's time. For observation and practice teaching the local schools are used except in the counties where the two special teachers are employed. In these counties one of the two teachers has charge of a critic room with about 30 pupils from the local schools in the several grades.

TABLE 8.—*Minnesota: High-school training departments in 1911-12.*

[NOTE.—There is one teacher for each class. State aid, \$750 for each.]

Location of school.	Number of pupils.	First-grade certificate graduates. ¹	Second-grade certificate graduates. ¹	Location of school.	Number of pupils.	First-grade certificate graduates.	Second-grade certificate graduates.
Ada.....	12	6	4	Le Sueur.....	12	9	2
Adrian.....	9	5	1	Litchfield.....	14	10	4
Aitkin.....	14	3	5	McIntosh.....	9	7	1
Albert Lea.....	11	6	5	Madison.....	12	12	.....
Alexandria.....	10	3	2	Montevideo.....	14	13	.....
Anoka.....	14	12	2	Monticello.....	9	9	.....
Arlington.....	9	5	4	Morris.....	12	10	.....
Austin.....	12	10	2	New Ulm.....	11	7	1
Bagley.....	9	7	.....	Northfield.....	20	19	1
Bemidji.....	14	5	5	Olivia.....	11	7	1
Benson.....	10	7	3	Owatonna.....	21	18	2
Bird Island.....	15	11	2	Park Rapids.....	10	3	4
Blue Earth.....	12	9	2	Pine City.....	10	4	6
Breckenridge.....	12	6	.....	Pipestone.....	14	8	4
Browns Valley.....	8	.....	2	Preston.....	12	4	1
Buffalo.....	14	14	.....	Red Lake Falls.....	12	4	8
Canby.....	13	13	.....	Red Wing.....	14	14	.....
Cannon Falls.....	11	10	.....	Redwood Falls.....	23	23	.....
Cokato.....	13	13	.....	Renville.....	10	9	.....
Crookston.....	14	5	9	Rochester.....	15	15	.....
Dawson.....	16	14	1	Rush City.....	10	4	2
Delano.....	11	7	3	St. Peter.....	8	5	.....
Detroit.....	8	6	.....	Sauk Center.....	17	16	.....
Dodge Center.....	11	9	.....	Shakopee.....	8	4	4
Elbow Lake.....	8	4	4	Sherburn.....	9	6	1
Fairmont.....	15	8	7	Spring Valley.....	10	9	.....
Faribault.....	11	9	2	Staples.....	10	5	5
Fergus Falls.....	11	11	.....	Stewartville.....	12	11	.....
Glencoe.....	12	12	.....	Stillwater.....	14	14	.....
Glenwood.....	9	2	5	Thief River Falls.....	20	11	6
Grand Rapids.....	10	10	.....	Tracy.....	12	11	.....
Granite Falls.....	14	12	1	Wabasha.....	9	5	4
Hallock.....	8	7	.....	Warren.....	13	4	7
Harmony.....	12	12	.....	Waterville.....	9	3	5
Hastings.....	10	8	.....	Wells.....	15	8	3
Hector.....	12	11	3	Wheaton.....	15	2	.....
Henderson.....	12	3	8	White Bear.....	8	8	6
Hinckley.....	14	7	4	Willmar.....	12	10	.....
Jackson.....	11	11	.....	Windom.....	12	7	.....
Lake City.....	18	18	.....	Worthington.....	11	8	2

¹ See p. 42.TABLE 9.—*Nebraska: Teacher-training courses in high schools in 1911-12.*

Location of schools.	Date of establishment.	Teachers in high-school work.	Pupils in high-school grades.	Teachers of professional subjects.	Students in professional subjects.	Graduates of normal training courses in 1912.	State aid (\$350) in 1911-12, indicated by X.
Adams.....	1909	3	66	3	19	14	×
Ainsworth.....	1911	3	45	6	13	4	×
Albion.....	1907	6	142	5	25	5	×
Allamore.....	1907	7	142	3	15	13	×
Alma.....	1907	4	.....	4	16	15	×
Ansley.....	1910	3	.....	3	15	7	×
Arapahoe.....	1909	4	75	4	16	11	×
Arlington.....	1911	3	72	2	27	0	.....
Ashland.....	1907	5	108	4	28	13	×
Atkinson.....	1908	3	70	2	25	8	×
Auburn.....	1907	6	159	3	36	10	×
Aurora.....	1907	11	197	6	26	15	×
Bancroft.....	1911	4	56	3	16	13	.....
Bartley.....	1911	3	40	2	22	1	×
Battle Creek.....	1911	3	27	2	17	2	.....
Beatrice.....	1907	19	390	5	51	29	×
Beaver City.....	1907	5	134	2	57	21	×

TABLE 9.—*Nebraska: Teacher-training courses in high schools in 1911-12—(Continued).*

Location of schools.	Date of establishment.	Teachers in high-school work.	Pupils in high-school grades.	Teachers of professional subjects.	Students in professional subjects.	Graduates of normal training courses in 1912.	State aid (\$50) in 1911-12, indicated by X.
Beaver Crossing.....	1908	4	61	2	22	8	X
Benkelman.....	1911	3	49	2	11	6	X
Bertrand.....	1912	3	48	1	10		
Blair.....	1907	7	163	3	30	15	X
Bloomfield.....	1911	3	43	3	16	4	
Bloomington.....	1907	3	56	3	15	15	X
Blue Hill.....	1907	4	47	4	12	6	X
Blue Springs.....	1908		70			8	X
Bridgeport.....	1908	3	49	2	17	13	X
Broken Bow.....	1907	7	185	6	41	16	X
Burwell.....	1911	3	61	3	14	4	X
Butte.....	1910	3	47	3	13	8	X
Cambridge.....	1907	4	90	2	33	11	X
Cedar Rapids.....	1909	3	61	2	11	10	X
Central City.....	1907	7	138	3	26	7	X
Chappell.....	1912						
Columbus.....	1908	8	161	3	30	12	X
Cozad.....	1912						
Crawford.....	1910	4	63	2	17	3	X
Creighton.....	1908		63		12		X
Crete.....	1907	8	120	3	18	9	X
Culbertson.....	1911	3	42	2	11	1	X
Davenport.....	1911	4	82	2	18	10	X
David City.....	1907	6	136	2	23	14	X
Diller.....	1911	3	60	3	15	11	X
Edgar.....	1911	4	82	3	29	9	X
Edison.....	1912						
Elmwood.....	1911	3	60	3	16	8	X
Emerson.....	1908	3	32	2	10	7	X
Eustis.....	1911	3	40	3	14	10	X
Exeter.....	1908	3	58	3	21	1	X
Fairbury.....	1907	14	296	3	68	16	X
Fairfield.....	1907		103			5	X
Fairmont.....	1907	4	82	4	13	8	X
Falls City.....	1907	7	142	6	12	8	X
Franklin.....	1907	4	92	4	24	14	X
Fremont.....	1907	11	310	7	18	22	X
Friend.....	1907	5	107	3	28	10	X
Fullerton.....	1907	6	176	4	33	11	X
Geneva.....	1907	6	146	5	34	17	X
Genoa.....	1908	4	82	4	19	7	X
Gering.....	1912						
Giltner.....	1912						
Gordon.....	1911	3	75	2	16	7	X
Gothenburg.....	1907	7	115			4	X
Grand Island.....	1907	14	293	7	23	10	X
Grant.....	1911	1		1	16	1	X
Greeley.....	1908	3	60	2	25	6	X
Greenwood.....	1912						
Gretna.....	1911	3	49	4	18	8	X
Guide Rock.....	1911	4	81	3	23	13	X
Harvard.....	1907	4	68	5	14	8	X
Hastings.....	1907	18	407			17	X
Havelock.....	1907	5	75	4	16	4	X
Hayes Center.....	1911	1			14		X
Hebron.....	1907	6	119	4	32	14	X
Holdrege.....	1907	9	229	5	31	16	X
Hooper.....	1909	4	76	2	20	10	X
Humboldt.....	1907	4	72			6	X
Imperial.....	1912						
Indianola.....	1910	3	34	2	9	6	X
Kearney.....	1911	14	289	5	17	13	X
Kenesaw.....	1911	3	48	2	16	7	X
Kimball County High School.....	1908	4	48		18	3	X
Lawrence.....	1911	3	29	3	12	7	X
Lexington.....	1907	9	196	6	17	12	X
Lincoln.....	1907	49	1,121	4	33	10	X
Lodge Pole.....	1912	4	39	2	15		X
Loup City.....	1908	4	103	2	23	7	X
Lyons.....	1911	4	84	2	14	13	X
McCook.....	1907	7	165	4	32	14	X
Madison.....	1907	4	92	3	31	7	X
Mead.....	1912						
Meadow Grove.....	1912						
Merna.....	1910	3	43	3	14	10	X

TABLE 9.—*Nebraska: Teacher-training courses in high schools in 1911-12—Continued.*

Location of schools.	Date of establishment.	Teachers in high-school work.	Pupils in high-school grades.	Teachers of professional subjects.	Students in professional subjects.	Graduates of normal training courses in 1912.	State aid (\$350) in 1911-12, indicated by X.
Minden.....	1907	7	140	3	38	10	X
Nebraska City.....	1911	12	238	4	25	12	.....
Neligh.....	1908	4	75	4	28	12	X
Nelson.....	1907	5	82	4	11	3	X
Newman Grove.....	1909	4	76	3	31	7	X
Norfolk.....	1908	8	172	2	17	12	X
North Bend.....	1908	5	99	2	18	5	X
North Platte.....	1907	9	218	.....	6	10	X
Oakland.....	1907	4	91	3	15	4	X
Ogallala.....	1911	3	37	.....	8	2	X
Omaha.....	1907	74	2,283	5	22	39	X
O'Neill.....	1907	4	79	3	23	12	X
Ord.....	1907	6	184	4	57	18	X
Orleans.....	1909	3	72	3	20	17	X
Osceola.....	1908	5	104	4	24	6	X
Oxford.....	1908	3	76	4	20	1	X
Papillion.....	1910	3	65	4	21	5	X
Pawnee City.....	1907	7	183	2	24	25	X
Pender.....	1909	3	42	3	8	5	X
Pierce.....	1911	3	46	.....	8	8	X
Plainview.....	1907	4	53	4	18	6	X
Plattsmouth.....	1907	6	154	4	33	14	X
Ponca.....	1911	3	70	2	15	4	X
Randolph.....	1907	4	84	3	23	2	X
Ravenna.....	1908	4	56	2	20	10	X
Red Cloud.....	1907	9	169	3	43	18	X
St. Edward.....	1908	3	78	3	18	13	X
St. Paul.....	1907	4	80	3	21	5	X
Sargent.....	1911	3	67	2	16	8	X
Schuyler.....	1907	6	142	5	35	.....	X
Scottsbluff.....	1908	5	130	4	29	17	X
Seward.....	1907	6	92	4	13	8	X
Shelton.....	1907	5	63	5	22	9	X
Sidney.....	1908	4	66	6	14	8	X
Silver Creek.....	1911	3	45	3	12	10	X
South Omaha.....	1907	20	402	4	23	11	X
Spencer.....	1907	3	42	4	14	5	X
Stanton.....	1907	5	80	4	16	8	X
Sterling.....	1909	4	65	4	26	17	X
Stratton.....	1912	.....	.....	.....	.....	.....	.....
Stromsburg.....	1907	5	80	4	21	7	X
Superior.....	1907	7	148	3	23	10	X
Sutton.....	1911	4	89	3	20	14	X
Syracuse.....	1907	4	62	3	18	11	X
Table Rock.....	1908	4	52	4	16	4	X
Teachers College High School, Lincoln.....	1911	12	.....	6	16	16	X
Tecumseh.....	1907	7	190	5	38	20	X
Tekamah.....	1907	6	128	4	31	14	X
Tilden.....	1909	3	59	3	21	2	X
Trenton.....	1910	3	55	3	10	9	X
University Place.....	1907	8	219	5	22	9	X
University of Nebraska School of Agriculture, Lincoln.....	1912	.....	.....	.....	.....	.....	.....
Valentine.....	1908	4	81	4	17	6	X
Wahoo.....	1907	8	211	4	43	23	X
Wakefield.....	1911	3	56	3	11	5	X
Weeping Water.....	1908	4	84	3	15	11	X
West Point.....	1907	4	93	2	17	4	X
Wilber.....	1909	4	99	2	37	11	X
Wisner.....	1907	4	67	4	16	5	X
Wood River.....	1911	4	89	3	16	.....	X
Wymore.....	1907	4	121	4	14	11	X
York.....	1907	14	284	7	40	7	X
<i>Academies.</i>							
Franklin, Neligh.....	1908	.....	.....	.....	.....	3	.....
Gates, Neligh.....	1908	.....	.....	.....	2	3	.....
Hastings, Hastings.....	1907	.....	.....	.....	.....	6	.....
Immaculate Conception, Hastings.....	1910	.....	.....	.....	15	6	.....
St. Catherine, Jackson.....	1908	.....	.....	.....	24	5	.....
St. Mary's, O'Neill.....	1908	.....	.....	.....	32	10	.....
Spalding, Spalding.....	1908	.....	.....	.....	17	4	.....

TABLE 10.—New York: Teacher-training courses in high schools, 1911-12.

[NOTE.—There is one teacher of professional subjects in each school.]

Counties.	Post office.	Pupils enrolled, 1911-12.	Graduates from professional courses, 1912.	State aid in 1912.	Total cost of class to school.
Albany	Ravena	10	7	\$700	\$818
Allegany	Alfred	9	8	604	600
	Angelica	13	8	700	800
	Belfast	21	16	700	790
	Friendship	12	8	700	800
Broome	Deposit	10	5	490	550
	Union	14	14	700	659
Cattaraugus	Cattaraugus	10	6	543	650
	Delevan	13	11	700	700
	Olean	12	9	700	800
	Salamanca	17	10	700	815
Cayuga	Moravia	18	13	700	700
Chautauqua	Ellington	11	6	700	500
	Forestville	15	12	700	600
	Sherman	11	11	700	550
	Westfield	10	12	700	800
Chemung	Horseheads	17	12	700	600
Chenango	Greene	12	7	691	600
	Norwich	14	12	700	825
Clinton	Moovers	14	15	700	800
Delaware	Delhi	9	10	613	713
	Hancock	12	9	700	800
	Margaretville	12	11	700	650
	Stamford	10	7	595	1,395
	Walton	20	20	700	650
Erie	Angola	10	6	499	650
	Clarence	10	9	700	800
	Springville	19	16	700	800
Essex	Port Henry	12	9	700	676
	Westport	14	10	700	550
Franklin	Brushton	24	20	700	841
	Chateaugay	15	11	700	560
	Malone	24	25	700	800
Fulton	Johnstown	14	13	700	800
Greene	Catskill	16	15	700	800
Jefferson	Adams	15	13	700	650
	Antwerp	25	23	700	800
	Carthage	14	13	700	600
	Clayton	14	14	700	800
Lewis	Copenhagen	12	6	700	800
	Harrisville	11	10	700	650
	Lowville	11	9	691	800
Livingston	Munda	11	7	683	625
Madison	De Ruyter	17	13	700	625
Monroe	Pittsford	14	11	700	600
Niagara	Middleport	11	10	700	560
	Wilson	17	15	700	600
Oneida	Boonville	21	17	700	800
	Camden	10	10	700	625
	Clinton	16	15	700	800
Onondaga	Baldwinsville	24	21	700	800
	Jordan	16	11	700	600
	Onondaga Valley	14	9	700	625
	Tully	12	12	700	800
Ontario	Naples	21	19	700	620
Orange	Port Jervis	21	12	700	800
Orleans	Albion	14	13	700	800
Oswego	Fulton	12	10	700	800
	Pulaski	11	9	700	678
	Sandy Creek	11	8	700	500
Otsego	Morris	12	11	700	800
	Schenevus	16	15	700	800
	Unadilla	24	15	700	700
St. Lawrence	Colton	10	5	586	725
	Madrid	15	8	700	500
	Ogdensburg	20	13	700	700
Saratoga	Ballston	12	11	700	730
	Corinth	19	10	700	813
Schoharie	Schoharie	11	8	700	700
Seneca	Waerloo	11	9	665	600
Steuben	Canisteo	12	8	700	1,500
	Corning (north side)	16	16	700	800
	Hammondsport	10	10	700	800
	North Cohocton	22	21	700	821
Suffolk	Greenport	11	9	700	580
Sullivan	Monticello	12	13	700	700
Tioga	Newark Valley	10	3	656	614
	Owego	10	7	578	675
	Spencer	12	9	700	580

TABLE 10.—*New York: Teacher-training courses in high schools, 1911-12—Continued.*

Counties.	Post office.	Pupils enrolled, 1911-12.	Graduates from professional courses, 1912.	State aid in 1912.	Total cost of class to school.
Tompkins.....	Ithaca.....	15	15	\$700	\$900
Ulster.....	Ellenville.....	12	8	700	625
Warren.....	Glens Falls.....	10	8	683	800
Washington.....	Hudson Falls.....	14	12	700	850
Wayne.....	Clyde.....	18	15	700	750
	Palmyra.....	18	16	700	800
	Wolcott.....	14	7	700	800
Wyoming.....	Arcade.....	9	6	595	665
	Warsaw.....	12	9	700	750
Yates.....	Dundee.....	13	11	648	748
	Penn Yan.....	16	17	700	700

TABLE 11.—*Oregon: Teacher-training courses in high schools, 1911-12.*

[NOTE.—All courses were established in 1911. No State aid to any of these schools.]

Location of school.	Teachers in high-school work.	Pupils in high-school grades.	Pupils in professional subjects.	Graduates in 1912 from professional courses.
Baker City High School.....	12	279	12	12
Bethel High School, McCoy.....	2	30	14	4
Brownsville High School.....	3	60	4	1
Cottage Grove High School.....	4	100	10	7
Crook County High School, Prineville.....	6	88	8	7
Drain High School.....	4	33	7	4
Eugene High School.....	21	470	26	10
Forest Grove High School.....	4	104	8	8
Hood River High School.....	8	131	17	4
Junction City High School.....	3	68	6	4
Jefferson High School, Portland.....	41	1,006	128	11
Klamath High School, Klamath City.....	10	125	14	6
La Grande High School.....	12	241	11	7
Lebanon High School.....	5	122	5	2
Lincoln High School, Portland.....	43	1,070	50	4
McMinnville High School.....	8	175	4	3
Newberg High School.....	8	183	25	8
Silverton High School.....	4	82	.....	8
Springfield High School.....	3	79	12	4
Washington High School, Portland.....	55	1,357	195	16
Ontario High School.....	5	103	10	2

TABLE 12.—*Vermont: Teacher-training courses in high schools in 1911-12.*

[NOTE.—All the courses described below were established in 1911. There is 1 teacher of professional subjects for each class.]

Location of school.	Teachers in high-school work.	Pupils in high-school grades.	Students in professional subjects.	Graduates in 1912 from professional courses.	State aid in 1912.
Barre.....	11	170	16	13	\$700
Bennington.....	8	180	12	12	750
Burlington.....	25	350	20	20	725
Chester.....	5	53	10	10	700
Derby.....	7	92	11	11	700
Fairfax.....	5	100	12	10	750
Ludlow.....	5	90	12	9	700
Lyndon Center.....	5	91	11	11	750
Middlebury.....	7	161	17	13	700
Randolph.....	4	115	10	10	720
Rutland.....	13	400	11	10	700
Springfield.....	6	138	11	10	800

TABLE 13.—Virginia: Teacher-training courses in high schools in 1911-12.

Location of school (post office and county).	Date of establishment.	Teachers in high-school work.	Pupils in high-school grades.	Teachers of professional subjects.	Pupils in professional subjects.	Graduates from professional courses 1912.	State aid.
Abingdon, Washington County.....	1908	4	52	1	17	5	\$500
Charlottesville, Albemarle County.....	1908	8	212	1	14	14	750
Chase City, Mecklenburg County.....	1908	4	69	2	4	4	500
Clintwood, Dickinson County.....	1908	2	19	1	16	15	600
Covington, Alleghany County.....	1908	4	81	2	9	5	.....
Crewe, Nottoway County.....	1910	4	70	1	11	11	800
Emporia, Greensville County.....	1911	6	57	2	7	7	700
Front Royal, Warren County.....	1908	4	90	1	7	7	1,500
Gate City, Scott County.....	1908	3	46	1	29	15	650
Lexington, Rockbridge County.....	1908	5	105	1	5	5	1,350
Louisa, Louisa County.....	1908	4	32	1	5	5	650
Luray, Page County.....	1908	6	60	1	17	7	650
Manassas, Prince William County.....	1908	6	66	2	7	7	1,500
Morrisville, Fauquier County.....	1911	3	34	1	10	10	500
Newport News, Warwick County.....	1910	10	330	1	24	24	1,000
Onancock, Accomac County.....	1908	5	95	2	30	18	1,000
Palmyra, Fluvanna County.....	1908	3	32	1	5	5	650
Richmond, Henrico County.....	1908	41	1,150	2	15	.....	.....
South Boston, Halifax County.....	1908	6	60	1	12	12	750
Wakefield, Sussex County.....	1908	3	50	1	8	7	.....
Waverly, Sussex County.....	1908	5	44	1	13	3	650
Western Branch, Norfolk County.....	1908	4	27	1	7	7	400
Woodlawn, Carroll County.....	1908	4	40	2	14	14	1,100
Woodstock, Shenandoah County.....	1908	3	60	1	4	4	1,000

