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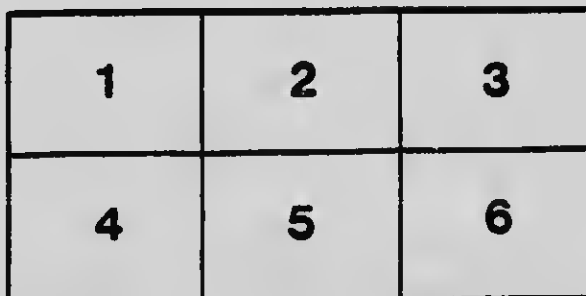
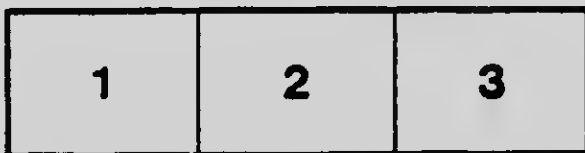
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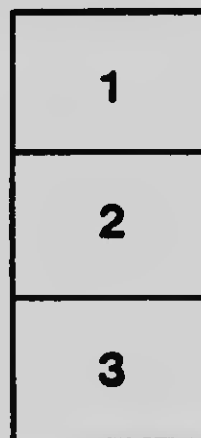
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The Preparation of Teachers in Ontario and the United States



BY
FRANK ARTHUR JONES

PROVINCIAL NORMAL SCHOOL
OTTAWA, CANADA
1916



OTTAWA, CANADA
R. J. TAYLOR, PRINTER, 124 QUEEN STREET

To my friend, William C. Good,

F. A. Jones.

**The Preparation of Teachers in Ontario
and the United States**



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*Submitted in partial satisfaction of the
requirements for the degree of Doctor
of Pedagogy, Queen's University,
Kingston, Canada.*

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EXPLANATION OF BIBLIOGRAPHICAL REFERENCES.

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ERRATA.

PAGE 31.—Chapter IV should read Chapter III.

The Preparation of Teachers in Ontario and the United States.

PART I.

THE PREPARATION OF TEACHERS IN ONTARIO.

CHAPTER I.

AGENCIES EMPLOYED IN ONTARIO FOR THE PREPARATION OF TEACHERS.

In Ontario extensive provision is made for the preparation of teachers. Every position in the schools, from Kindergarten to University, must be filled by a trained teacher if such is available, and no one can receive a permanent certificate as a teacher without scholarship, pedagogical training, and experience. The academic and professional courses are distinctly separated; the professional training being acquired in special schools, after the acquisition of academic knowledge in the High Schools or Universities. Teachers of different qualifications are required for the various grades of schools, and hence there have been established three types of training schools for teachers; the Provincial Model Schools, the Provincial Normal Schools, and the Faculties of Education in the University of Toronto and in Queen's University, Kingston.

In the High Schools, special courses are provided for those who are seeking to enter upon the work of teaching. Students who desire to attend a Model School must pass the examination known as Entrance to Model Schools, at the end of a two years' course. Those who wish to attend a Normal School must complete this course and continue for two years longer, when they must pass the Entrance to Normal School examination. A further course of two years prepares them for the Entrance to Faculty examination. There is still another way in which a student may proceed in his preparation; he may take the matriculation course in the High School and secure a degree in Arts from a University after an attendance of four years. This degree will admit him to the Faculty of Education. He may have specialized during his University career, and then upon graduating from the Faculty of Education, he may secure a Specialist professional certificate. A holder of such a certificate usually becomes a teacher in a High School or Collegiate Institute. Prospective teachers who attend the Universities take their courses in Arts with students who will enter other professions.

No graduate of a High School or University, no matter what honours he may have secured, is entitled to hold a position as a teacher without having attended some professional training school. An important feature of the system of training in Ontario is the value attached to experience. No permanent certificate is given to any Public or High School teacher who has not, in the opinion of his inspector, proven himself successful. The Provincial Model Schools qualify teachers for what are called Limited Third Class certificates, valid for five years in the Public Schools of the Province under specified limitations. The Provincial Normal Schools train teachers for interim and permanent Second Class certificates, valid in all Public and Separate Schools of the Province. The Faculties of Education train for First Class Public School and for High School Assistants' certificates.

Provincial Model Schools.

In 1877 an Act was passed authorizing each county to set apart a graded Public School in one of its chief urban centres as a County Model School for the professional training of Third Class teachers. For several years County Model Schools provided an inexpensive and popular method of affording some training for prospective teachers. However, by 1907 it was found that these schools were so defective and the educational conditions of the Province so unsatisfactory, that most of them were discontinued. (7: 6). In 1909 the administration of those remaining was transferred from County to Provincial authority. There are at present (1916) ten of these schools situated at Chatham, Clinton, Cornwall, Guelph, Kingston, Madoc, North Bay, Orillia, Renfrew, and Fort William. These Provincial Model Schools are much superior in organization and administration to the County Model Schools and are liberally provided for by the Government. The principals are selected by the local boards of trustees, are paid fairly generous salaries, and their appointments must be sanctioned by the Department of Education. The minimum requirement for admission is the Model Entrance certificate; however, about seventy per cent. of the students in attendance have Normal Entrance standing.

Though the training lasts but four months, it is thought preferable for students to receive even this meagre training rather than to go directly from the High School to become teachers with no professional preparation. Each candidate who is admitted must agree to teach in Ontario for at least two years after graduation. A student's success at the end of the session depends partly upon the report of the principal, and partly upon a final examination. Some of the examination papers are prepared by the principal, and some under the direction of the Department of Education. All

answer papers are valued by the principal and the results reported to the Department, which grants to each successful candidate a Limited Third Class certificate, valid for five years under certain clearly defined restrictions. The holder of such a certificate is not entitled to teach in any school until the certificate has been endorsed by the Minister of Education as valid for that school. When a board of trustees is unable, after making every effort through advertisement and the offer of a fair salary, to secure the services of a First or Second Class teacher, the Minister of Education may, on the recommendation of the inspector concerned, make a Third Class teacher's certificate valid for their school. The aim is to decrease the number of these low grade certificates, and statistics indicate that Third Class teachers are rapidly disappearing.

Besides these Provincial or Autumn Model Schools, the Department of Education makes provision for the training of English-French teachers by maintaining four English-French Model Schools situated at Ottawa, Sandwich, Sturgeon Falls, and Vankleek Hill. Formerly the teachers of the English-French schools were expected to take the ordinary qualifying examinations that were taken by teachers in English schools. Several investigations revealed and emphasised the fact that English was indifferently taught in these bi-lingual schools, and that properly qualified teachers could not be secured for them. In order to meet this difficulty, the Department of Education established, some ten years ago, an English-French teacher-training department in connection with the Plantagenet High School. In 1907 this school was removed to Ottawa, and in 1909 a similar school was opened at Windsor, which was afterwards discontinued. At the present time (1916) there are, as already intimated, four English-French Model Schools, all supported entirely by the Department of Education. Their purpose is to prepare Third Class teachers for the work of instructing the pupils of the English-French schools of the Province, and at the same time to improve the academic preparation of these teachers-in-training. The students are for the most part French who possess the ability to speak and write English with some fluency. Great difficulty is experienced in securing an attendance at these schools because: (1) a relatively small proportion of French children attend the High Schools where the necessary academic preparation must be obtained, (2) the demand for young people who can speak French and English is great, both in commercial and clerical pursuits.

The conditions of admission, courses of study, and regulations governing examinations resemble very closely those of the Provincial Model Schools. Often the admission requirements are not so strictly adhered to in the case of students entering the English-

French Model Schools, but these students must pass an oral examination in English and French reading and conversation, and a written examination in English and French grammar, composition, and spelling. During the course considerable attention is given to instructing the students in methods of teaching English to French children. The course extends from September first until the following June, and the arrangements for examination and certification are almost the same as in the case of the Provincial Model Schools.

A full account of the method pursued in teaching English to French children will be found by referring to Dr. Merchant's report on the condition of English-French schools. (8: 72).

Provincial Normal Schools.

The first Normal School of the Province was opened at Toronto by Dr. Ryerson in 1847. The following year a Model School was opened in connection with this institution for the purpose of giving practical exemplification of the principles of teaching, to students of the Normal School. This Normal School continued to give both academic and professional training to First and Second Class teachers until 1885, when the High Schools and Collegiate Institutes relieved the Normal School of the academic work. (2: 1885: 76). This separation of academic and professional preparation has ever since been one of the unique features of teacher training in Ontario. (See chart page 19).

In 1875 the Normal School at Ottawa was opened, to which a Model School was subsequently added as a practice school. For twenty-five years the Normal Schools at Toronto and Ottawa prepared all the Second Class teachers for the elementary schools of the Province; and during these years, every possible effort was made to adopt the best educational methods and apply them to the training of Ontario teachers. In 1900 a third Normal School was established at London, to meet the needs of the western portion of the Province.

Reference has been made to the abolition of nearly all of the County Model Schools in 1907. The Department of Education replaced them by four new Normal Schools situated at Stratford, Hamilton, Peterborough, and North Bay. In 1908 the course of study of the seven Normal Schools was re-organized and enlarged, the details of each subject being elaborately outlined in a syllabus of studies prepared by the Department of Education. In order to make these schools more efficient, additional teachers were employed so that now each school is supposed to have on its staff at least four specialists in charge of each of the following departments: Mathematics, Natural Science, English, and Education.

Further important additions were made to the staff of each Normal School in 1915, on account of the increased attendance of students.

The Normal Schools are controlled directly by the Provincial Government through the Department of Education, whose official head, the Minister of Education, is one of the members of the Ontario cabinet. They are thus seen to be essentially government schools; the buildings are owned by the Province and the equipment, administration, and maintenance are provided for out of the Provincial treasury through the Department of Education. The Department appoints the teachers, pays their salaries, establishes standards of admission requirements for students, arranges the course of study, authorizes and prepares text-books, inspects the schools, directs the preparation of the most important final examination papers, and issues the certificates to successful students. (10: 19).

A candidate for admission to a Normal School must make application to the Department of Education and must furnish certificates of academic standing, age, physical ability, and character. He must agree, if successful in obtaining a certificate, to teach in Ontario for at least one year after graduation. Thus the entranee requirements show the utmost uniformity since all students have covered the same High School courses and passed the same examinations. The students pay no fees, but they must provide for their own living expenses. Students who, in addition to holding Normal Entrance certificates, have taught for at least one year on Limited Third Class certificates are designated Grade A students; all others are known as Grade B students.

The organization of each Normal School provides for a staff consisting of a principal, from four to six departmental masters, and several instructors of special subjects. The principal and masters have charge of the departments of Education, English, Science, and Mathematics. The special instructors, who devote only part of their time to the Normal School, are responsible for the subjects of art, domestic science, manual training, music, physical training, and writing. The Department of Education does not demand any specific academic and professional qualifications as essential for appointment to the regular staff. The object is to secure teachers who are eminently fitted by nature, training, and experience for this difficult work; hence the appointments are made with the utmost care from the ranks of the teaching profession throughout the Province.

Since the Normal Schools are under the control of the same central authority, a uniform course of study is prescribed for all. The details of the course are definitely set forth in a special syllabus issued annually by the Department of Education. In general it

is arranged in two main divisions, a theoretical course in the principles and methods of teaching, and a practical course in the art of teaching. In the earlier days of the Normal Schools the tendency was to present the theory of organization, management, and methods in a very formal way, the students writing elaborate notes of lectures given by the masters. The present tendency is to encourage free discussion of principles and their application to concrete educational problems. It is believed that students who have a thorough understanding of principles will succeed better than those who are burdened with minute devices and directions for all possible contingencies. The course has been worked out by expert officials of the Department in consultation with members of the Normal School staffs.

The subjects of study are divided into four groups: Group I consists of three professional subjects—science of education, school organization and management, and history of education. Group II comprises subjects that are considered both professionally and academically—reading, literature, grammar, oral and written composition, spelling, writing, and book-keeping. The subjects of Group III are also both professional and academic—arithmetic, geography, science, hygiene, and history. Group IV includes subjects which are treated principally as academic with some emphasis upon method. These subjects are—art, vocal music, physical culture, nature study, manual training, household science, agriculture, algebra and geometry, manners. All the theoretical and academic work is included in these four groups. In addition to these, provision is made for observation, practice teaching, and criticism. It is generally conceded that the most important problem of the Normal Schools is to so harmonize theory and practice by applying principles to a great variety of school conditions, that graduates will be able to solve with confidence the complex problems of their own school rooms.

From the point of view of actual school room practice, therefore, the most important part of a student's training is the observation and practice teaching. This phase shows the possibility of having methods of instruction that are in harmony with the science of education; of having special methods in a particular subject that harmonize with general principles; and of having all practice teaching in accord with educational science. The observation lessons are taught by the Normal masters to small groups of pupils brought in from the practice school; or by teachers of the practice school in their own class rooms with a group of students looking on. The great difficulty is to so conduct these lessons that students will derive the utmost practical value therefrom, since in any case the conditions tend to make the lessons more or less

artificial and different from those found in the ordinary school room. The work of observation would be much improved by arranging for continuous visits to regular rural and urban schools where the students could see the work of a given class carried on from day to day.

Originally all the practice teaching was carried on in the Normal Model Schools established as integral parts of the two Normal Schools at Toronto and Ottawa. Recently the attendance of students so increased that the Normal Model Schools could no longer provide sufficient accommodation for practice teaching. To meet this contingency, the Department of Education entered into an agreement with each local Public School Board concerned, to furnish a certain number of specified class rooms for this work upon the payment of an annual grant, the most of which is paid to the teachers upon whom the extra work devolves. These teachers must be acceptable to the Department. This plan of having affiliated Public Schools has given good satisfaction and is much more economical than the Normal Model School scheme. It is followed entirely by all the Normal Schools except those at Toronto and Ottawa, where both plans are in operation. It is extremely important to have the clearest understanding between critic teachers and those who are responsible for the teaching of methods and principles, otherwise immature students will be hopelessly bewildered by the real or apparent discrepancies between instructions given in the Normal School and criticisms received in the practice school. During the time allotted to practice teaching the Normal masters are relieved of other duties, so that one master usually observes several students teach each day. Frequently he is present for their criticisms and either leads in the discussion or offers suggestions; he may confer with the critic teacher in estimating the value of a lesson. Formerly the students remained passive while the critic teacher magnified the errors and defects of their lessons but failed to give any sympathetic or helpful encouragement. At the present time most critic teachers have a new conception of their responsibilities, the student being commended for his successes is led, by question and answer, to see wherein his lesson violated well established principles and their application. In a word the criticism is constructive not destructive.

The final standing of a student is determined by the combined result of his sessional records, his observation and practice teaching reports, and his final examination. Forty per cent. of the total marks in the subjects of groups I, II, III, and IV are assigned to sessional work, and sixty per cent to the final examination except for some slight variations. The final examination papers in

groups I, II, and III are prepared by the Department of Education from questions sent in by masters having charge of the subjects, and are uniform for all the schools. The examination papers in group IV are prepared by the masters having charge of the subjects. The marks for the practice teaching and criticism are assigned by the critic teachers, most importance being attached to the last fifteen or twenty lessons. All answer papers are read locally by the masters responsible for the various subjects, so that the Department has virtually placed in the hands of each Normal School staff the responsibility of graduating its own students. The results are reported to, and must be confirmed by, the Department of Education.

Two final examinations are conducted during each session. One is held at Easter for Grade A students; another is held in June for Grade B students, and any Grade A students who failed to graduate at Easter. A student of Grade A who, at the Easter or June examination, obtains forty per cent. of the marks in each subject and sixty per cent. of the aggregate marks in each of groups I, II, III, IV, and in practice teaching, may, on the recommendation of the staff, be awarded a permanent Second Class certificate, provided he is twenty-one years of age; or an interim certificate valid until he reaches that age, when his certificate may be made permanent on application. The same standards are required for the June examination, and a Grade B student who successfully completes his examinations is granted an interim Second Class certificate valid for two years. This certificate may be made permanent at the end of two years' successful experience, duly certified by the inspector under whom he has taught, provided the teacher is then twenty-one years of age. Provision is made for granting Limited Third Class certificates to students who obtain a specified lower standing than that just described. The Department of Education has under consideration the advisability of abolishing the Easter examination and having all candidates write on a final examination in June.

Kindergarten Training Schools.

In 1886 a system of teacher training was organized for the preparation of properly equipped Kindergarten teachers. This included a two years' course for directors, and a one year's course for assistants. In 1914 the Department of Education re-organized the whole scheme of kindergarten training, with a view to establishing Kindergarten-Primary classes to bridge the gulf separating the Kindergarten from the First Form of the Public School. In order to ensure the maturity and academic efficiency of the Kindergarten teachers, the training course is made to correspond in length with the Normal School term, and the entrance requirements

are the same. Henceforth the kindergartener is to be a qualified primary teacher. Up to the present (1916) the attendance has not justified the opening of more than one class for the training of these teachers. During the regular academic year the course is given at the Toronto Normal School, but summer sessions have been held at London, Toronto, and Ottawa.

Faculties of Education

The training of teachers for secondary schools began when Dr. Ryerson established the Model Grammar School in Toronto in 1858. This was superseded in 1885 by the establishment of Training Institutes in connection with five of the best Collegiates in the Province. The Training Institutes prepared both First Class Public School and High School teachers. (2: 1885: 28). These in turn gave place to the School of Pedagogy at Toronto in 1890, which failed on the practical side and was replaced by the Normal College at Hamilton in 1897. Since 1907 the present scheme of training High School teachers in the Faculties of Education has been in operation.

In 1906 it was recommended that Faculties of Education be established in connection with the University of Toronto and Queen's University, to replace the Normal College. The fundamental principle underlying this recommendation is that in all thoroughly organized professions, the professional training is carried on side by side with the liberal training in Arts. Up to this time teaching was the only exception, for the prospective teacher left the University in order to undergo his professional training. If we understand the service which a University should render to the state in stimulating comradeship, inspiring love for truth, and inculcating a spirit of reverence, then it seems wise to bring under its influence as large a number of teachers as possible. Candidates for all other professions receive their training in connection with the best that can be provided in the Arts and Sciences. Why should not the teacher have the same privilege? If Faculties of Medicine, Law, and Theology exist as integral parts of a University, then would it not be to the advantage of the Ontario teacher and the profession generally to be trained on the same level with members of other professions? Indeed, teaching will become a profession only as larger and larger numbers of teachers come under the influence of the University. The Faculty of Education is, then, the University's professional school of education. The transfer of the functions of the Normal College to the Universities was effected in 1907.

The organization of each Faculty of Education provides for a dean, who ranks as a University professor; an associate professor in education; and several lecturers on methods in the various

Public and High School subjects. The Toronto Faculty of Education has its own practice school, the University Schools, whose head master also ranks as an associate professor. Each Faculty of Education receives a yearly grant from the Provincial Government through the Department of Education. The courses of study are approved by the Department of Education, which issues the certificates to the graduates. The admission requirements resemble those of the Normal Schools, except that a candidate must be of the minimum age of nineteen before the opening of the session, and be the holder of higher academic qualifications consisting of one of the following: (1) a certificate of graduation in Arts or Agriculture approved by the Minister of Education, (2) a full certificate of Entrance to the Faculty of Education. The Department of Education will not grant a teacher's certificate to any student who does not agree to teach in the schools of Ontario during the first year of his subsequent teaching experience. No student can be granted a certificate unless or until he is a British subject.

Each Faculty of Education offers the following courses:—

- (1) A general course leading to interim First Class or interim High School Assistants' certificates, which may be taken by any student who has been duly admitted and who aims at teaching in a Public or High School.
- (2) An advanced course leading to interim High School Assistants' certificates, which may be taken by students who are graduates in Arts or Agriculture.
- (3) Courses for Specialists' certificates, which are open to honour graduates of recognized Universities, who have taken at least second class honours in any of the following departments: Classics, English and History, Modern Languages, Mathematics, Science.
- (4) A special course leading to qualification as a Public or Separate School inspector. Candidates for this course must hold Specialists' standing or must have completed the University general proficiency course for inspectors.
- (5) Courses leading to degrees in pedagogy. These courses are open to any candidate who holds a degree in Arts from a British University and a First Class Public School or a High School Assistants' certificate.
- (6) A special course for teachers of household science. The Faculty of Education in Toronto conducts, for the Department of Education, a one year's course for the preparation of candidates for ordinary certificates in household science. The course is given

in the splendidly equipped household science building which is an integral part of the University of Toronto.

For the sake of brevity, the details of administration, organization, admission requirements, etc., of the Faculties of Education have been omitted. In the chapters which follow, some reference will be made to these particulars when comparisons are being made between the training of secondary teachers in Ontario and the United States. Ontario's system of preparing High School teachers may be said to have evolved from a series of experiments. Gradually the defects and weaknesses of the training have been eliminated so that, notwithstanding the criticisms of a few who would revert to the Normal College scheme, it is generally conceded that Ontario has a system for the training of secondary teachers that will compare favourably in efficiency, with that devised by any other country.

The After-Training of Teachers.

The Provincial Model Schools, the Provincial Normal Schools, and the Faculties of Education constitute the regularly recognized means of training the teachers of Ontario. Hitherto the emphasis has been placed upon the preparation of the teacher before entering the profession. As demands for greater efficiency are made upon teachers, it becomes evident that such training is but preliminary, and at best constitutes only a part of the entire professional preparation they should ultimately receive. For many years Inspectors' visits, Teachers' Institutes, and more recently, Summer Schools have rendered substantial service in this after-training; but it is a question if these are wholly adequate to meet modern needs. Perhaps in the future the young teacher's yearly programme will be arranged somewhat as follows: forty weeks actual teaching in school, two weeks incidental vacation throughout the year, four weeks of definite summer vacation, and six weeks' attendance at a summer school. For more mature teachers, attendance at a summer school might be replaced by teaching in a vacation school, by travel, or by any one of the several possible ways of professional self-improvement. The possession of a life certificate should not be a guarantee of a permanent position whose duties become matters of routine, but every teacher should know that unless his teaching efficiency is constantly increasing, he will certainly be superseded by another, who has diligently sought to improve his professional equipment.

The chart on page 19 shows the relation of academic to professional preparation of teachers. The certificates issued by the Department of Education to students, upon graduation from the several provincial schools, are as follows:—

Provincial Model Schools

- (a) Limited Third Class certificates.
- (b) District certificates.

Provincial Normal Schools

- (a) Permanent Second Class certificates.
- (b) Interim Second Class certificates.
- (c) Limited Third Class certificates.

Faculties of Education

- (a) Interim High School Assistants' certificates.
- (b) Interim First Class Public School certificates.
- (c) Interim High School Specialists' certificates.
- (d) Public School Inspectors' certificates.
- (e) Degrees in Pedagogy conferred by the universities.

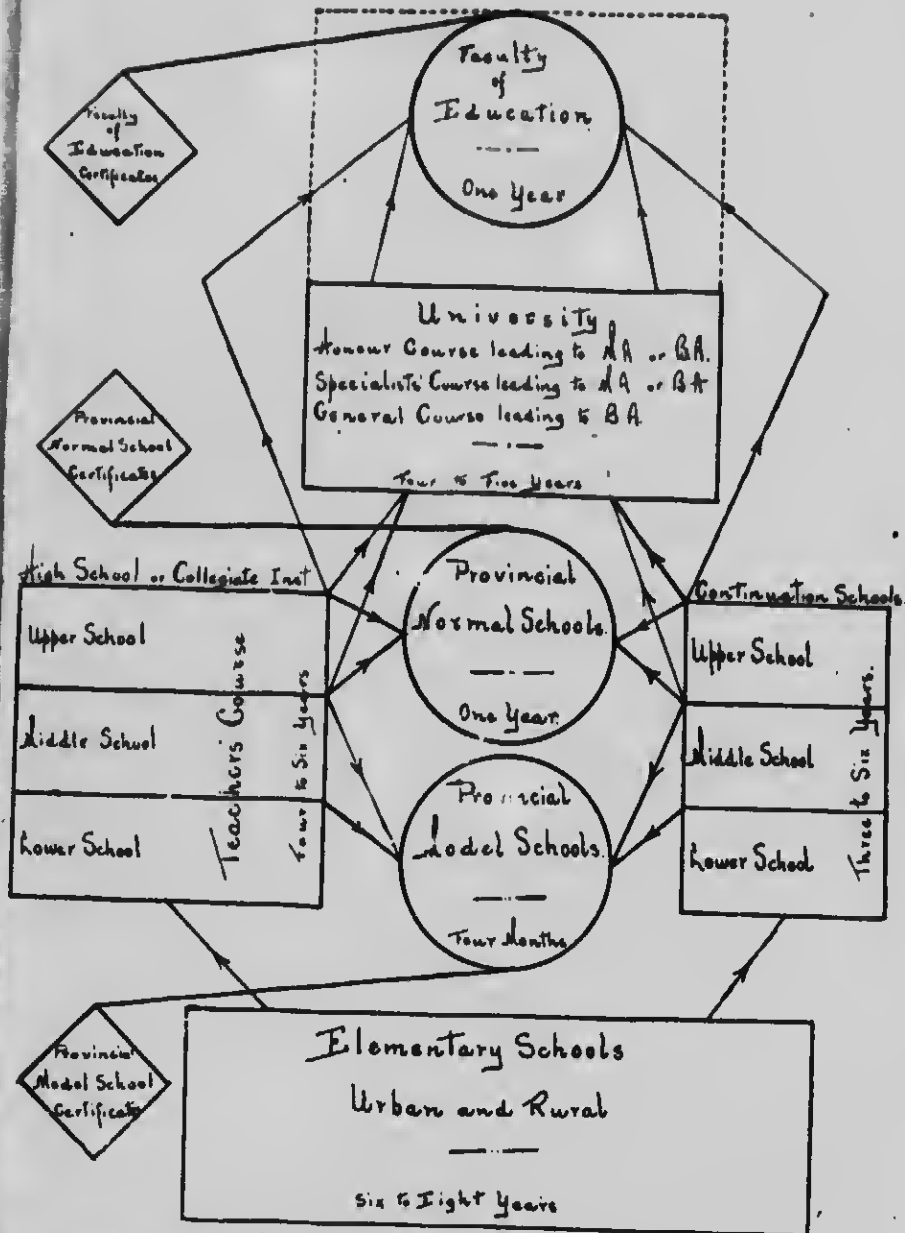


Chart showing the relation of
Academic to Professional Training of Teachers in Ontario

CHAPTER II.

THE RURAL SCHOOL PROBLEM AND THE SUPPLY OF TEACHERS.

In the preceding chapter a brief outline has been given of the various agencies employed for the preparation of the teachers of the Province. The vital question forces itself upon us—does this whole machinery of supply meet adequately the demands? This is an easy question to ask but the answer cannot be given by a mere “yes” or “no.” The policy of the Department of Education has been to modify the training of the teachers to meet the needs and exigencies of ever-varying conditions. There have been no revolutionary tendencies, but evolution has been apparent at all times. There has been no attempt to adopt the system of any other country in its entirety, but the educational authorities have had an open mind, ready to assimilate whatever would seem to be of practical value in making the teachers of the day more capable of meeting the demands of society. But men are naturally conservative and educators are no exception to the rule. Hence while almost every conceivable human activity, such as farming, manufacturing, transportation, etc., has undergone a revolution during the last generation, the method of rural education, devised by Dr. Ryerson some sixty years ago, has continued, with modifications, until the present decade. To comprehend the whole problem of rural education, some understanding of changing social, economic, and industrial conditions is necessary.

The disproportionate growth of urban and rural communities has disturbed Ontario in recent years. The tendency, common in all civilized countries except Denmark, to have a movement of population from rural to urban localities, has prevailed in Ontario. In 1891 rural Ontario had a population of 1,295,525. By 1901 this number had dropped to 1,246,969, and by 1911 to 1,194,785, a decrease in twenty years of 100,358 or 7.7 per cent. Some of the newer northern counties showed an increase, but practically all the older counties showed a marked decrease. During the same period the school population in these older counties showed a decrease of twenty-three per cent. From 1901 to 1911 the rural population of the whole of Canada increased twenty per cent, while during the same period the population of towns and cities increased sixty-two per cent. In Ontario alone there was an urban population of 935,908 in 1901, but by 1911 it had reached 1,328,489, which means an increase of 392,511 or forty-two per cent. Many reasons have been advanced by economists for these conditions such as:—

1. The use of improved machinery.
2. Farmers desire better educational advantages for their children.
3. Money circulates more freely in cities than in country districts.
4. Young people are attracted by the amusements and excitements of city life.

We are not concerned here with examining the validity of these reasons but two facts seem perfectly clear, (1) during recent years there has been a remarkable exodus from the older parts of Ontario to the newer, undeveloped sections and to the great provinces of the Canadian Northwest and (2) many young people have been attracted from the land to the cities by greater opportunities for social and financial advancement in connection with the commercial and industrial expansion of the country. Strange to say, while the total rural population of the Province has thus been seriously depleted, the number of farms and farmers has remained almost unchanged. Thus in 1901, there were 224,127 farmers and in 1911 there were 223,260, a decrease of only 867 (O.A.C. Review, Vol. 26, July 1914).

The decrease then can be accounted for by the loss of farmers' sons and daughters, hired helpers, rural mechanics, and a gradual decline in the size of rural families. The report of the Minister of Education for 1915 shows that the rural school population in 1903 was 57.8 per cent of the total school population, in 1912 it was 48.7 per cent of the total, and in 1914 only 46.2 per cent. This corresponding decrease is also to be explained by the decreasing size of families, by removal of artisan families, and by the fact that many farmers' sons and daughters are bringing up their families in urban centres.

The great problem regarding rural Ontario is to make country life so attractive and wholesome, that the majority of the people will be satisfied to live there rather than in town or city. Much has been accomplished through the influence of the railway, the telephone, electric lights, and rural mail delivery to bring the best of the city to the farmer without the corresponding disadvantages of urban existence. The possession of material things, the opportunity for social enjoyment, and the pleasure that comes from work itself, are tending to make the rural population contented and happy. Mere prosperity will not solve the problem. Education must be suited to the needs of all; the children especially must be interested in home life and community activities to such an extent that they will not be ashamed of their birthright. Something is

being done to make agriculture more scientific through the Dominion and Provincial Departments of Agriculture in co-operation with the Ontario Agricultural College, at Guelph. (12: 3). The Department of Education has made provision in a practical way for the teaching of agricultural subjects in the schools. It recognizes that the only effective way of making rural life more satisfactory in every respect, is by training a generation of intelligent men and women with the right outlook on life, and that this can be done only through education, directly related to the environment of the child.

The beginnings of agricultural education in Ontario, date back to the establishment of the Normal School in Toronto in 1847. Courses were given to would-be teachers in agricultural chemistry and part of the Normal School grounds were set aside for experimental farming. Dr. Ryerson's ideas were in advance of his time, since the rural population did not realize the importance of agricultural teaching nor were special inducements offered to teachers prepared to teach this subject. Later, text-books in agriculture were authorized by the Department of Education and soon agriculture became obligatory in the public school course of study. This mere text-book method of presenting the subject has always been a failure and it proved to be as futile in Ontario as elsewhere. Hence no real progress was made until about 1900 when nature study was introduced into the schools and from it, agriculture, as it is taught to-day, has developed. The old text-book method presented by a teacher with neither knowledge nor interest, has been replaced by practical studies in the home, the garden, the field, the orchard, the roadside, the school garden—all illuminated and vitalized by a personality possessed of a right vision and a new outlook on life. "The course of study is the common plants and animals, the common work and interests of common people who send their children to the common schools. * * * Instruction is based on the pupil's natural interests, his present and prospective environment, and his own activities." (O.A.C. Bulletin, No. 2, 1913). Thus the teaching of agriculture in the schools does not mean a new subject, it means rather a new method, a new purpose, a new school; it means education for country life. The following quotation will give some idea of recent agricultural progress and how it is obtained. "No text-book is prescribed; the work is based on nature study and school gardening. It is optional but public favour of it is growing steadily. * * * Through the schools' division of the experimental union, choice planting material is furnished free to the schools for experimental and demonstration purposes. During the past season field agents in agricultural education assisted the director of the work in supervising and inspecting the work in the schools, besides giving instruction at Teachers' Institutes and the Model

Schools where teachers are trained. At the Normal Schools also, teachers receive instruction in elementary agriculture and school gardening". (12:4).

Thus the rural school of Ontario is beginning to find a new field of service. Through school gardens and experimental plots, the school is introducing and testing new varieties of vegetables and field crops. In some communities a new love of rural environment is being taught through the interest that young people have in well-kept lawns, shrubbery, and flowers. The school plant itself, re-vitalized under the leadership of a teacher of vision and power is becoming a social centre where a new whole-hearted contentment is being taught. That this work is spreading is shown by the fact that in 1903, four schools in the Province were doing work in practical agriculture, while in 1914 there were 278 schools engaged in this work. The grants paid by the Legislature have increased in proportion. In 1903, four hundred dollars were paid to trustees while in 1914 nearly three thousand dollars were paid. The first grants to teachers were made in 1908 amounting to one hundred and twenty dollars; in 1914 teachers' grants amounted to more than three thousand dollars. However, when one remembers that in 1914 there were 6276 teachers of rural schools in the Province and that fewer than 300 participated in these special grants, the beginnings seem small indeed.

But there is a beginning and the agricultural leaven is working. The present measure of success of elementary agriculture in rural schools may be accounted for by, (1) teachers peculiarly prepared for their work, (2) satisfactory division of the school year, (3) government grants to schools, (4) good system of organization. The work in elementary agriculture and horticulture may be carried on by teachers specially qualified for the work or by teachers of proved ability, who are not specially certificated. Any regular teacher may obtain a certificate by, (1) a spring course of ten weeks at the Ontario College of Agriculture or, (2) two summer sessions at the same institution and a directed course of reading during one winter or, (3) a course in agriculture at a High School, followed by a regular course at a Normal School and one summer session at Guelph. Only competent teachers are entitled to receive the special grants.

The usual causes of failure in school gardening and agriculture are attributed to long summer vacations and the frequent changes of teachers. To obviate the difficulties of the school vacation, the Department of Education requires that for purposes of the school garden the year shall be the calendar year and not the usual school year from September to June. Ample provision must be made for the care of the garden during the months of July and

August, or the Government grants will not be paid. If the teacher leaves at the end of the school year, due consideration is made with reference to the grants, provided the new teacher and the trustees complete the work of the year satisfactorily. Both the teacher and the trustees look upon the work of agriculture quite seriously. The secretary of the board and the teacher are obliged to file separate notifications of their intention to teach agriculture in the school. The trustees are required to share in the labour and the responsibility, and a definite time amounting to at least an hour a week must be shown on the school time-table. Complete accounts of the cost of school garden work must be kept and submitted to the Department on special blanks furnished in the school register for keeping weekly records of various phases of work undertaken. The report is forwarded at the end of the year to the Department through the local inspector and must show clearly such points as, (1) plan of the garden, (2) how cared for in vacation, (3) condition in September. All these details are necessary as the grants to the schools are based on these particulars. Many valuable suggestions are furnished to the teachers by the Department of Education through the inspectors. To make the work of the most value, the first essential is a teacher vitally interested in rural life, who might reasonably be expected to continue in the service of the same school for a number of years. One way to encourage a teacher to remain more permanently in a school is to provide a teacher's residence. Unfortunately it is not usual to find teachers' homes erected on the premises of the Ontario rural schools. Wellington county has a number of such schools, and so happily do they work for county welfare that the entire Province might well profit by imitation. One illustration will suffice. Marden school is situated four miles from the centre of the city of Guelph and two miles from the end of the street car line. It was organized in 1842 and during its seventy-four years of existence has been taught by seven teachers. This school has a beautiful teacher's residence and during the past sixty years has been taught by three teachers. The government might well consider the advisability of making special grants to school sections erecting teachers' residences. These residences would surely, (1) prevent the frequent change of male teachers, (2) improve the rural attendance, because of the social standing of the teacher, (3) induce male teachers to take up rural teaching permanently. (21: 29).

The syllabus of studies prescribed by the Department of Education for the Public and Separate Schools of the Province is uniform for both urban and rural schools. It would seem that the work in agriculture and horticulture in rural communities would be greatly facilitated if there were some measure of differentiation of work. The objection urged against this would be that if the rural differed from the urban course, pupils from city and country schools

would not be on an equal footing in the High Schools and Collegiate Institutes. To obviate this difficulty certain standard subjects could be common to both courses of study and the Entrance Examination to High Schools could still be uniform throughout the Province as it is to-day. Pupils could be required to pass additional examinations in the newer subjects prepared by each local Entrance Board. As a guide to the teachers in preparing their pupils for these examinations, each inspector would be required, under the supervision of the Department, to draw up a syllabus of studies best suited to his inspectorate in the various subjects such as art, nature study, school gardening, horticulture, agriculture, etc. Such a specimen outline in nature study was recently prepared by the junior inspector and adopted by the Ottawa Public School Board.

The differentiation of rural and urban school courses of study brings up the question of making a difference between the training of teachers for the two classes of schools. Teachers who have always lived in towns or cities are at a great disadvantage when they find themselves face to face with rural problems. Frequently such a teacher's position is most embarrassing and his prestige suffers seriously because the pupils discover the ignorance of the teacher concerning the most simple rural activities. Should there not be one or more of the Normal Schools set apart for the special training of rural teachers? It has been shown that in all the Ontario Normal Schools the course is uniform and hence no attempt is made to give special training for the preparation of teachers for graded or ungraded, urban or rural schools. It may be fairly contended that the Normal Schools as constituted at present tend to prepare teachers more for town or city schools than for rural schools, since most of the observation and practice teaching is done in graded schools. It is very questionable if some Normal Schools should train city teachers and others country teachers. The great principles of education are the same for both urban and rural schools and if the present plan of carrying on some observation work and practice teaching in affiliated rural schools succeeds, there should be no need of specialized Normal Schools. Then at the beginning of their training course it is practically impossible for students to make a choice as to which type of school they should prepare to teach. For these and other reasons it may be assumed that even if there were a differentiated course of study for rural and urban schools, teachers could still receive their professional training in the Normal Schools as now constituted. It would be possible to arrange that teachers who expected to teach in rural schools could take part of their course at a separate Normal School established in connection with the Ontario Agricultural College. Another plan would be for all students to complete their regular Normal School course as

at present are then be offered special inducements to attend one more summer sessions at the Agricultural College. The summer courses would be differentiated to suit rural and urban teachers and the receiving of a permanent certificate by a candidate would be conditioned upon his having completed a summer course for either rural or urban teachers.

Up to this point some attempt has been made to show how Ontario is striving to solve the problems of modern rural life through the one-teacher schools. There are some well-equipped and well-taught schools of this type that are doing much to improve rural life conditions but teachers of rare gifts are required to make the small school of early pioneer days a vital force in any modern agricultural community. Such teachers are hard to get and harder to keep under the prevailing school system and consequently fully ninety per cent. of the rural schools are unable to furnish enough of what is vitally interesting to the larger boys and girls to keep them at school. Frequently one hears the criticism that the rural schools of to-day are inferior to the rural schools of twenty-five or thirty years ago. In those days the most ambitious young men who were looking forward to law, medicine, or divinity, found in teaching a ready means by which to reach their goal. Now these young men go directly to prepare themselves for their future careers which frequently include many phases of industrial and commercial life as well as the professions, and the teaching profession is poorer in consequence. In many instances the schools over which these young men of strong personality presided are taught to-day by inexperienced girls, many of whom do not consider their work professionally. There is no desire to speak disparagingly of the influence of female teachers. Among small children in graded schools they can do work that men cannot accomplish, and even in rural schools some female teachers have done, and are doing, remarkably good work, but there are many immature, incompetent female teachers who are ill-suited to rural conditions. Every child, and especially every boy, needs to come in contact with strong, vigorous, humanizing manhood or womanhood in school. If he is to have a broad outlook on life, his soul must be developed by means of a powerful personality on fire with love for history, literature, science, and the vital problems of the child's environment.

Rural communities, it would seem, should have education suited to the needs of all their members, but up to the present time there has been little demand for a radical re-organization of the rural schools of Ontario. The farmers are conservative and cling tenaciously to the old ways, and hence any slight changes that have been made have satisfied all except the most aggressive of the rural population. No new method of education can be forced upon the

rural communities; it must rather be evolved by them, perhaps with some measure of self-sacrifice, the government giving co-operative assistance. In all progressive countries, attempts are being made to adjust education to meet the needs of the children of the country districts, to interest them in home life in the country, and to qualify them to follow that life with pleasure and profit. To make any improvement in the rural school, the first essential is a teacher of ability reared in the country, who might reasonably be expected to continue in the service of one school for a number of years. To accomplish this there is but one feasible mode of procedure, and that is to re-organize the whole system of rural education, to make it possible for a competent, ambitious teacher to feel that he has a field of labour worthy of his best efforts with some probability of permanence.

Several leading educators of the Province have advocated consolidation as the only solution of the difficulty. It may be objected that consolidation has been tried and failed; on the contrary, consolidation has not failed in Ontario because it has never been thoroughly tried. It is true that the Model Consolidated School, organized at Guelph as a demonstration of what the new kind of school should do for a community, has not been entirely successful. But this partial failure is due to such evident mistakes in organization that they could easily be avoided in the future. There are difficulties in the way of consolidation to be sure, but what great problem was ever solved, or what great enterprise ever undertaken without numerous difficulties to be overcome? One plan would be to have, instead of our present trustee system, a county board, made up of three members, two appointed by the County Council and one by the Minister of Education. This County Board, of which the inspector or inspectors would be ex-officio members, would control all rural schools of the county. They would provide sites, buildings, library and equipment, employ teachers, fix the school rate for the county, and frame rules for the management of the schools, subject to the regulations of the Department of Education. Naturally the members of this Board would be men and women deeply interested in education and with considerable knowledge of school affairs. Instead of there being two or three hundred schools in a county as at present, there would be ten, twenty, or thirty and these would be equipped and made modern in every respect. Each such school would have from one hundred to three hundred pupils and there is no reason why there should not be a teacher's residence in connection with each school. With a graded school, well-equipped, a comfortable residence, and a good salary, it would be easy to obtain the services of a well-educated male teacher for principal, and with improved conditions, social and otherwise, it should be

much easier to secure competent female assistants. Many young teachers who now fail would succeed if they were relieved of the responsibilities of administration and organization, and would work under the direction of a principal who had scholarship and wide experience. The principal objection to the county as a unit would seem to be the removal of the school farther from the home than it is at present, not merely in distance, but in spirit and surroundings. The intimate personal contact of teacher and pupils in their small classes, their close association on the play-ground and out of school and the teacher's acquaintance with the parents would be exchanged for the more formal relationship and general class teaching characteristic of urban schools. In all probability the advantages of better school buildings and equipment, more thoroughly trained teachers, presenting work more adequately suited to community needs would more than compensate for any disadvantages that might be involved through consolidation. Another plan would be to have the township as the unit of consolidation. This would bring the consolidated school nearer to all the people whom it would serve, and in consequence it could be used by all its patrons as a centre of social life. Instead of trustees as at present there would be a Township Board elected at large by the ratepayers, the inspector or inspectors of the county being ex-officio members of all Boards of education. This plan could easily be modified so that one-teacher schools might be retained for all pupils to the end of the sixth grade, *i. e.* to the end of Senior Third. All pupils from Junior Fourth up would attend the consolidated school which would also furnish secondary education adapted to rural conditions. This would mean virtually the adoption of the so-called six-and-six plan in rural communities. In addition to the regular school subjects, nature study, agriculture, manual training, and household science would be provided and the continuity of the work would tend to hold pupils for advanced work after their promotion from the Senior Fourth grade. If the township unit were found impracticable, each inspectorate could easily be organized into a consolidated school district, electing its own Board of Trustees, the inspector being chairman of each Board.

In order to have a re-organized rural education, three types of schools are necessary, the agricultural college, the secondary school, and the elementary school. Ontario has an excellent College of Agriculture to which frequent reference has been made in these pages. The Department of Education has been most active in encouraging education for country life through the medium of the one-room country schools. Some measure of success has attended these efforts and in preceding paragraphs suggestions have been given for the improvement of this work. In this larger plan for the

training of those in rural communities, the elementary school must teach the elements of agriculture and to make this possible, teachers must be properly trained in country life subjects. The College of Agriculture is the apex of this educational pyramid and must teach the principles of scientific and practical agriculture to adults. There is need, however, of a High School located in the country. Not a secondary school of agriculture, though agriculture and kindred subjects would be taught; not an urban High School removed to the country, though many of the cultural subjects now taught in such institutions would be taught; but a genuine rural High School that would train for social and intellectual efficiency in that same environment. Too often in the past, if a boy has done well in the ordinary rural school he is sent off at about fourteen years of age, to an academic High School in the city. This is a very serious mistake, for during these formative, adolescent years he should be investigating problems relating to the farm. Instead he is following work in the urban High School that has no direct bearing whatever on the activities of rural life, even the science is formal and fails to give him any comprehension of the wonderful possibilities of its applications to farm life. This youth, who goes from the country to the city High School, associates with the young people of the city, partakes of the social life of the city, hears nothing in favour of country life, and at the end of four years the country offers no attractions to him as a permanent home. Eventually through sheer force of character, gained during earlier years on the farm, he succeeds in some business or profession for which he was more fitted by experience than by nature. Many rural parents hesitate to send their children, during these critical years, of adolescence, away from the protection of home into an environment totally different from that of the country. Consequently though high school education is desired by such parents for their children, they are deprived of it because the parents are unwilling to take the risks involved. If the child cannot be sent to the school, then the school should be brought to the child and this could be accomplished by establishing in each township of the older counties of Ontario a consolidated High School. In this way a high school education would be possible for every country child, who is entitled to educational advantages equal to those provided for the most favoured urban child.

There has been some prophecy of such schools in Ontario but in all probability it will be some time before the rural public can be sufficiently educated to realize the fulfillment of the prophecy. However, in 1907 encouragement was given to the establishment of agricultural departments in one of the secondary schools in each county. Graduates of the Agricultural College were appointed as agricultural representatives, and it was proposed that they should

also act as regular teachers in the agricultural departments of the High School situated in the towns where their offices were located. Each county was required to vote \$500 annually towards the support of the work and the Province became responsible for the provision of the remainder of the funds required. The county agricultural representative being fully employed in field work, the plan has not worked out satisfactorily, hence other means will have to be devised for encouraging this work. The present Continuation Schools could be modified so that they would serve the rural communities better than at present. They could be established in the open country instead of in urban centres as they usually are now. Their course of study could be so changed that they would virtually become consolidated rural schools. A regular programme of studies should be prepared for those rural High Schools in which particular attention would be given to the teaching of science subjects in their application to rural work, rural problems, and the principles underlying the systems, methods, and operations of farming and household science. The literary, social, and cultural side would be developed by special attention to languages, literature, history, civics, music, and such experiences as make for the enrichment and efficiency of intellectual and social life in rural districts. Young people so educated should become contented, prosperous, and happy citizens. Naturally some graduates would find their way into professions and into business life; many would become intelligent farmers and farmers' wives. Others would look forward to entering agricultural, household science, or art colleges with a view to becoming teachers in rural communities so that year by year these consolidated rural Public and High Schools would be staffed by teachers whose natural instincts and training have been largely rural and not urban. There is no reason why students trained in such rural schools should not receive their professional training in the Normal Schools and Faculties of Education as these are at present constituted. As suggested elsewhere it could easily be arranged that part of their training course could be taken at a special Normal School established in connection with the Agricultural College.

Doubtless, some time in the future, complete provision for the education of the youth of rural communities will prevail. Such conditions will not come by revolution but by the slow process of evolution. In the meantime natural conservatism prevents rapid reforms, and prejudice against anything new must be gradually overcome. Penurious local authorities will continue to raise the usual outcry against increased cost, in spite of evident advantages. Certainly such a scheme of rural education would cost more than what is now provided, but it would be worth more, on the same principle that the binder is worth more than the sickle or the automobile than the ox-cart.

PART II.**THE PREPARATION OF TEACHERS IN THE UNITED STATES: A COMPARISON.****CHAPTER IV.****THE UNITED STATES AND ONTARIO.**

In both the United States and Canada democratic principles of government prevail, and the people are governed in accordance with their own wishes. In the United States the Federal Government possesses only such powers as were expressly and voluntarily resigned to it by the several States. In Canada, on the other hand, the central government possesses all the powers not assigned to the several provinces. While the people of the United States are loath to take away local authority, still they are willing to give their rulers more extensive powers than would be thought of under the system of government in Canada. This statement is true of the powers given to the President of the United States, to the Governor of nearly every State, to the State Superintendents or Commissioners of Education, and to local superintendents or inspectors in various parts of the country.

The Federal Government of the United States, like the Federal Government of Canada, has little supervision and control of matters of education. In each State added to the Union since 1785, one sixteenth of the public land must be reserved for providing a school fund. At various times the government has made appropriations in money and land to the several states for educational purpose. Institutions like the Smithsonian Institute, the National Museum, and the Library of Congress, furnish magnificent opportunities for students of higher education who desire to carry on original and scientific research work. The Bureau of Education at Washington, founded in 1867 for the purpose of collecting information and gathering statistics regarding education, has proven to be a most valuable institution in the interests of education. This Bureau publishes frequent reports and monographs dealing with special departments of educational work and these are distributed to the public institutions of several countries, and to private individuals who satisfy the Commissioner of Education at Washington that they are interested in educational questions. The Dominion of Canada has nothing corresponding to this Bureau, but in 1910 a Royal Commission was appointed by the Dominion Government to investigate the whole problem of industrial training and technical education. This Commission visited the foremost countries of the world and published a report making certain valuable recommendations re-

guarding education in Canada. The agricultural industrial Bill of 1913, by which \$10,000,000 were set apart by the Dominion Government for the development of agriculture throughout Canada, is another instance of how the various provinces have benefited from the Federal Government. Education in Canada is essentially a provincial concern, also in the United States each state has worked out its own system; in the latter case the encouragement furnished by the central government has had a very advantageous effect. Through the liberality of the Federal Government each state has been enabled to work out its own educational problems in accordance with the genius of its inhabitants, hence certain individual characteristics are apparent.

1. The desire to place secondary as well as elementary education within the reach of all.
2. The determination to keep every kind of state-supported institution free from sectarian control.
3. The tendency to have the training given by all schools and colleges as practical as possible. (19: 14).

Throughout the United States there seems to be a desire to adopt the best methods for the professional training of teachers and to accomplish this the tendency in each state is to centralize the system of examination and certification of teachers. The professional training of teachers in the United States was modelled closely after the Prussian system and began with the preparation of elementary teachers. During the "educational revival" from 1820 to 1840, the different states organized and greatly extended their school systems, one result being that elementary instruction was discovered to be very defective and inefficient. Consequently Normal Schools were created with the expressed object of qualifying teachers for the Common Schools. In 1839 Massachusetts opened three Normal Schools, all of which are still in operation. In an address at the opening of one of these, Governor Everett of Massachusetts indicated the purpose of such institutions somewhat as follows: (1) a careful review of the branches to be taught—the future teacher should be thoroughly versed in what he would teach; (2) the second part of instruction in a Normal School is the art of teaching—one must know the matter to be taught, but there is a peculiar art of teaching; (3) the third function is to qualify the would-be teacher in the difficult art of governing a school; (4) observation and practice teaching in a school or schools similar to those in which the young teacher will afterwards be called upon to teach—he must have the benefit of actual practice in the business of instruction. (20: 55).

When the first Normal Schools were established there was little or no public provision made for secondary education. Gradually

the Common Schools expanded into the Kindergarten below and into the High School above, and the Normal Schools, which had assumed the responsibility of training teachers for the common schools, extended their curricula to meet the needs of teachers of Kindergartens and High Schools as well as of Common Schools. The Normal Schools succeeded very well in preparing teachers even for High Schools so long as education remained a matter of instruction, but when investigation and research became important factors, the Normal Schools were unable to prepare the specialists that were required in the High Schools. In some cases, however, Normal Schools with limited resources attempted to prepare teachers for all grades of work and in so doing brought deserved criticism upon themselves. Speaking generally, the Normal Schools of the United States have been most successful in the preparation of teachers.

It appears then that at first no very sharp differentiation existed between the professional training of elementary and of secondary teachers. About the time that Normal Schools were expanding their curricula to include the training of high school teachers, the colleges began to extend their courses to include the preparation of teachers of elementary schools. This was especially true of colleges of the West in which Normal Departments developed, to become later chairs of pedagogy when the colleges became universities. The first of such chairs were established in Brown University and in the Universities of Iowa and Missouri. At the present time the University of Missouri maintains a department of pedagogy which is a professional school of education co-ordinate with the professional schools of law and medicine. In the East, academies and high schools prepared students for college and university work. In the West, there were no academies and few high schools, hence the universities were forced to establish preparatory departments. In the East, the Normal Schools trained both elementary and secondary teachers; but as there were no Normal Schools in the West, the universities established Normal Departments for the training of elementary teachers. Later, when State Normal Schools were established, the Normal Departments were either discontinued or else were modified to meet the demand for the professional training of secondary teachers. This university movement started without any very definite purpose except to prepare teachers for all grades of public school work, both elementary and secondary, though at first the stress was placed upon the preparation of elementary teachers. Both the Normal School movement and the movement to have teachers trained by means of Normal Departments in universities originated among the people, through their desire for better schools. (20: 63.)

Another movement with the definite purpose of affording professional training for secondary teachers originated among scholars and professional men who were anxious to prevent the waste and inefficiency arising from college graduates entering upon the work of teaching without adequate professional preparation. This movement which began in the early eighties has continued up to the present, and because of its scientific character has greatly benefited the teaching profession. Before the beginning of this movement, college and normal school graduates were teaching in important high schools but both were deficient in preparation; the former because of lack of professional knowledge and the latter because of lack of scholarship. The University of Michigan was the first to establish such a Department of Education in 1879-80 under the name, "Science and Art of Teaching," in charge of Dr. W. H. Payne. The aims of the University in providing instruction in the science and art of teaching are summarized as follows:—

1. To fit university students for the higher positions in the public school service.
2. To promote the study of educational science.
3. To teach the history of education and of educational systems and doctrines.
4. To secure to teaching the rights, prerogatives, and advantages of a profession.
5. To give a more perfect unity to the state educational system by bringing the secondary schools into closer relations with the university. (Univ. Calendar, 1899-1900, p. 116).

Thus the object of the Department of Education in the University was not to train elementary teachers as such, but to train teachers for high school positions, for principals and headmasters, and for superintendents. Other universities opened similar departments of education with aims almost identical with those of Michigan and with courses of study either the same or slightly modified. Some of these departments of education have become known all over the continent and a few, such as the School of Education University of Chicago, and Teachers' College Columbia University, have become world famed. The aim of such departments is thus set forth in a current calendar of the latter institution. "The purpose of Teachers' College is to afford opportunity, both theoretical and practical, for the training of teachers of both sexes for kindergartens, elementary and secondary schools, of principals, supervisors and superintendents of schools, and of specialists in various branches of school work, including normal schools and colleges."

To sum up then, there are three distinct types of training schools. First, the Normal Schools which were established for the preparation of elementary school teachers. Their object and status have been modified from time to time, though for the most part they aim to train elementary school teachers in both private and State institutions. The second type is the Normal Departments in colleges and universities. Their object has been much less definite, as they have sometimes trained elementary teachers and at other times both elementary and high school teachers. They have frequently been brought into conflict with the Normal Schools because of their lack of definite purpose. These have developed into State Normal Schools affiliated with the State Universities as in Nevada and Utah, or they have grown into regular University Departments of education for the special preparation of secondary teachers as in Iowa, Missouri, and other States. The third type is the establishment of a University Department of Education or faculty, co-ordinate with other collegiate departments or faculties in the same universities; (examples have already been given). Their aims were, and have continued to be, clear-cut and definite, (1) the professional preparation of secondary teachers, city superintendents, elementary and high school principals, normal school and college professors, (2) the scientific investigation of educational problems. It should be noted that this last type has been subjected to severe criticism from other collegiate departments whose professors have been disposed to look with some contempt upon a faculty of education and from some Normal Schools that have come to regard the training of high school teachers as their legitimate field. However, these departments have continued to grow in favour and have become important and permanent phases of the educational system of the United States. (20: 151).

The foregoing paragraphs give some brief account of the outstanding methods of preparing teachers in the United States. It will be observed that the Normal Schools resemble the Normal Schools of Ontario in many respects, though there are no private Normal Schools in Ontario. Usually the course of study covers two years in the Normal Schools of the United States and more attention is given to academic work than in Ontario. In Ontario these schools show a marked uniformity in administration, organization, courses of study, and in examination and certification of teachers. In the United States they differ from one another very widely in organization, admission requirements, in courses of study and in modes of instruction. This may be accounted for from the fact that many of their Normal Schools have grown up in isolation from one another and from other educational institutions. Then again, the demand for teachers has been so urgent that standards of training have not

been forced upon the Normal Schools from without. There are in the United States 235 State Normal Schools, with a total attendance of 89,537 students and an annual expenditure of nearly nine million dollars. These figures do not include municipal and private Normal Schools which number forty-six and have an attendance of 5,749 students. The colleges and universities of Ontario have no Normal Departments thus there is no type of training corresponding to the second general method previously described as characteristic of the United States. The Faculties of Education at the University of Toronto and at Queen's University, may be said to correspond to the Departments of Education established in connection with many of the universities of the United States. These Faculties of Education in Ontario are somewhat limited in their scope as their main purpose is the preparation of first class public school teachers and high school assistants. The courses in pedagogy offer preparation for teachers looking forward to administrative and supervisory positions. Though facilities have not been provided for scientific research work, yet the character of work necessary to the securing of degrees in pedagogy will compare very favourably with work leading to the degree of Doctor of Philosophy in education in most of the universities of the United States.

Ontario has academic courses in the High Schools and Collegiate Institutes leading to entrance to Model Schools, entrance to Normal Schools and entrance to Faculties of Education, but in these courses no professional training whatever is given. In the United States, teacher training is carried on in twenty different states. In all, 1,051 public High Schools provide such courses for prospective teachers and 21,076 students are reported as being in attendance. Moreover there are 288 private schools and academies training 6,084 students. In all such institutions teacher training is a part of the regular high school courses. Fear has been expressed that teacher training courses in High Schools might weaken the regular academic courses, hence there is a general tendency to lengthen the course and grant no certificate until four years of regular high school work have been completed. In some states these courses for teachers in High Schools cannot be entered by anyone who is not a graduate of a regular four-year academic High School.

In the present work it is impossible to make a detailed study of the problem of teacher-training in each of the forty-eight states of the United States. Consequently in the following pages an attempt will be made to compare somewhat more intensively the system of preparing teachers in Ontario with the systems in three typical states, New York, Missouri, and California. Comparisons will be made under the following headings:—

Classes of Training Schools and their administration.

Admission requirements.

Internal organization.

Courses of study.

Observation and practice teaching.

Final examinations and certification.

CHAPTER IV.

NEW YORK AND ONTARIO.

Classes of Training Schools and their Administration.

The State of New York like the Province of Ontario has a highly centralized system of education, and elaborate provision for the training of teachers is made by the State Department of Education. Perhaps no state in the Union offers greater facilities for the preparation of its teachers, nor holds out stronger inducements to take advantage of the opportunities afforded. The State College, at Albany, trains teachers for secondary schools. The courses offered in this institution cover four years and are purely collegiate and professional, leading to degrees. Ten State Normal Schools are engaged in training teachers for the elementary schools. The general courses offered in the State Normal Schools are uniform and cover two years, but in some of the Normal Schools special courses are given. The State College for teachers and the State Normal institutions are maintained through appropriations made each year by the Legislature. There are private Normal Schools in New York but these are not given financial assistance by the State. The Normal Schools are free to residents of the State but students attending the private institutions are obliged to pay tuition fees. In addition to the Normal Schools, city training schools, organized under regulations prescribed by the State Department of Education are maintained in twelve cities for the preparation locally of their own teachers. The State Department of Education also maintains in 112 high schools and academies, training classes, which prepare teachers for the rural schools. Moreover, besides the foregoing, a number of the colleges and universities of the State maintain courses in education for the training of teachers. Though some of these departments of education perform most valuable functions in connection with the investigation of educational problems, they are not under the direct control of the State Department of Education.

In New York the Board of Regents (State Department of Education) is the administrative head of the State school system and acts in all matters not conflicting with the statutes. All agencies for the training of teachers, except private Normal Schools and university departments of education, must conform to regulations issued by this Board of Regents. These regulations include entrance requirements, courses of study, appointment of teachers, conducting of examinations, and granting certificates of qualification. The Normal Schools may be said to be under a state-local type of control since local boards of not fewer than three and not more than thirteen members are placed over each of the ten State Normal Schools. The local boards are purely advisory bodies and their local management is subject to the Board of Regents and the Commissioner of Education who is the chief executive official of the State Board of Education.

From what has preceded, it is evident that the system of administration of training schools in New York bears a close resemblance to that of Ontario. Both are decidedly centralized. In Ontario the Provincial Model Schools are managed by local boards of education but, in consideration of a special grant to each, the Department of Education requires that no principal shall be appointed until he has been approved by the Department. The Department of Education determines the entrance requirements, prepares the courses of study, arranges the examinations, and issues the certificates to successful candidates of both the Provincial Model Schools and the Normal Schools. The Normal Schools of Ontario have no local boards as have the Normal Schools of New York. The length of the session in Ontario extends over one academic year but in New York the courses cover two years. One of the benefits of the centralization in Ontario and New York is the uniformity that is secured. All students must conform to the same academic standard of admission, pursue the same course of study, and pass the same examinations throughout the State or Province, hence it may be presumed that all graduates have the same academic and professional qualifications. Both New York and Ontario encourage students to become teachers by providing free training schools, though students are compelled to make provision for all living, and (except in one instance in Ontario) travelling expenses. Unlike some European countries such as England and France no attempt is made to encourage students by means of scholarships. It is considered better to offer reasonably good salaries to teachers when they actually begin service.

In Ontario all teachers for elementary schools are prepared in the Provincial Model Schools, in the Normal Schools, or in the Faculties of Education. In New York, on the contrary, rural

teachers are prepared by means of courses in high schools and academies, approved by the State Department of Education. The courses thus provided may be undertaken after three years' academic work, though, beginning in September 1917, students will be required to complete four years' academic work before being admitted to these courses. These special courses for rural teachers cover but one year and certificates are issued only upon the completion of examinations prepared by the State Department. Ontario offers no courses in the high schools which lead to certificates of qualification as teachers, nor does Ontario make any differentiation between the training of the teacher for the urban and the rural school. Doubtless the Ontario system could be improved by making better provision for the training of rural teachers but it would seem to be a peculiar weakness of the New York system that the majority of rural teachers receive but one year's training in high schools while the urban teachers must have at least two years of professional preparation in special institutions. Both New York and Ontario make provision for the training of secondary teachers, the latter in the two Faculties of Education at Toronto and Kingston, the former in the Normal College at Albany. At present this College fails to supply enough teachers for all the secondary schools and consequently many Normal School graduates are engaged in teaching in high schools. New York could well afford to maintain two Normal Colleges in order to supply properly qualified teachers for its great system of secondary schools. In Ontario the Faculties of Education, besides training high school teachers, also prepare teachers for the highest grade of public school certificate. In New York the Normal College trains secondary teachers only. Unlike New York, Ontario has no city system of training classes for the preparation of teachers. In New York, all teachers so trained must comply with the minimum requirements of the State Department of Education, but the city conducting such training classes may demand a higher standard of qualification than the Regents' examination. In other words, in New York all legally qualified teachers must pass the examinations prepared by the State Department but local authorities may exact a higher standard. This plan of city training seems to be objectionable because of the tendency towards a steady inbreeding of home talent. Any city system should choose its teachers from the whole state or province, seeking always the best that can be secured. To limit itself to locally prepared teachers leads frequently to the employment of mediocre ones and the consequent deterioration of the whole system. In this respect the system of Ontario is superior to the system in operation in several of the cities of New York.

Admission Requirements.

Speaking generally, the admission requirements demanded of students entering training schools in the State of New York bear a striking resemblance to those required of would-be teachers in Ontario. There are, however, some differences. In New York applicants for admission to a Normal School are supposed to be residents of the State. Non-resident students may be admitted but they are compelled to pay such tuition fees as may be prescribed from time to time, by the Commissioner of Education. In Ontario all candidates must be British subjects and they must all be qualified by passing an academic examination prescribed by the Department of Education. Occasionally a student from another province or another country is admitted to an Ontario Normal School but not until such student's credentials have been investigated thoroughly by the Department of Education. There are no regulations governing such cases, each must be dealt with on its merits. In New York candidates for admission must be at least sixteen years of age, possess good health, good moral character, average ability, and a good knowledge of the common branches of English. Graduation from an approved four year academic course in a high school or academy is required for admission to a State Normal School. A course of study in a high school or academy to receive the approval of the Commissioner of Education must include 2,880 recitation periods, of forty-five minutes each and the following subjects are prescribed as part of the course:

| | | |
|--|-----|----------|
| <i>English</i> —which must be continuous throughout the four years and which must provide adequate instruction in grammar, composition, rhetoric and literature..... | 494 | periods. |
| <i>History</i> —which includes the three following courses, each of which must be continuous for a year, | | |
| Ancient history..... | 111 | " |
| History of Great Britain and Ireland..... | 114 | " |
| American history, including the development of civic institutions..... | 152 | " |
| <i>Mathematics</i> which includes, | | |
| Algebra..... | 190 | " |
| Plane geometry..... | 190 | " |
| <i>Science</i> —which includes biology, human physiology, and physics taught by the laboratory method. | | |
| Biology..... | 190 | " |
| Physics..... | 190 | " |

Foreign languages, which must include

| | | |
|-----------------|-----|---------|
| Latin, or..... | 380 | periods |
| French, or..... | 380 | " |
| German..... | 380 | " |

Drawing—for which adequate instruction must be provided during..... 228 "

Vocal Music..... 152 "

38 weeks are considered a minimum school year.

All appointments for admission are made by the State Commissioner of Education after the applicant has furnished a satisfactory statement from the principal of the High School where he received his academic training. Each candidate must also furnish a recommendation from the local school commissioner or city superintendent. These officials are relied upon to recommend only such candidates as intend to teach, and are likely to be successful. Provision is made by special regulations for admitting students not regularly qualified. Candidates twenty-one years of age, who have attended high school for two years and who have taught successfully for an equal period, may be admitted to a Normal School but they must complete their full high school course before they can be graduated. Provision is also made for admitting, on special consideration, graduates of city training classes, graduates of universities and colleges in good standing, and holders of life State certificates. The minimum condition for admission to city training classes is graduation from a four year course in an approved high school, and this requirement is prescribed by the Department of Education as in the case of admission requirements to the Normal Schools. Candidates for admission to training classes maintained in high schools for the preparation of rural teachers are required to complete at least three years of academic work. Beginning in September 1917, this requirement will be increased to four years of academic work in a high school. In Ontario, candidates must be at least eighteen years of age to be admitted to a Normal School, two years older than in New York. Since the courses in New York covers two years, the students graduate just one year younger than in Ontario. The Ontario system of approved high schools has not been a great success. There is no requirement that students must complete a specified number of periods in each subject prescribed as academic work in the high school. A candidate is supposed to spend two years in high school preparing for the entrance to Model School examination, four years in preparing for entrance to Normal School, and six years in preparation for entrance to Faculty of Education. There is nothing to prevent a candidate from writing on any one of these examinations after a shorter period of

preparation. Thus in Ontario more stress is put upon the examination as academic preparation than upon the number of hours given to the study of a particular subject. No attempt is made in the secondary schools to ascertain the fitness of a student for entering upon a course of training as a teacher. New York is in advance of Ontario in this particular since the prospective teacher must have a certificate from the principal of the high school attended and also a recommendation from a school commissioner or a city superintendent. Thus New York eliminates some unpromising candidates before they enter upon their actual training, but Ontario pursues the more expensive plan of discovering the unsuitable candidates during or after the training courses. The County Model School plan, recently abolished in Ontario, had this merit that many undesirable candidates were eliminated after a brief period of training, so that most of the candidates who presented themselves at the Normal Schools were already teachers of ability and promise. The present grade A students in the Ontario Normal Schools constitute for the most part such a class of students but they are greatly in the minority and in a few years will entirely disappear.

Internal Organization.

Each Normal School in the State of New York is under the immediate supervision and management of a local board appointed by the State Commissioner of Education. The members of local boards hold office until removed by the concurrent action of the Chancellor of the University and the Commissioner of Education; any vacancy in any of the local boards is filled by the Commissioner of Education. The local board is purely an advisory body acting under the general supervision of the Commissioner who prescribes all courses of study, determines the number of teachers and their salaries, and makes all appointments to Normal Schools. The principal of each school recommends the appointment of members of his staff after they have been approved by the local board. As the principal's advice is assumed to be reliable in all such matters, it is not often that mistakes are made in the selection of teachers. The management of each school devolves largely upon the principal aided by his staff. The local board makes rules and regulations for the government of the school, subject to the approval of the Commissioner of Education. This board must also transmit an annual report on January 1st to the Legislature through the Commissioner of Education, showing the condition of their Normal School during the preceding year. This report must include a detailed account of their receipts and expenditures which must be verified by oath or by the affirmation of their chairman and secretary. The management of the State Normal College at Albany is also entrusted to a local board and corresponds, except in unimportant details, with the management of the Normal Schools.

The Normal Schools in Ontario are managed directly by the Department of Education, without local boards. The Department employs its own expert officials, and on their recommendation, after they have received suggestions from the principal of each school, all matters relating to the organization and management of the Normal Schools are determined. The principal of each school is held responsible for conducting his school in accordance with regulations prescribed by the Department of Education. The Department through its inspectors of all grades of schools has every facility for ascertaining what teachers of the Province are eligible for appointment to the staffs of the Normal Schools. In this way the Department of Education has better opportunities for securing suitable teachers for its Normal Schools than New York, where each principal recommends the teachers after receiving the approval of the local board. In Ontario, the teachers are appointed directly by the Department of Education, though frequently the principal of the school concerned is consulted. Usually it has been assumed that an appointee to one of these positions must be a specialist in some department of academic work, but the Department has wisely laid down no regulation as to the qualifications of candidates for these positions. Academic degrees are not a sufficient guarantee of fitness; the teacher should possess scholarship, natural endowments, and an appreciation of the peculiar difficulties of training school work.

The students of New York State are required to attend the Normal Schools for two years. They must be sixteen years of age and their professional training at the Normal School must be preceded by four years of academic work in approved high schools. Undoubtedly New York is in advance of Ontario in demanding two years' training in the Normal Schools before graduation. It is impossible for students in the Ontario schools to complete satisfactorily in one year, the vast amount of work prescribed. The majority of them are young and inexperienced and the change from purely academic work to purely professional work is so great that they always waste considerable time adjusting themselves to the new situation. Students frequently complain that they cannot satisfactorily review all the academic work required, prepare the excessive amount of new material involved in such professional subjects as science of education, and conform to the requirements of elaborate courses in art and manual training. It is evident that if Ontario teachers are to be thoroughly trained, one of two things is imperative: either the work will have to be considerably curtailed, or the length of the session must be increased to two years. The policy of the Department of Education has been to extend the period of training for teachers whenever economic conditions would war-

rant such extension. If this policy is to be continued, the latter would be the logical solution of the difficulty.

In most respects so far considered, Ontario seems to compare favourably with New York, except that the latter provides a two years' course for its elementary teachers, while Ontario provides but one year's training. Ontario makes no provision for a retirement fund for teachers in Provincial institutions. Teachers employed prior to 1898 might, under certain circumstances, receive a gratuity of one year's salary on retirement from active service, but even this provision is not made for teachers engaged since that date. New York is in advance of Ontario in this respect. At their own request, or on the order of the Commissioner of Education, provision is made for the retirement of teachers who have been employed by the State for ten years immediately preceding retirement, and who have been engaged in teaching in State schools or elsewhere during a period of thirty years, and have reached the age of seventy years. Every such teacher is entitled to receive from the State annually, one-half of the salary which he was receiving at the date of retirement, provided, however, in the case of a supervising official or principal, that the sum paid does not exceed one thousand dollars, and in the case of a teacher, that the sum paid does not exceed seven hundred and fifty dollars. Liberal provision is made for retiring teachers at an earlier age, who have become physically or mentally incapacitated. There are four conditions by which teachers of Normal Schools may be retired.

1. A teacher who has had thirty years' experience, and who during the ten years immediately preceding application for retirement was a teacher in one of the State Normal Schools, and who has reached the age of seventy years, must be retired on request.
2. A teacher of the age and experience required under the conditions named in (1) may be retired on the order of the Commissioner of Education.
3. A teacher who has had the experience specified under (1) without the age requirements, and who has become physically or mentally incapacitated as certified by a majority of the local board, may be retired by order of the Commissioner of Education.
4. A teacher who has been employed in a State Normal School for ten years, who has taught for an aggregate period of twenty years, and who has become physically or mentally incapacitated, as certified by the local board, may be retired by order of the Commissioner of Education. It will be noticed that it is mandatory upon the State to retire those teachers who come within the conditions named in paragraph (1). In all other cases the Commissioner of

Education may use his discretion in issuing orders for the retirement of teachers. For some years, Ontario has been struggling with the problem of superannuation of its teachers. The Department of Education has proposed a liberal scheme of superannuation, but there is much diversity of opinion among teachers themselves as to its merits. In all probability, the proposed Superannuation Bill will become law at the next meeting of the Legislature.

Courses of Study.

The curricula of the State Normal Schools are prescribed by the Commissioner of Education, and include three general professional courses each of which covers a period of two years. These courses are:—(1) elementary teachers' course, (2) kindergarten-primary course, (3) kindergarten course. The elementary teachers' course prepares teachers for the grades of the elementary schools of the State. The diploma issued to a graduate of this course is a life license to teach in any public school of the State without further examination. This course is given in each of the State Normal Schools and the vast majority of the graduates find employment in towns and cities having more than 5,000 of a population. The kindergarten-primary course prepares teachers for the kindergarten and the first six years of the elementary schools. Graduates of this course are authorized to teach in any kindergarten in the State or in the first six grades of any public school, without further examination. This course is given in all of the State Normal Schools except one at Brockport and Plattsburg. The kindergarten course is given in five of the ten Normal Schools and all graduates are qualified to teach for life in any kindergarten of the State. Students who complete the kindergarten course and who afterwards complete the work in certain specified subjects of the regular Normal course, are granted diplomas licensing them to teach in both kindergartens and elementary schools. The subjects of study for each of the foregoing courses are set forth in considerable detail by the central authorities, who also determine the number of recitation periods that must be given to each subject. In each course observation and practice teaching occupy fully twenty-five per cent. of the whole time.

The courses of study in the Ontario training schools are prepared by the Department of Education and issued yearly for each type of school, in the form of an elaborate and detailed syllabus. The courses for the Faculties of Education receive the approval of the Department of Education but are actually prepared by the Universities of Toronto and Queen's. In Ontario, the text-books required by the student are nearly all prepared by the Department

of Education and cover so extensively such a variety of subjects that the average student cannot possibly master the work in one year. The courses of study in the New York schools are also extensive but two years provides ample time for the satisfactory completion of the work. Formerly, the two Ontario Normal Schools situated at Toronto and Ottawa gave special courses for the training of kindergarten teachers, but more recently owing to the decreasing numbers of those seeking such training, the course at Ottawa has been discontinued. The Toronto Normal School is the only centre which offers the kindergarten-primary course throughout the school year, though summer courses were maintained during 1915 and 1916 at various centres as has been noticed elsewhere.

A unique feature of the New York Normal Schools is the provision made for giving normal training to teachers of special subjects. It is not the policy of the State to give all special courses in each of the State Normal Schools, but to assign to each school the special work for which it is best adapted because of its location, organization, and equipment. In the Buffalo Normal School the following special courses are given to prepare teachers of vocational subjects, (1) mechanical drawing, (2) machine shop practice (3) printing, (4) pattern making, (5) joinery and cabinet work. Candidates may be admitted under either of the following requirements, (1) they must be at least seventeen years of age and must be graduates of approved high schools, (2) persons of mature age who have had four years of successful experience in some particular trade may be admitted to the Normal course for that trade at the discretion of the principal. Each course is planned to cover two years of regular day school work, but a student is permitted to undertake his course in evening classes and by this means may secure his diploma. The graduates of these courses have authority to teach their special subjects in the public schools of the State. The Buffalo school also provides courses in cooking, sewing, and millinery, to which candidates may be admitted who are eighteen years of age, provided they are graduates of high schools or other institutions approved by the Commissioner of Education. These courses extend over three years and the diploma granted is a license to teach cooking, sewing, or millinery in any elementary school of the State.

The Normal School at Cortland gives two courses in agriculture, one covering two years and the other one year. The object of these courses is to train teachers to teach agriculture in the small high schools which are distributed throughout the State. A candidate completing either course is granted a diploma which qualifies him to teach agriculture in the schools of the State. Two Normal Schools, viz., those at Fredonia and at Potsdam, give special courses in music

and drawing. Students cannot be admitted to these courses until they have completed a four years' high school course. These special courses cover a period of two years and graduates are qualified to teach these particular subjects in any public school of the State.

The Normal School at Geneseo offers a special course in connection with the regular two years' course for the preparation of teachers who desire to become trained librarians. The work combines the general course for elementary teachers with the work of a special technical library course. Many schools do not require the full time of a trained librarian, and by employing a graduate of this course the authorities of such a school may arrange to have one teacher give part of his time to the care of the library and the remainder to regular teaching. The organization of the Ontario Normal Schools would be much improved by the employment of a trained librarian in each school. Such librarian should rank as a normal school master and might be responsible for giving the instruction in some regular subject, as literature or history, in addition to his library duties. His principal work, however, should be in connection with the library and he ought not to be hampered by other duties infringing upon his time. The average normal student does not know how to use a library advantageously and has no conception whatever of library methods. All normal school libraries should be thoroughly equipped with books, charts, maps, lantern slides, and visual aids of various kinds under the direction of trained librarians, who are alive to the educational possibilities of such a collection. All students and members of the staff should be able to receive prompt and sympathetic assistance from such an official who has the library so organized that he can readily meet the needs of teachers, students, and ex-students. Teachers-in-training should acquire the "library habit" during their normal school career and they should receive definite instruction in the use of books and in library methods. Moreover, each student should have a measure of responsibility in connection with the care of the library and should be required to satisfy the librarian that he is competent to organize and care for any school library in accordance with approved methods.

The Oswego Normal School offers a special course in manual arts, and a commercial course is provided at the Plattsburg Normal School. Provision is made for the admission of students to these courses who have not completed the usual four years of high school training, but all such special cases must receive the approval of the Commissioner of Education. Diplomas are granted to graduates of the manual arts course qualifying them to teach in the public schools. Graduates of the special commercial course are licensed to teach in any commercial school or in the commercial department of any public school in the State.

In the Ontario Normal Schools, courses are provided in agriculture, manual arts, household science and music; and though the graduates are supposed to teach some of these subjects, no special certificates are granted. Candidates who wish to obtain certificates of qualification must take courses at other institutions. The Ontario Agricultural College, offers courses during the academic year, and also summer courses for the convenience of teachers in service who may wish to qualify. Special courses in art are provided during the school year at the Ontario College of Art in Toronto, and usually the Department of Education arranges for summer courses at the same institution. Courses in household science are arranged in the household science department of the University of Toronto. Candidates who comply with the departmental regulations in any of these subjects are granted Provincial certificates qualifying them to teach the subject specified in the schools of the Province.

Observation and Practice Teaching.

Both Ontario and New York give due consideration to observation and practice teaching. In New York, practice departments are maintained in all Normal Schools and students are required to do practice teaching and observation work therein under the supervision of critic teachers. The city training schools, which are maintained in twelve cities of the State, are provided with facilities for observation and practice teaching in the schools of their respective cities. Provision is also made for this practical phase of teacher-training in connection with the courses arranged in the high schools for the training of rural teachers. Wherever practicable the observation and practice teaching are carried on in actual rural schools under conditions which approximate those which the young teacher will subsequently experience in his own school. In the three general courses offered by the Normal Schools, the proportion of time allotted to this work is as follows:—In the elementary teachers' course 600 forty-five minute periods out of a total of 2,320 such periods or 26% of the total time; in the kindergarten-primary course, 560 forty-five minute periods out of a total of 2,060 periods or 27% of the full time; in the kindergarten course 560 out of a total of 2,000 periods or 28% of the whole time.

In addition to receiving methods of teaching on the authority of the normal school instructor, the students are directed to observe critically by being brought in contact with pupils actually engaged in school work. For this purpose students are taken to classes of the practice school to observe the work of experienced teachers, or pupils are brought from the practice school and taught model lessons by their own teachers or by normal school masters in the

presence of the students. Besides teaching detached lessons in the practice school, each student is required to take charge of a class of pupils continuously for several weeks. Since much responsibility for discipline as well as for instruction is required of the student, it is claimed that the prospective teacher is better fitted by this method than by being assigned single lessons to teach at certain specified times.

In general, the method of conducting observation and practice teaching in New York resembles very closely the method of carrying on this phase of teacher-training in Ontario. It is evident that a greater proportion of time is given to observation and practice teaching in the New York training schools than in Ontario schools. The former also have the advantage of providing several weeks of continuous teaching, while in the latter the only continuous teaching is a final test when each teacher-in-training is given the responsibility of teaching and governing a class for half a day. The training of the Ontario teacher would be made more effective if more continuous practice teaching could be provided, the teacher-in-training being wholly responsible for discipline and class work. In Ontario, however, there seems to be closer co-operation between the staff of the Normal School and the staff of the practice school. This may be due to several causes. First, the regulations of the Department of Education require that there be frequent conferences of the Normal and Model School staffs in order to secure concerted work and harmony of theory and practice. Then again, normal school masters are required to teach "model" lessons both in the Normal School and in the Model School to classes of Model School pupils. The regular teacher of the Model School is required to be present when the normal school master presents such lessons. Moreover, whenever practicable, normal school masters and teachers of the Model School are instructed by the regulations to observe practice teaching and to make jointly the criticism and valuation of each student's teaching.

The Normal Schools of New York have their own practice schools but in Ontario all training schools are compelled to use the public schools of the various local systems for practice teaching. Even the Faculty of Education at Toronto and the Toronto and Ottawa Normal Schools, which maintain their own practice schools, are compelled to secure additional class rooms for purposes of practice teaching. Arrangements must be made by the Department of Education with the local authorities to secure extra accommodation. The disadvantages of such an arrangement are greater than in the city training schools of New York, where practice facilities are provided in the schools by the local board which controls both the city system and the training classes.

Examination and Certification.

Since 1795, New York has aimed to have every teacher examined and licensed by the State. Even at that early date, it was recognized that the teacher is the most potent factor in directing and developing the work of the school. This being so, the government ought to determine who should be entrusted with the important duties of a teacher. It was not until 1841, however, that provision was made for the direct issuance of certificates by State authority through officials known as the deputy superintendents (afterwards county superintendents) of common schools. These officials were the direct representatives of the State Superintendent of Schools and certificates issued by them were valid in territory over which they had jurisdiction. In 1847 the power to issue certificates throughout the State was conferred on the State Superintendent of Common Schools. Thus a town or county superintendent could issue certificates valid in his own town or county and the State Superintendent issued certificates valid throughout the State. Not until 1888 was a uniform system of examinations inaugurated though the necessary statutory provision had been made as early as 1856. At the present time (1916) the great majority of the teachers in towns and cities of 5,000 or more inhabitants receive their training in the Normal Schools of the State. These Normal Schools are maintained wholly by State funds, are under the supervision and inspection of State authority, and all entrance requirements, courses of study, and conditions of graduation are prescribed by the Commissioner of Education. Any person receiving a diploma of graduation from a State Normal School is qualified to teach in the schools of the State without further examination. The State Department of Education prepares all the question papers, and the answer papers written by students who have completed their training-school courses are read and valued at the central department. Similarly, certificates are issued to students who complete the courses in the city training-schools, after they have been successful at examinations given by the Department of Education. Candidates who are looking forward to teaching in rural schools must pass examinations prepared by the central authorities after they have completed the one year's work in the training courses maintained in the high schools. Summing up then we notice the following characteristics of the New York scheme of examination and certification:—

1. The State sets the standard of qualifications which teachers must meet.
2. Officials employing teachers are not empowered to determine their qualifications except in city systems where a higher

standard may be demanded than the minimum required by the State.

3. The State does not direct who shall be employed but it does determine who shall not be employed. (18: —).

In Ontario the final examination questions in all the most important subjects are prepared under the direction of the Department of Education, while all other papers are prepared by the masters in charge of the respective subjects. Moreover, in Ontario more responsibility is put upon the staff who are called upon to read all answer papers. The success or failure of each student is practically in their hands, though the report made by them must be confirmed by the Department of Education. By the New York system, life certificates are issued to students upon graduation from the training schools. In Ontario, permanent certificates are not issued to students upon graduation, except in the case of grade A students, who have had previous training and experience, and who are consequently considered eligible to receive life credentials. All other graduates receive interim certificates good for two years, after which the certificates may be made permanent on recommendation of the inspector or inspectors under whom the teachers have taught. The inspectors have some opportunities for estimating the merits of the actual school-room work of such teachers. In New York the great majority of the students have had no previous experience, but yet they receive permanent certificates at the end of their two years' training course. Since New York takes no such precautions as Ontario in the matter of issuing permanent certificates, many teachers must receive life certificates without being worthy of them. It must be admitted in favour of New York, however, that for several weeks continuous teaching is done by students towards the end of their training course. In this way better opportunities are afforded of judging of the students' teaching power than in Ontario, where students teach isolated lessons and have practically no continuous teaching during their period of training.

In New York the lowest standards of qualification are maintained with reference to rural teachers. During recent years substantial progress has been made in the requirements exacted of teachers preparing for these schools. After September 1917, students will not be admitted to training classes for rural teachers until they are graduates of a four year high school. Even with the entrance requirement made equal to that demanded of prospective urban teachers, the rural teacher will be at a disadvantage since he receives but a one year's course in a high school training class while the urban teacher is trained for two years in a regular State Normal School. In New York, as in Ontario, large sums of money are

being expended to improve rural schools and make country life attractive. Only about twenty-five per cent. of the rural teachers of New York hold the higher grades of certificates required of teachers of urban schools. In Ontario nearly sixty per cent. of the rural teachers hold First or Second class certificates. The policy of New York State is to demand as rapidly as possible that teachers of rural schools shall be as well qualified as teachers of town and city schools. In Ontario no distinction is made in the course of training to prepare teachers for graded or ungraded, for urban or for rural schools. All students must take the same course of training and pass the same examinations irrespective of the kind of school in which they will afterwards be instructors. In both Ontario and New York there are many rural schools so small that the teacher cannot create any interest, and many sections are too poor to pay sufficient salary to command the services of the most efficient teachers. For example, New York has 1,400 school districts (sections) having an assessed valuation of \$20,000 or less, and only 4,600 school districts having an assessed valuation of \$60,000 or more. If the 10,500 school districts of New York could be reduced to five or six thousand by some method of consolidation, the rural schools would be materially improved. In this way real schools would come to be maintained in place of many mere apologies for schools which now exist.

Lastly, in New York the State has never differentiated in the requirements set for teachers employed in the elementary schools and those engaged in the secondary schools. The present regulations do not require special qualifications for high school teachers. Strictly speaking, the State Normal Schools are supposed to train teachers for elementary schools and yet persons holding diplomas from these institutions may legally teach in the secondary schools. Eighty of the ninety-two cities and towns having 5,000 or more population require college graduation for all new teachers employed. Most of these teachers are adequately qualified so far as scholarship is concerned, but many lack professional training and experience essential to skilful and efficient class room work. New York maintains at Albany, a State College which trains teachers for secondary schools. The courses in this Normal College cover four years and are purely collegiate and professional, leading to degrees. Normal school graduates should be prevented legally from teaching in the high schools, and eligibility to teach such schools should depend upon graduation from a Normal College for training high school teachers or from an approved college plus a professional course in education also approved by the State. In the High Schools of New York there are in all 5,330 teachers, of whom 3,520 are graduates, and 1,810 are non-graduates, which means that 66% of all high school teachers are College graduates. In Ontario there are

728 graduates and 292 non-graduates engaged in the secondary schools which makes 71.4% of these teachers college graduates and 28.6% non-graduates.

A certificate from a Normal School in Ontario gives the holder no authority to teach in a high school. The academic and professional qualifications for high school teachers are laid down very specifically in the Departmental regulations, and no one can teach in such schools who does not hold at least an interim High School Assistant's certificate, obtained from the Faculty of Education. College graduation is not an absolute necessity, but the great majority of teachers in secondary schools hold degrees. Ontario has these two advantages over New York, (1) a larger proportion of its high school teachers are college graduates, (2) no persons are permitted to teach in high schools unless they add at least one year of professional training to adequate academic preparation.

CHAPTER V.

MISSOURI AND ONTARIO.

Classes of Training Schools and their Administration.

Missouri has at the head of its school system a State Board of Education and a State Superintendent of Instruction. The State Superintendent, who is elected by the people every four years, is chairman of the State Board; the other members being, the Governor, the Secretary of State, and the Attorney-General, all of whom are ex-officio. Nominally, this board has supervision of all the educational interests of the State but practically its real work consists in the investment and care of school funds. The Superintendent of Public Instruction is responsible for the supervision of the schools and the school funds, for the preparation of all questions for teachers' examinations, for the valuing of answer papers, for the issuing of teachers' certificates valid throughout the State, and for the receiving of annual reports from all school officers and state institutions. Each county has a superintendent elected by the people in district school meetings. The law provides that this official must be an educational expert in order to qualify for the position. The duties required of him are even more extensive and exacting than those required of a county inspector in Ontario, as will appear from the following. The county superintendent must hold six public meetings each year, and during each autumn he must conduct county Teachers' Institutes. One very unique provision requires that he spend five days each year at a convention of school superintendents and twenty days each year at a State University, a State Normal

School, or in such other way as shall be approved by the State Superintendent. In addition, he is required to give definite attention to the study of rural school problems. Recently, Ontario has required newly appointed inspectors to visit Normal Schools, while some provision has been made for the attendance of all inspectors at special courses arranged at the Agricultural College. It seems evident that the Ontario Department of Education could bring about a more harmonious co-operation of the training schools and the inspectors by having the latter make systematic, annual visits to the several training institutions of the Province.

For the purpose of training the teachers of the State, Missouri is divided into five normal school districts each of which contains one Normal School. Besides these, Lincoln Institute at Jefferson City is constituted a Normal School for coloured persons, and the city of St. Louis maintains a training school for the preparation of its own teachers. Each Normal School is controlled by a Board of Regents of seven members, six of whom must be resident in the district for which they are appointed, the State Superintendent being ex-officio the seventh member of each board. At each biennial session of the Legislature, the Governor, with the consent of the Senate, appoints two regents for each school to hold office for six years. Not more than four regents of any school, including the State Superintendent, can be of the same political party. Each board is a corporate body and is required to report annually through its president to the State Superintendent. Appropriations are made to the State Normal Schools by the State Legislature or General Assembly every two years. In Ontario, all regulations governing Normal Schools are prescribed by the Department of Education. In Missouri, on the other hand, each Board of Regents adopts and enforces its own rules and regulations, appoints and dismisses teachers, suspends or expels students, directs the course of study, designates the text-books to be used, decides admission requirements, and confers diplomas and degrees on successful candidates.

Like New York, Missouri makes provision for the training of elementary and rural school teachers in about one hundred approved high schools of the State. Ordinarily, each county has one such approved high school to which the State makes a special grant of \$750 per annum, provided a class of ten teachers-in-training is maintained. The examinations for graduation from these classes are held under rules prescribed by the State Superintendent. A graduate may teach for two years in any part of the State, and after a year's attendance at a State Normal School may receive a permanent First grade county certificate. As we have seen in another connection, Ontario maintains no training classes for teachers in the high schools nor is any differentiation made between the

training of urban and rural teachers. The State University of Missouri also offers training for teachers, and a number of private colleges offer courses for teachers, but these latter institutions do not receive any appropriations from the State. Teachers of secondary schools are prepared in University Faculties as in Ontario, and in advanced courses that are provided in Normal Schools, in both of which cases the degree of Bachelor of Science may be secured.

The general provision of training institutions in Missouri resembles closely that of New York but differs materially from that of Ontario. Both Ontario and New York have more distinctly centralized systems of education than Missouri, especially in regard to the administration of training schools. In Missouri about 25% of all teachers trained are male, while in Ontario more than 35% of all teachers are male. Both Missouri and New York are typical of a tendency common to all the States of the American Union to relegate the work of the elementary schools to the female teacher. Nearly all male teachers are employed in high schools or in other institutions of higher learning. In Ontario the female teacher is rapidly taking the place of the male teacher in both the elementary and the secondary schools. Twenty years ago the sexes were about evenly divided in the Normal Schools while in the High Schools and Collegiate Institutes only one-sixth of all the teachers were female. During the last ten years there has been a mere handful of male students in each Normal School, which is an indication that men are not entering the teaching profession. The ambitious, self-respecting young man hesitates to undertake the work of teaching under present conditions since male students generally are not entering this line of work. This state of affairs may be accounted for from the fact that young men are attracted by remunerative positions in connection with the industrial and commercial expansion of the country. Even during the unusual economic conditions of the past three years young men are disposed to consider that opportunities are greater in other walks of life. In the teaching profession they see no prospects of immediate permanency of position nor of a future competence. In Ontario, such young men do not regard teaching as a profession on an equality with law, medicine, or divinity, largely because of the constantly changing personnel of those engaged in it, and because the male teacher has been superseded by the female teacher. (See chart).

Admission Requirements.

In Missouri, as has been observed, there is more decentralization than in New York or Ontario. This applies to the fixing of entrance requirements to the Normal Schools, which are not prescribed by the State Department of Education. These require-

ments are arranged by agreement among the Normal Schools themselves and are practically uniform for the State. Students entering any Normal School for the regular training courses must have completed four years of high school work. However, each Normal School offers high school courses which parallel the ordinary high school work. In the event of students desiring to enter the Normal School without the regular four years' high school work, provision is made whereby such students may complete their high school requirements within the Normal School before proceeding to take the regular teachers' training course in the same institution. This arrangement makes it possible for a student of Missouri to enter what is called an elementary normal school course upon presentation of a certificate of having completed the eighth grade of an urban school or upon graduation from a rural school. This elementary course covers four years and is of high school rank. A student may take part of his academic work in an ordinary high school and part in the elementary course provided by the Normal School, but in any case he must possess the equivalent of a four years' high school course before he can enter upon the regular normal school training. Each Normal School also offers a three years' course designed to prepare teachers for rural schools, and this course is open to students who hold certificates of graduation from rural schools, or who have completed the eighth grade of an urban school. This course may be completed in nine months by any student who may have previously finished two years or more of high school work. Students who elect to take the courses for teachers provided by the State University must enter as ordinary freshmen after completion of the regular high school courses. The State law of Missouri provides that teacher-training classes may be established in approved high schools and that students who have taken two years of regular high school work may enter upon such courses. Before being permitted to undertake this work, intending students are required to declare by pledge that it is their purpose to enter the teaching profession. In each of these high schools a special teacher must be engaged whose work is to offer courses in elementary psychology, school management, and pedagogy. Students who successfully complete two years' work may be ranked as regular high school graduates, and on passing certain State examinations are awarded temporary certificates.

Missouri and New York are alike in demanding four years of high school work of prospective normal school students. In Ontario, the exact time element is not required so long as the student complies with the age requirement and is able to pass the Normal Entrance examination. To prepare for this examination usually requires four years' attendance at a high school. Both Missouri

and New York provide differentiated courses for urban and rural teachers. The former has such courses in the Normal Schools and in the approved high schools, while the latter makes no provision for the training of rural teachers as such in the Normal Schools. As has been pointed out elsewhere, Ontario makes no attempt to give specialized training for any type of school. As constituted at present, however, the Normal Schools give a training especially suited for teachers preparing for urban schools, though the great majority of those being trained will eventually find positions in rural schools. To meet this anomaly, the Department of Education is at present making the experiment of using actual rural schools for practice teaching purposes. Ontario demands higher academic qualifications of those preparing to be rural school teachers than are required in Missouri. In Ontario, as has been seen, no one can enter a Normal School until he holds a Normal Entrance certificate. In Missouri, on the other hand, students may enter upon a rural teachers' course in a Normal School directly from an ordinary urban or rural elementary school. It must be admitted that this particular course covers three years, and after January 1917, will cover four years, but it is very doubtful if the average adolescent is mature enough at thirteen or fourteen to appreciate the work of a teachers' course. One advantage of this course is the long time the student must be in actual preparation for teaching, while the Ontario student seldom considers seriously the work of teaching during his high school days. In Missouri, academic and professional work are frequently taken up at the same time, in Ontario no attention is paid to work bearing upon the teaching profession during high school courses. The advantage of this separation of academic and professional work is that the student must have a thorough grasp of the former before he is permitted to undertake the latter. Furthermore, in Missouri, the academic requirements for those looking forward to rural school teaching are so limited, that such teachers must be very indifferently prepared. A large percentage of rural teachers receive little more than the equivalent of one or two years of high school work before they are licensed to teach. The standing demanded of such teachers would not compare favourably with that required of students entering the Provincial Model Schools in Ontario. Indeed a Third grade certificate, valid for one year, may be issued by a county superintendent to a candidate who has academic standing very little in advance of that required in Ontario to pass the Entrance examination to a high school. In New York, the Normal School courses are almost entirely professional, in Ontario they are purely professional, but in Missouri the Normal Schools offer four year academic courses preparatory to the regular training courses. This last arrangement seems a useless

paralleling of the work of the high school. In Ontario, all students must submit to a rigid examination prepared by the Department of Education before they are permitted to enter a Normal School. These examinations are not competitive in character and yet the Department may regulate the supply of teachers to suit the demand by raising or lowering the standard of examination requirements as circumstances demand. Missouri is glad to provide training for all students who comply with certain attendance requirements at high schools, because of the scarcity of teachers. Examination standards are not so rigidly enforced as in Ontario. In justice to Missouri, it should be pointed out that the academic requirements demanded of students entering upon the regular normal school courses will compare favourably with both New York and Ontario, since in all cases four years of such work are necessary.

Internal Organization.

In Missouri each Normal School is managed by a local Board of Regents of which the State Superintendent is a member ex-officio. The Board of Regents is organized with the following officers; a president, a vice-president, a secretary, and a treasurer. All appointments to the staff are made by the Board of Regents on recommendation of the president of the Normal School. Since both academic and professional work are taken up in the Normal School, and since courses cover one, two, three, or four years, the faculty is necessarily large and a great variety of subjects is presented. The most important departments are agriculture, natural science, English, modern languages, history, mathematics, technical subjects, music, physical education, education, and practice school. A competent professor is placed in charge of each of these departments and usually has several teachers associated with him. The several activities of each institution are in charge of committees of the faculty, the president being ex-officio a member of each committee. Thus there are committees in charge of standing and classification, certification and graduation, athletics, chapel exercises, discipline, recommendations and positions, lecture course and entertainment, social welfare, statistics, and alumni and school history. Such elaborate organization becomes necessary in an institution where students remain from year to year as they do in the Missouri Normal School. Moreover, the various academic and professional courses are attended by large numbers of students and the activities of such large institutions must be thoroughly organized to be really effective. The institution at Warrensburg may be taken as typical, and during the year 1914-15, there was in this school an attendance of 2,084 teachers-in-training and 417 pupils in the practice school. Not only is there this thorough organization of the faculty, but the

continuous attendance of students from year to year makes it possible to have successful students' organizations. For example, in this same institution there are six literary societies each of which meets once a week. The programme consists of readings, declamations, essays, orations, debates, songs and choruses. The patrons from the faculty assist the several societies giving suggestions and criticisms of the programmes. In addition to these regular weekly meetings, contests in oratory, debate and declamation are held among the different societies of the school and among the different schools of Missouri and other States. Two religious organizations are maintained, the Y. M. C. A. and the Y. W. C. A., each of which holds regular weekly meetings for devotional purposes. Both of these organizations are affiliated with the State organization whose headquarters are at St. Louis. A special Y. W. C. A. dormitory, accommodating fifty or sixty female students, is fitted up with every modern convenience where students are able to get table board at \$2.50 per week and rooms varying in price from \$5 to \$10 per month. Numerous clubs are organized, including a science club, a debating club, a dramatic club, a tennis club, as well as several musical organizations. In connection with this particular school a large alumni association is organized which has a membership of nearly 2,500 graduates.

In Ontario all appointments to the Normal School staffs are made by the Department of Education, and the internal organization of each school is much simpler than in Missouri; the academic and professional work are also more distinctly separated. Before entering an Ontario Normal School a student must spend from three to four years in preparatory work, but the Normal Schools of Missouri offer academic as well as professional courses. It is recognized, however, that the Normal School is not an institution for general culture as such, but that it is essentially a professional school. Its purpose is to so equip students with general education, professional training, and practical skill that they will be eminently fitted for teaching in the public schools of the State. Both Ontario and Missouri agree, then, that the dominant interest of a Normal School centres in departments of science of education, methodology, and practice school work. Academic and technical preparation must necessarily precede or accompany professional instruction. In Ontario these must precede while in Missouri they may either precede or accompany the professional work. In Ontario, since the normal school course extends over but one year, practically the whole student body changes from year to year. Partly on this account, and partly because of the excessive demands made upon the students during such a brief course, it is almost impossible to give proper attention to literary and social organizations. In this

respect Missouri has a decided advantage over Ontario. Teachers should be community leaders, and time and opportunity ought to be given during normal school preparation for the developing of those instincts and tendencies which will prevent narrowness and make of the teacher a capable and public spirited citizen. As constituted at present the Ontario normal school course affords very little opportunity for students' social and literary organizations such as exist in the Missouri Normal Schools. In Ontario there are usually one or two social gatherings during the year, an "At Home" in the autumn and an outing in the form of a students' picnic in the spring. Otherwise there is little opportunity for the whole student body to mingle for the development of social activities. Not infrequently, after a year spent in the Normal School, a student knows very few of his classmates except those of his own particular group or section. More opportunity is offered for social intercourse within each group because of "excursions" for nature study and geography, when students mingle for study in a more or less informal way. Each section of students has its own literary society which meets once a week, and in addition there is a general literary society which is supposed to meet weekly throughout the session. This whole system of having literary societies is admirable in theory, but in practice the students are so burdened with work that the literary society, instead of being a means of general culture and professional advancement, becomes one more burden, endured rather than enjoyed. Were a two years' course provided, ample opportunity would be afforded for this most important phase of the teacher's preparation. For some years the Department of Education maintained a course of public lectures for the students. During recent years these have been discontinued. In the Warrensburg Normal School such a course is maintained through the faculty lecture course and entertainment committee. The motive is to offer the best educational influences to the students and to the community. Surplus funds are expended in the improvement of the course for the succeeding year, so that year by year stronger and better courses are offered.

Students of the Ontario Normal Schools should have more time for recreation and games. Prospective teachers who spend a year of "all work and no play" are not adequately prepared to direct the play and games of school children. For the past six winters a magnificent out-door rink has been maintained for the pupils of the Ottawa Normal Model School, and every effort has been made to encourage the normal students to take advantage of this splendid pastime. However, not twenty per cent. of them have participated in this most healthful exercise; the usual excuses offered being "no time," "too much work" etc. In addition to the

formal drill and gymnastics, time should be afforded for athletics and games in order to prepare every teacher to properly direct and supervise the sports and play of his pupils. The teacher who can enter heartily into the spirit of the playground, who can direct or referee a game, establishes a point of contact with the pupils that cannot be secured in the class room or in any other way.

Courses of Study.

The State Department of Education of Missouri does not prescribe the courses of study for the Normal Schools. The curricula of the five Normal Schools are practically uniform, not by law or authority, but because of voluntary agreement among the schools themselves. Each school provides several different courses, while in Ontario there is but one course prescribed for all students and this course is uniform for all the Normal Schools of the Province.

Each Missouri Normal School offers a special course designed to prepare teachers for rural schools. It covers three years, but students who have completed two years or more of high school work may secure a rural teacher's certificate after nine months residence work. The usual academic subjects provided in a high school are taken up during the first two years, but much attention is given to the subject of agriculture. During the third year, English, agriculture, rural school management, rural school geography, rural school methods, rural sociology, domestic science, and industrial arts are studied exclusively. No mention is made of psychology or science of education though observation and practice teaching receive due attention. Unlike Ontario, Missouri trains her teachers in problems of rural communities, their certificates are issued for very brief periods and are renewable only upon the completion of extra work accomplished during actual service. The Ontario rural teacher has the advantage of more mature scholarship, but the Missouri teacher is more adequately prepared for the problems of rural life. The latter having chosen this particular phase of work, is usually contented to devote his best energies to developing into a more efficient rural teacher; while the former frequently looks forward to the time when he can escape from the country to a town or city school.

Each Missouri Normal School provides an elementary four years' course of high school work. This elementary normal school course is an extension, by one year, of the rural school course. It parallels the regular four years' work of a high school but by selecting certain subjects such as elementary psychology, school administration, special methods, observation and practice teaching, the candidate may make application at the end of this course to write on the

Regents' examination, and if successful will secure a State certificate valid for two years, but not renewable. The advantage of this course is that the candidate may, during attendance at a Normal School become a regular high school graduate, and by a judicious selection of electives receive at the end of four years a certificate qualifying him as a teacher for two years. Ontario has nothing comparable to such a course since all academic work must be prepared in the high schools and since there is no system of electives in the Ontario Normal Schools. Ordinarily a high school graduate of Missouri can obtain the Regents' certificate, valid for two years only, after one year's attendance at a Normal School. On the successful completion of one year's additional work, the Normal School issues a life certificate. The advanced normal course, as has been shown, requires for admission the completion of the elementary course, four years of work in an approved high school, or an equivalent standing from other institutions. The subjects taught are agriculture, geography, biology, chemistry, hygiene, history of education, psychology, English, history, mathematics, physics, and observation and practice teaching. These subjects of study correspond with those of the elementary course, except that students are required to do one year's work in each, in advance of what has already been accomplished. As practically the same admission requirements are demanded for this course as for entrance to a Normal School in Ontario, the graduate of the regular advanced normal school course in Missouri, with two years' professional training, has some advantages over the Ontario graduate. The permanent certificate is granted on completion of this course, but in Ontario the graduate of the Normal School receives an interim certificate which cannot be made permanent until he has taught successfully for two years. Teachers who graduate from the advanced normal course usually teach in urban schools, so that Missouri makes a distinct differentiation between the preparation of rural and urban teachers. This has certain advantages because even during their training, the teachers have decided whether their future work is to be urban or rural and they prepare accordingly. This scheme of preparation should lead to greater permanency of tenure in the teaching profession. The apparent disadvantages are that the Missouri system tends to promote class distinctions, not only among teachers themselves, but also between rural and urban communities. In democratic countries, such differences are undesirable and teachers ought to discourage rather than encourage such conditions. Teachers of Missouri and New York who receive the life certificate issued after two years' attendance at a Normal School are qualified to teach in any of the grades of the elementary schools, and the law does not prevent their teaching in high schools as it does in Ontario.

Unlike Ontario, Missouri provides training for teachers of secondary schools in the Normal Schools. A teacher who completes a four years' course in an approved high school and then attends Normal School for three years is qualified to teach or supervise the work of a high school. During the third year the teacher-in-training must give special attention to the subjects which he desires to teach when he becomes a high school teacher. His diploma is a life certificate and represents ability to teach the high school subjects in which his major work has been done.

One other regular course is offered in the Missouri Normal Schools, known as the college graduate course. The candidate must have completed four years of high school work and four years of normal school work, when he is entitled, upon successfully passing his examinations, to receive a life certificate and the degree of Bachelor of Science in education. In Ontario, no degrees in education are offered to undergraduates by the Normal Schools nor by the Faculties of Education. The degrees in education represent post-graduate work and can be obtained only by teachers of experience.

Unlike New York and Ontario, each Missouri Normal School offers courses in special subjects. These special courses are open only to students who complete the regular course and elect to do special work in some subject or subjects. Such a student who successfully completes two years' work gets a regular life certificate qualifying him to teach or supervise in the elementary schools, and his certificate is marked "special" with reference to his major subject or subjects. Likewise a student who completes a three years' course receives a life diploma qualifying him as a superintendent, principal, supervisor, or high school teacher. His diploma also indicates that he has special qualifications for teaching certain specified subjects. The following special courses are offered: commercial, household arts, primary teachers, music, kindergarten-primary, and fine arts. One very wise provision is that a teacher cannot specialize without taking at least the equivalent of a regular teachers' course. In Ontario, a teacher who wishes to qualify for the teaching of special subjects such as art, manual training, household science, etc., cannot do so during his normal school course but must take his special training after having completed the regular course. This has the advantage of enabling such a teacher to concentrate upon his special subject after his general preparation has been finished. It has the disadvantage of taking more time and expense, and usually special teachers do not receive sufficient extra remuneration to warrant their making the necessary special preparation.

Observation and Practice Teaching.

Each Normal School in Missouri has a practice school in which the student has an opportunity of beginning his teaching under the direction of judicious and sympathetic critic teachers. The superintendent and supervisors of the practice school are selected because of their special fitness for directing the work of teachers and students. Every care is taken to develop the individuality and originality of the prospective teacher, and to encourage him to be resourceful and skilful in the application of professional principles to particular lessons. In Ontario the whole system of education is so centralized, and so much uniformity prevails in the preparation of teachers, that there is constant danger of certain formal methods and devices being received too literally by students on the authority of normal school masters. It is exceedingly important that students should understand educational science, but in the art of teaching each individual must be free to apply principles of education, unhampered by the crystallized method of any mere theorist.

The practice school maintained in connection with each Missouri Normal School consists of the secondary, grammar, intermediate, primary and kindergarten departments; and the students are assigned to teach in departments best suited to qualify them for the particular grade or grades which they expect to teach. Students-in-training must give considerable attention to observation, criticism, and plan-writing before they actually take charge of a class. After consultation with the superintendent and supervisors, a student is advised to do his practice teaching in the department for which he seems best fitted. Each department is in charge of a supervisor, and both he and the superintendent teach illustrative lessons before the students. These lessons are discussed with the students under the direction of the superintendent. About thirty lessons are required of teachers-in-training who are preparing to take the Regents' examination after one year of training school work. Frequently students who are preparing to enter actual service on obtaining the Regents' certificate, are given practice teaching in all the grades; otherwise the rule is to specialize in one's own chosen grade or grades. Students taking the standard two years' normal training must submit written plans to the supervisor concerned for his criticism before the lessons can be taught. As far as practicable the supervisor observes and criticises every lesson presented in his department. In the regular two year normal school course, students do from two to three times as much practice teaching as in the elementary one year course. Much attention is also given in the practice schools to the preparation of primary and kindergarten teachers. In these departments the supervisors give

the instruction in primary and kindergarten methods as well as supervise all work relative to the art of teaching. In this way, theory and practice are most closely co-ordinated and harmonized.

In general, the arrangements for observation and practice teaching in Missouri resemble the method pursued in the Ontario Normal Schools. There are, however, some important differences. The prospective teacher in Missouri must do about three times as much practice teaching as the Ontario student. Then again the Missouri Normal Schools furnish special courses in teaching and supervision to a limited number of advanced students who are seeking to become supervisors or principals. Such students must have good academic qualifications and their professional standing must have received the highest grading. They must also have had at least two years of successful teaching experience.

No attempt is made in the Ontario Normal Schools to divide the practice schools into departments with a view to giving students special preparation for the particular kind of school in which they hope to teach. Each student must teach all grades of public school work and thus be prepared to adapt himself to an urban or rural school, to a lower or higher grade as circumstances may arise. The Missouri plan has the advantage of turning out specialists in the work of particular grades, but Ontario has the advantage of giving the teacher a perspective and thus acquainting him with all phases of public school work. Should a teacher discover, when in actual service, that he has special talent for some particular kind of work, he will be more likely to succeed in his specialty if he knows the whole field and then specializes. Missouri would seem to over estimate the importance of specialization in the work of the grades. It must be admitted that there are some advantages in specialization during training in the Normal School. In Ontario, the would-be teacher must teach in all grades and frequently it happens that a young teacher who has taught but a lesson or two in primary work afterwards finds herself in charge of a primary room with very meagre preparation for her responsibilities. Thus Missouri has the advantage of preparing the student both in theory and practice for the particular phase of work in which he hopes to engage.

In Ontario students frequently complain that their observation and practice teaching are done under conditions entirely different from those in which they afterwards find themselves as teachers. Often a teacher whose practice teaching was done in a highly organized urban school finds himself face to face with the problems of a rural school for which his training has given him inadequate preparation. All his observation and practice teaching were done in a school room with but one class or at most two, while in his

actual experience he must teach and provide seat-work for six or eight classes. The result is that the young teacher who lacks individuality and initiative is soon discouraged and may leave the profession; only the strong-minded and naturally capable teacher sets himself to the task of mastering the situation. Finally by sheer force of character he conquers in spite of the defective preparation received in the training school. At present, Ontario is attempting to remedy these defects. Inexperienced teachers have been sent to the country to spend a week in visiting rural schools and teaching continuously for at least half a day. The weaknesses of this method are apparent because frequently the teachers in charge of the rural schools are quite incapable of giving any valuable suggestions or helpful criticisms. Then again the difficulties of supervision by normal masters because of the brief period of observation and practice teaching in these rural schools have shown the limitations of this scheme. Several remedies have been suggested. First:—the organization of a typically ungraded school in one of the rooms of the practice school connected with the Normal School. It would be difficult to secure pupils for such a school unless free tuition were provided and the parents realized that the teacher in charge was an exceptionally strong personality and specially gifted as a teacher. Second:—the creation on the practice school grounds of a typical rural school. The pupils could be drawn from the city by offering free tuition or they could be transported from rural communities. Both of these plans have the advantage of bringing the ungraded school under the direct supervision of the normal school authorities and consequently would be preferable to sending students to many rural schools for a week at a time. The great disadvantage of both these plans is that schools thus established are artificially created and would be so considered by students-in-training. It is imperative that the prospective rural teacher should have experience in actual rural schools. A third plan which is being tried in Ontario this year (1916) is the affiliation of actual rural schools with the Normal School. Three of these are being used in connection with each Normal School for observation and practice teaching. The principal disadvantage of this plan is the difficulty of transportation of students but in these days of easy transit by means of radial lines or motor bus, this disadvantage ought not to be insurmountable. So far the students appreciate the privilege of teaching in rural schools and are quite willing to put up with some inconvenience. The principle seems to be perfectly sound and when the slight difficulties of inauguration are overcome the advantages should far outweigh the disadvantages.

In Missouri and in Ontario, observation and practice teaching are taken seriously by the students, since weakness or failure in

this department of the work is looked upon as the most serious defect of a student-in-training. In Ontario, the first observation work in a session is systematically arranged so that students will become acquainted with the working of the practice school. Then each normal master arranges to have observation lessons taught in his subjects by the critic teachers in their own rooms. In addition, each master teaches lessons to small classes of pupils brought to his lecture room to illustrate the solution of some teaching problem which has been under consideration. In general, the specific points to be looked for should be worked out before any observational visit is made. The value gained from observation depends upon the attitude of the observer.

Examinations and Certification.

As has been pointed out, there are three institutions in Missouri which function in the preparation of teachers, the High Schools, the Normal Schools, and the State University (see chart). Teacher-training courses are provided in approved high schools, and examinations for graduation from these courses are conducted twice a year by the county superintendent. The question papers are prepared under the direction of the State Superintendent who issues all certificates to successful candidates. These so-called county certificates are of three grades—Third, Second, and First. Third grade certificates are valid for one year in the county where they are issued. To secure such a certificate the applicant must pass examinations in spelling, reading, penmanship, composition, geography, arithmetic, grammar, United States history, civil government, physiology and hygiene, agriculture, and pedagogy. Second grade certificates are valid for two years in the county where issued. The applicant must pass examinations in algebra and literature in addition to the subjects required for a Third grade certificate. First grade certificates are valid throughout the State for three years, and may be renewed an unlimited number of times, provided the holder meets certain prescribed, professional requirements. In addition to the subjects required for the Second grade certificate, the candidate must pass an examination in one branch of history and in one branch of science. The First grade county certificates are issued only to persons who have had at least eight months of successful teaching experience.

In recent years there has been a very determined and persistent effort to raise the standards of these examinations. In 1912 candidates for First or Second grade certificates were not required to take more than one year's work, or its equivalent, at an accredited high school. During this year (1916), applicants for these examinations must have completed three years of such high school work. After September 1918, such applicants must have

completed four years of high school work, or its equivalent. The holder of a First grade county certificate, having twelve months of successful teaching experience, may pass a number of additional tests in various subjects and secure a State certificate valid for five years. After forty months of successful teaching, the holder of a five year certificate may, on passing additional professional examinations, receive a life State certificate. This certificate is in all respects the equivalent of the life certificate granted on the completion of the regular two-year normal school course. Through this long process of examinations and teaching experience, a teacher finally obtains the same professional standing as the graduate of the regular Normal School.

Ontario has no training courses in high schools and hence no system of county examinations and certification. The only local scheme of preparing teachers is provided in the Provincial Model Schools, which have been described in chapter I. Even in these local institutions there is professional preparation only, whereas the Missouri county system provides both academic and professional training concurrently. Until recently the teachers prepared in the high schools of Missouri were inferior in scholastic attainments to the Ontario teacher who had been trained in a Model School. With the present demand of three or four years of high school work, the county teacher of Missouri ought to be the equal academically of the graduate of an Ontario Model School, though the professional equipment of the latter would seem to be superior to that of the former. In Missouri, the holder of a First grade county certificate may teach in any part of the State, and may have his certificate renewed indefinitely. In Ontario, the holder of a Model School certificate is limited to teaching in certain backward districts and his certificate is not renewable except under very exceptional circumstances. To secure a higher certificate he must obtain higher academic qualifications and attend a Normal School for one year. In Missouri, the normal school certificate may be secured by attending summer schools or Teachers' Institutes and passing certain academic and professional examinations. The Missouri plan of county preparation produces a few excellent teachers, but the vast majority of the rural schools are in the hands of teachers possessing very meagre qualifications. In Ontario, except in the Districts, the rural schools are almost without exception in charge of normal trained teachers.

The Normal Schools of Missouri grant certificates of various standards. In the county system the stress is put upon final examinations; in the Normal Schools the emphasis is placed upon attendance and the successful completion of certain professional

courses of study. At the conclusion of the rural school course, covering three years of work beyond the elementary schools, the student receives a certificate from the State Department on recommendation of the normal school authorities. This certificate is valid for one year in any rural school of the State and is renewable upon additional normal school attendance, or upon the completion of certain prescribed reading courses, or upon attendance at Teachers' Institutes. Each Normal School issues a Regents' certificate, valid for two years throughout the State, but not renewable. The preparation for this certificate requires an extension by one year of the rural school course and is supposed to be the equivalent of a regular four year high school course. This certificate qualifies the holder for the teaching of certain subjects named in the certificate. The regular normal school certificate is granted after two years of specific professional training following a four years' high school course. This certificate is a life certificate and is valid throughout the State. The holder is qualified to teach in any public school and is not restricted by law from teaching in a high school. A high school teacher's diploma is secured after a three years' course in a Normal School, the last year being devoted principally to the preparation of special high school subjects which the prospective teacher hopes to teach. This certificate is a life license, valid throughout the State. Normal Schools also grant life diplomas and the degree of Bachelor of Science in education to all who successfully complete four years' attendance. The State University maintains a College of Education in which students may qualify by means of a four years' course for a life diploma and the degree of Bachelor of Science in education. To sum up, then, the professional schools offer the following certificates:—

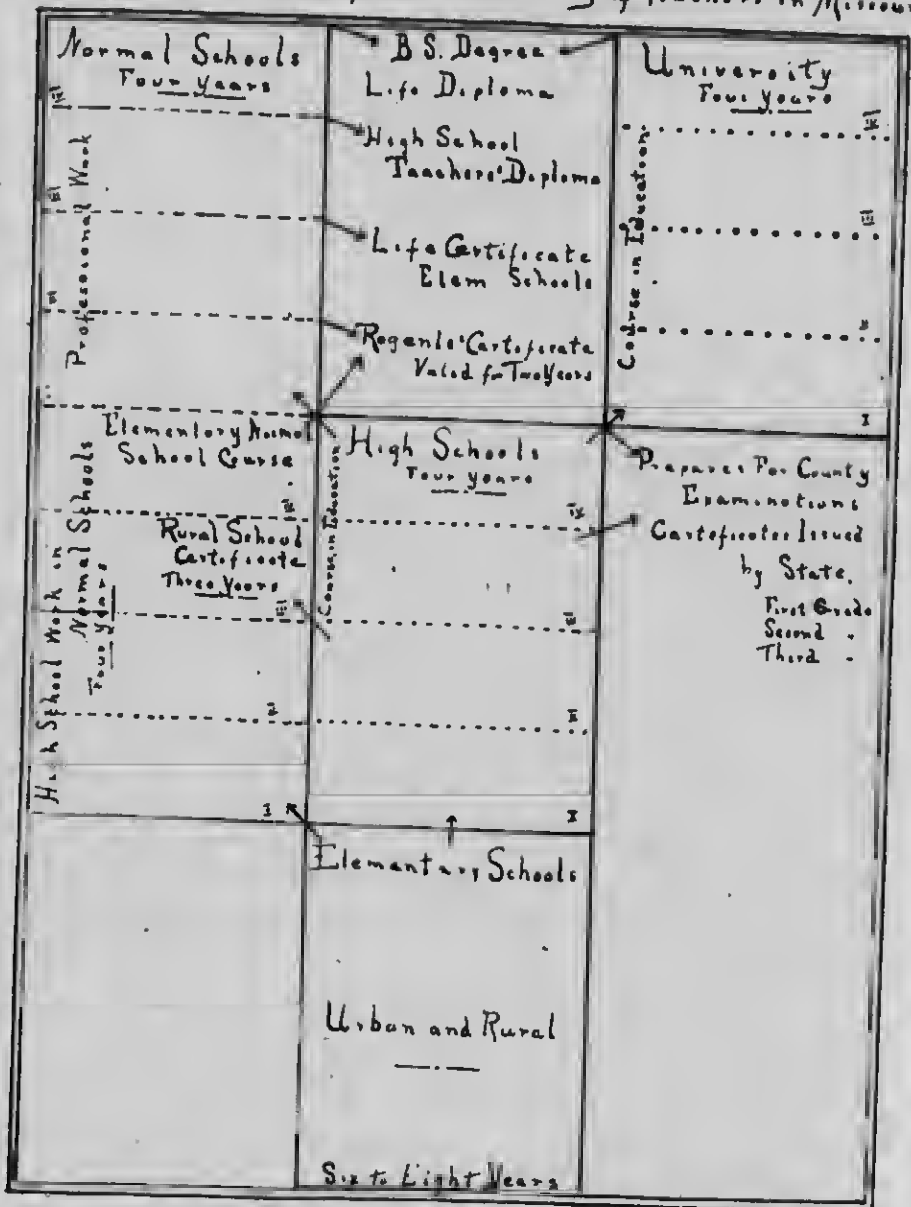
- (1) The Rural High School Certificate.
- (2) The Regents' Certificate.
- (3) The Normal School Diploma.
- (4) The High School Teacher's Diploma.
- (5) The Degree of Bachelor of Science together with a life Diploma.

In Ontario all teachers' certificates are issued by the Department of Education. No high school teachers are prepared in the Normal Schools; all such training must be given in the Faculties of Education. At the successful completion of the normal course, Grade A students receive permanent certificates, valid for the Province, but Grade B students receive interim certificates valid throughout the Province for two years. As has been explained elsewhere these certificates are made permanent on the recommendation of the inspector or inspectors concerned. It is doubtless a

wise precaution not to grant a permanent certificate to these inexperienced students on leaving the training school. Missouri grants permanent certificates to inexperienced teachers after a two years' training course. This latter is a decided weakness because the practice teaching is frequently done under artificial conditions and is really not always a guarantee that a teacher will be successful in actual service. Ontario, by granting the interim certificates, prevents, in a measure, the certification of incompetent teachers and puts the heavy responsibility of deciding who shall have permanent certificates upon the inspectors. Often this places the inspector in an unenviable position, because if he conscientiously refuses to recommend that a teacher receive a permanent certificate he is almost certain to be considered partial and unfair. It requires no small degree of courage to refuse to recommend an incompetent teacher, who has many influential friends in the community. The inspector does not have the best opportunities of judging of the true worth of a teacher's influence since he ordinarily visits the school but twice a year. Moreover, if he fearlessly refuses to recommend that a teacher receive a permanent certificate, he stands a chance of having an inexperienced and less capable teacher as her successor. Consequently, in practice almost every teacher who completes the two years' probation is awarded a permanent second class certificate. (10: 69). In Missouri, teachers holding the lowest grade of county certificate are encouraged to attend summer schools, Teachers' Institutes, or to take reading courses preparatory to receiving a higher grade certificate. During 1916 more than seven thousand Missouri teachers attended summer schools. There is reason to believe that many teachers in Ontario allow their work to degenerate into routine with the inevitable result that they themselves fossilize. There is, however, a growing interest among the teachers of the Province in summer schools, and quite frequently teachers express their desire to return to the Normal School for further training. Doubtless the majority of the students in the Ontario Normal Schools are too immature to derive the greatest benefit from the course of training provided. The teachers of Ontario could be made much more efficient by some slight changes in the methods of granting permanent certificates. It has often been suggested by students and teachers that the normal school course should be two years, but it is doubtful if it could be lengthened to that period at once. Instead of having two final examinations, one at Easter for grade A students, and one in June for grade B students, it would be advisable to have but one final examination for all students in June. Permanent certificates would be granted to grade A students and interim certificates to grade B students as at present. Instead of receiving a permanent certificate on recommendation of the in-

spector concerned, the holder of an interim certificate would be eligible to return to the Normal School for a summer course covering six or seven weeks. This course would be very practical and would include problems of educational science, school management, and methods in various subjects. On its successful completion, the teachers would be granted permanent certificates on recommendation of the normal school masters. This plan would have numerous advantages. It would require that the young teacher should continue to be a student after leaving the training school, since certain preparatory reading would be required of all who looked forward to receiving permanent certificates. It would lessen somewhat the responsibility imposed upon the inspector, though his recommendation would be necessary before the teacher could be admitted to the Normal School for the summer course. The normal school masters who were responsible for recommending that the teachers be granted interim certificates would now be called upon to decide whether or not those same teachers should receive permanent certificates. Thus the normal school masters would share with the inspectors the responsibility which is now borne entirely by the inspectors. This plan would certainly result in a better harmonizing of theoretical training and practical experience than now obtains.

Chart showing the relation of
Academic to Professional Training of Teachers in Missouri



Three Institutions
function in the Preparation of the Teacher

1. The High School
2. The Normal School
3. The University.

CHAPTER VI.

CALIFORNIA AND ONTARIO.

In the two preceding chapters, the methods of preparing teachers in New York and Missouri have been described somewhat minutely in comparison with the system of training teachers in Ontario. In order to prevent any unnecessary repetition in describing the preparation of teachers in California, comparisons of a more general character will be made.

Classes of Training Schools and their Administration.

California has a State Board of Education consisting of seven members appointed by the Governor. The State Superintendent of Public Instruction is elected by the people and the three assistant superintendents or commissioners in charge of elementary schools, secondary schools, and industrial and vocational education are appointed by the State Board of Education. For each county there is a County Superintendent of Schools and a County Board of Education composed of five members. Each school district (section) has a Board of Trustees of three members and in each city having a charter, there is a City Board of Education of five or more members. The State Board of Education issues life diplomas, adopts and publishes text-books, directs educational investigations, prescribes the conditions of special and high school certification, and makes accredited lists of Normal Schools, kindergarten training-schools, and life certificates of other States. The County Board of Education grants and revokes teachers' certificates, prepares the courses of study, and conducts teachers' examinations.

Teachers of elementary schools are regularly prepared in the State Normal Schools of which there are eight, at San Jose, Los Angeles, Chico, San Diego, San Francisco, Santa Barbara, Fresno, and Arcata. The training for high school teaching is a four years' course in a university with an additional year of post graduate work, one half of which must be devoted to professional training, including practice teaching. In California, each Normal School is in charge of a Board of Trustees constituted as follows: the Governor of the State and the State Superintendent of Public Instruction as ex-officio members of each Board. There are five other members of the local Board of each Normal School, whose term of office is four years, and who are appointed by the Governor on recommendation of the Senate of the State of California. Until recently there was a joint Board of State Normal School Trustees, composed of the Governor, the Superintendent of Public Instruction, and the presidents of the State Normal School Boards. This joint Board has been abolished and its powers transferred to the State Board of Education.

California illustrates one type of administration which might be described as a dual or co-operative scheme of control. There is a State Board of Education in charge of all State educational activities, but the management of the State Normal Schools is handed over to a local Board of Trustees. The State Board has general control and delegates to the local Board such powers as it sees fit. This method of control also obtains in Montana, Kentucky, and West Virginia. In our study of New York it was found that a state-local type of control prevails. Local Boards of not fewer than three nor more than thirteen members are placed over each of the ten Normal Schools. The State Board of Regents is the administrative head while the local Boards are purely advisory and subject to the Commissioner of Education and the Board of Regents. Theoretically New York belongs to this type of administrative control, but practically the central authority is supreme.

A second type of administration is to be found in States which have a Board of Education or a Board of Regents controlling all the educational activities of the State. The authority in this type rests with this State Board as the administrative head of the State school system. Connecticut, Idaho, Iowa, Kansas, Maryland, Massachusetts, New Jersey, North Dakota, Oklahoma, South Dakota, and Tennessee furnish examples of this method of control. New York resembles this type very closely except for the fact that Normal Schools still have local Boards though their functions are more or less nominal. In Ontario, as has been pointed out, education is in charge of a Department of Education and the control of training-schools resembles most closely this second method of administration.

A third type of administration is almost the direct opposite of what has just been described. In this instance greater authority is vested in the separate local Board of Trustees for each Normal School. Missouri is an example of this type as are Arizona, Georgia, Illinois, Indiana, New Mexico, North Carolina, Ohio, Pennsylvania, and Washington. In almost every case there are ex-officio members of these Boards who serve to connect the local and the State Boards.

A fourth and last type of administrative control is to be found in States in which the authority is vested in a State Board of Normal School Trustees, or a State Board of Education, which has supervision of Normal Schools, but of no other educational activities in the State. Examples are to be found in Alabama, Arkansas, Maine, Michigan, Minnesota, Mississippi, Nebraska, New Hampshire, South Carolina, Virginia, and Wisconsin, in all of which the Normal Schools are placed under the management of such a State Board. To ensure representative bodies, many States have passed measures

relating to the political, residential, and sex qualifications of members of these Boards. (11: 32).

The general tendency throughout the United States seems to be in favour of the centralization of responsibility in controlling Normal Schools, and in fact in the administration of all educational matters. During 1915 California and North Dakota furnished important examples of this tendency. The former abolished the joint Board of Normal Schools and vested its powers in the State Board of Education. The latter passed a new law creating a State Board of Regents which has assumed the functions of the former State Board of Normal School Trustees. A further tendency is to demand educational qualifications of members of the administrative boards and thus to discontinue the system of ex-officio members. Principals of Normal Schools possess all degrees of power and responsibility; New York and Connecticut represent two extremes. In New York the principal is responsible to the Commissioner of Education for the general management and direction of the school. In Connecticut there is no State supervision of the Normal Schools; each principal controls his own school so that uniformity of preparation of teachers is next to impossible.

The most efficient method of educational control favours a single body acting as the administrative head of the State Public School system. To avoid the dangers and objections of extreme centralization, a local advisory Board of Normal School Trustees, properly constituted and organized, might work in conjunction with the State Board. This is essentially the New York plan of administration of educational affairs, including the training of teachers.

Admission Requirements.

Under the provisions of a new law adopted by the session of the California Legislature in 1915, the responsibility of standardizing the course of study of the Normal Schools of the State, and prescribing other regulations regarding their work, was imposed upon the State Board of Education. This Board, in conference with the Commissioners of Education and the presidents of the various Normal Schools, investigated the whole problem of State Normal Schools with a view to increasing their efficiency and more effectually co-ordinating them with the public school system of the State. After a thorough canvass of the situation, the State Board of Education adopted uniform rules and regulations for the government of Normal Schools in matters of entrance requirements, transfer of students, courses of study, and requirements of graduation from the regular teachers' normal school courses, from the special teachers' normal school courses, and from the kindergarten teachers' courses.

Minimum entrance requirements to all the Normal Schools are provided by the State Board of Education, though each Normal School is permitted to require higher qualifications. A student entering a California Normal School must be at least sixteen years of age, of good moral character, of good health, and without physical or other defect which would impair his fitness for entering upon the teaching profession. Students may be admitted provisionally to a Normal School who have successfully completed a four years' course in an accredited high school of California, or the equivalent of such course. Teachers holding valid primary, elementary, kindergarten-primary, or special certificates to teach in any county of the State may be admitted and given such provisional undergraduate standing as may be determined by the faculty of the school. University graduates and other advanced students may be admitted and given provisional undergraduate standing on more favourable terms than the regular high school graduate. All the conditions of admission to such standing are fully set forth in the new standardized requirements issued by the State Board of Education in April 1916.

To be admitted to full undergraduate standing in any Normal School, a student must have completed all the requirements for provisional undergraduate standing. In addition, he must have passed examinations in reading, writing, spelling, composition, arithmetic, geography, physiology (including sanitation and hygiene), and United States history and civics. These examinations must be taken not later than six months after entrance to the Normal School, and a student who fails in any of these subjects must return to a regular high school or to a normal school class offering academic work. In order to maintain standards of efficiency in these subjects, the State Board of Education, from time to time, adopts regulations governing such examinations. The regular normal school course is supposed to take two years, provided that students have selected their work wisely in the high schools. The State Board does not force a common preparatory course upon the high schools of California, but it does place a premium upon the early selection of the vocation of teaching and upon a careful selection of the high school subjects that are most closely related to the professional need of the elementary teacher. A student who does not decide to become a teacher until his high school course is completed will probably be compelled to remain in attendance at a Normal School for two and one half, or three years, or perhaps longer. By placing the emphasis upon the common school subjects, the State Board of Education is endeavouring to impress upon intending teachers the importance of proficiency in the subjects they will be called upon to teach. In Ontario, the Department of Education

prescribes special preparatory courses in the high schools for students looking forward to teaching. Thus soon after entering the high school, the Ontario student must decide what course he will pursue: whether he will prepare for an examination entitling him to enter one of the teacher training schools, whether he will qualify for regular matriculation to the university, or whether he will take a commercial course preparatory to business life. The disadvantage of thus being called upon to specialize so early is that the great majority of young people entering the high schools are quite incapable of choosing their vocations.

Admission requirements as standardized in California resemble closely those demanded for entrance to the Normal Schools of New York. In both States the regulations set forth by the State Board are supposed to cover the qualifications of all possible applicants. The presidents of the Normal Schools in both States are supposed to exercise certain discretionary powers in admitting candidates. In Missouri, entrance requirements are not prescribed by the State but these are established by agreement among the Normal Schools themselves. Missouri is thus seen to be more decentralized than New York, California, or Ontario. In Ontario, the Department of Education prescribes an examination as the entrance requirement for each of its training schools and no regulations are issued covering special cases. In no instance is the principal of the Normal School allowed to use his judgment in admitting a student. The Department of Education assumes the responsibility of judging each case on its merits. The methods of admitting students to Normal Schools in New York, Missouri, and California are fairly typical of entrance requirements throughout the United States. As in Missouri, many Normal Schools admit candidates directly from the elementary schools, but ordinarily such students must take academic courses in the Normal School equivalent to the high school courses. Four years of high school work are usually required before students can enter upon a regular normal school course.

Internal Organization.

In California, the State Normal Schools are under the management and control of local Boards of Trustees whose duties are fully set forth in the State school law pertaining to Normal Schools. These duties resemble very closely the duties of Boards of Regents of Normal Schools in Missouri. In both States they act in harmony with the regulations of the State Board of Education but have greater power than the local Boards of New York State. Such local Boards, with varying powers, are typical of normal school management and control throughout the United States. As has been noticed elsewhere, Ontario Normal Schools have no local

Boards but are under the direct control and management of the Department of Education.

One of the eight Normal Schools of California is set apart for the professional training of special teachers in manual arts and home economics. Other Normal Schools, besides preparing elementary teachers in the regular way, include training for special teachers in agriculture and manual training. In Ontario, the Department of Education does not offer courses in the Normal Schools for the preparation of special teachers but provision is made for such training in the Agricultural College, in the department of household science in the University of Toronto, and in summer schools. In New York, the regular Normal Schools prepare teachers of special subjects but each school is restricted to the preparation of teachers taking a given subject. In Missouri, the several Normal Schools afford training for teachers of special subjects but there is much duplication of work owing to the fact that several schools may be giving special preparation in the same subject.

In recent years there has been an unusual demand, both in Ontario and the United States, for teachers of such subjects as art, manual training, household science, etc., and various methods have been devised for meeting these unusual conditions. Three principal ways have developed; (1) some States have established separate Normal Schools. The Boston Normal Art School and the State Manual Training Normal School of Pittsburg, Kansas, are examples. Most States find that such separate Normal Schools are not justified by the demands for special teachers. Institutions like the Pratt Institute of Brooklyn, N. Y., the Stout Institute of Menominee, Wisconsin, and the Bradley Institute of Peoria, Illinois are not regarded as merely local institutions but their students are drawn from all parts of the United States and Canada. Many States that established separate Normal Schools have since found that these schools must be devoted to the preparation of regular teachers. (2) Other states have met the contingency by developing adequate facilities for such training in the regular Normal Schools with definite restriction of the development of similar facilities in other Normal Schools of the same State. Michigan furnishes an example of this method and, in another connection, New York has been shown to provide special training in this way. In general, it may be said that for purposes of economy most States possessing expert centralized control prefer to concentrate in certain schools their facilities for preparing special teachers. (3) Many States permit any Normal School to develop facilities for giving whatever special courses it cares to offer. Missouri illustrates this system of maintaining the same special courses in different Normal Schools of the State. At War-

rensburg, Kirksville, and Cape Girardeau, there are two teachers of drawing, two of manual training, two of home economics, and four of music, whose time is given to their respective special subjects. This duplication of special training in two or more Normal Schools of the same State is wasteful and likely to lead to the preparation of an over supply of special teachers.

Obviously the best policy is to develop proper facilities for the preparation of teachers of a given subject in one of the regular Normal Schools of the State. This prevents the waste that is involved in establishing a special school as described in the first policy outlined in the preceding paragraph. It also prevents the waste due to duplication and over supply if the third method is adopted. In Ontario, kindergarten-primary teachers are prepared in the Toronto Normal School but no attempt is made in the Normal Schools to train teachers of such special subjects as art, agriculture, etc. Doubtless such courses will be established when the demand for special teachers becomes great enough to warrant their inauguration.

California is thoroughly alive to the necessity of having competent teachers in the Normal Schools. It is generally conceded that a normal school master should have experience in public school work, and should be thoroughly conversant with the academic and professional requirements of his State or Province. He should know thoroughly the course of study, especially in relation to his own particular subjects, and it should be his constant study to select materials and choose methods that will develop in students the power to teach these subjects practically and effectively. The strongest normal school master is not the one whose students imitate him slavishly, but rather the one whose enthusiasm and power of suggestion encourage the students to independent effort and the development of their own personalities. Intimate practical experience in problems of public school teaching is the best possible preparation for the normal school master. The high school teacher of long experience may be most capable of training high school teachers but he is almost certain to be out of sympathy with the public school curriculum and with public school methods. Parallel with practical experience, and no less important, is thorough preparation of subject matter and an intimate knowledge of the principles of the science of education.

Courses of Study.

California has a combination of central and local control of its Normal Schools. The Boards of Trustees control all expenditures and appoint the instructors, but the State Board of Education settles matters of entrance requirements, curriculum, and graduation

demands. The various Normal Schools maintain academic courses as well as regular professional courses. The particular academic subjects that are taught depend upon the character of the courses maintained in the high schools of the immediate locality. Some of the academic work may be taken either in a high school or in a Normal School, though provision is made that certain subjects must be completed in a high school. In any case the State prescribes certain minimum requirements for graduation from the regular teachers' course and requires that some of the professional subjects must be taken in the Normal School.

General Requirements:—

(A unit of work equals five recitation periods per week for at least 36 weeks).

- | | |
|---|---------|
| (1)*English literature and language, including grammar, composition, and oral expression..... | 2 units |
| (2)*Physical sciences, with emphasis upon their application to life, including the elements of physical geography, physics and chemistry, | 1 unit |
| (3) Biological science, including physiology, hygiene, and sanitation..... | 2 units |
| (4)*History of the United States and civics, including local and state government. | 1 unit |
| (5) World history..... | 2 units |
| (6) Drawing and painting, including applied design... | 1 unit |
| (7) Music, including sight reading, two-part singing, and elementary harmony..... | 1 unit |
| (8) Manual training or household arts, or both..... | 1 unit |
| (9) Elements of agriculture, including practical work in gardening, floriculture, and plant propagation. | 1 unit |
| (10)*Mathematics, including general mathematics or the applied elements of algebra, plane geometry, or commercial arithmetic..... | 1 unit |

*must be taken in a High School.

Professional Requirements.

- | | |
|---|--------|
| (1)*Elements of applied sociology, including the study of institutions and social organizations, rural life and rural school problems..... | ½ unit |
| (2)*Education, including a study of the school as an institution, the curriculum, and general psychology applied to education and general method..... | 1 unit |

| | |
|---|-----------------------|
| (3)*Practice teaching and special methods which are designed to familiarize the student with, and give him a mastery of the state series of text-books, and which shall in addition thereto include special methods in all of the required statutory subjects; provided, that at least one unit be given to practice teaching, and at least one-third of all practice teaching be done in a class room under direct supervision | 2 $\frac{3}{4}$ units |
| (4)*The California school system, school law, and their development | $\frac{1}{4}$ unit |
| (5)*Physical education, athletics, play, school playground equipment, and indoor and outdoor recreation | $\frac{1}{2}$ unit |
| (6)*Possible electives | 6 units |
| Total | 24 units |

*must be taken in a Normal School.

These are the minimum requirements but each Normal School may set up a higher standard if it so desires. In all the Normal Schools of California the regular course covers two years and is arranged into a junior and senior year, though no practice teaching is done until the senior year. As in New York, the emphasis is placed upon the number of hours of actual work and not upon the final examinations as in Ontario. In general, the subjects of study in the California Normal Schools resemble closely those of Ontario except that more attention is given to sociology, rural problems, and practice teaching, while Ontario puts more emphasis upon science of education, history of education, and general methodology.

The discussion of the courses of study of Normal Schools of the United States is complicated by the fact that some institutions offer so many different courses of study; as many as thirteen are outlined in one catalogue. This is doubtless necessary in schools where students are received at any stage from the first year of high school to the second year of college, and where courses are offered in academic work, in regular professional preparation, and for teachers of special subjects. Most Normal Schools maintain two-year courses for high school graduates and more recently a tendency has developed towards a differentiation of courses for teachers of lower grades and for those of upper grades. In Ontario there is one general standard course for all prospective elementary teachers, regardless of whether they expect to teach in the primary or in the advanced grades. For a long time, such a course was typical of Normal Schools in the United States. Some of the work

was suited to primary teachers, some to upper grade teachers, and some work of a general character was suited to both or to neither. The modern plan is to prepare teachers specifically for the first three grades of the elementary school and to offer equally specific training for teachers who expect to be engaged in the upper grades. Some Normal Schools, finding it almost impossible to give adequate preparation to high school graduates in two years are gradually making a transition to three year courses. States which illustrate these modern tendencies are California, New Hampshire, Massachusetts, Wisconsin, and Michigan. There is a growing conviction in the United States that the Normal Schools should become more strictly professional in character and that the course of instruction should be so organized that teachers will be prepared for certain definite lines of service. In Ontario, training schools have always been vocational institutions.

No electives are allowed in the Ontario Normal School course, but California students may choose from a considerable range of subjects. For years, both in Ontario and in many of the states, the courses of study arranged for the high schools have admitted of elective subjects, but in such highly vocational schools as Normal Schools there is no reason to justify it. The student is preparing to teach in some particular kind of school or in certain grades of that school, and if he is permitted to elect some of his subjects, the following restrictions should be observed: (1) no phase of the school curriculum which he will be called upon to teach should be neglected, (2) all electives should afford specific preparation for the grade of work he expects to undertake, (3) his electives should be approved of by the principal of the Normal School. (11:84).

Observation and Practice Teaching.

Observation and practice teaching are required in all California Normal Schools, the minimum amount being stated in the regulations of the State Board. Some of the schools maintain only the minimum number of hours, while others provide for two or three times as much as is required by law. All the Normal Schools have practice schools connected with them; some of them make use of the ordinary public schools for additional facilities, and in a few cases the neighbouring rural schools are utilized. Until recently all observation and practice teaching were done in the regular public schools and the children were considered as members of the school system of the city in which the training school was situated. The practice schools were administered by the Normal Schools, but were financed by the cities. A recent State law, which came into effect in July 1915, made all practice schools State schools, under complete direction of the State

Normal Schools with which they are connected. In general, the organization of these schools resembles that of the regular elementary schools, but there are individual differences. The practice school at Los Angeles includes in its organization a ninth grade and pupils graduating from this class enter the second, instead of the first year of the high school. There is a growing tendency in California to make the elementary school cover six years, and to establish an intermediate school for the seventh, eighth, and ninth grades. The San Diego practice school is organized as an elementary school of six grades, and an intermediate school consisting of the seventh and eighth grades. In the San Francisco Normal School, a system of individual instruction of children has been carried out under the direction of the president, Dr. Frederic Burk. The San Diego school is at present (1916), working upon a plan to introduce some of the features of individual instruction used at San Francisco. Practice teaching is carried on in San Francisco, Los Angeles, and to some extent in San Jose, in the city schools as well as in their own regular practice schools, and in some instances several grades are taught in the same room by one teacher so that conditions will approximate those of rural communities. In Los Angeles and Fresno, some attempt is being made to extend the practice teaching into the rural schools. As constituted at present the California practice schools resemble very closely the Normal Model Schools in connection with the two Ontario Normal Schools at Toronto and Ottawa. Ontario, like California, is also endeavouring to make provision for practice teaching so that prospective rural teachers will have training under conditions resembling those they will have to meet in their future schools.

In the San Diego Normal School, from 120 to 180 hours are devoted to regular practice teaching, and in addition, from 120 to 160 hours are employed in teaching continuously one-half day for a period of twelve weeks. This represents twice the amount required by the State Board, and illustrates the great emphasis placed upon observation and practice teaching in the preparation of the California teacher. In an Ontario Normal School, about 90 hours are devoted by a student to observation and the teaching of some 25 single or isolated lessons. Thus in California nearly four times as much attention is given to this practical work as is given in Ontario. In the matter of continuous teaching, the Ontario Normal School student receives very little practice.

Not only in New York, Missouri, and California, but in the best Normal Schools throughout the United States, more stress is put upon this practical aspect of the teacher's preparation than in Ontario. A minimum of 100 hours and a maximum of 100 half

days of actual teaching under regular school room conditions seems to be a reasonable amount to require of each teacher-in-training. To have really efficient practice teaching, the first requisite is a thoroughly competent principal and staff in charge of the practice school. Next to the principal of the Normal School, the principal of the practice school is the most important officer of a training school. Subject to the principal of the Normal School, he should have complete authority in the administration of his school, and should be held entirely responsible for its efficiency. Critic teachers must be unusually well qualified and progressive. They should be thoroughly informed concerning all phases of elementary school work, and should be well versed in the science of education to enable them to exercise critical judgment in the choice of methods. They must be able to teach well themselves, must be able to analyze a lesson incisively so as to discuss its merits and defects with young teachers, and must be such personalities as will inspire the confidence and respect of all intending teachers.

One of the great difficulties in connection with practice teaching is to secure a correlation of the work of the Normal School with that of the practice school. The simplest administrative method of securing this correlation is by requiring normal school masters to teach in both schools and to supervise their particular subjects in the practice school. The instruction in the practice school must be closely connected with the work in the Normal School so that the methods employed in the former will exemplify the theory which the students are taught in the latter. It is the business of the normal master to organize definitely and thoroughly the material of the elementary school subject or subjects for which he is responsible. This is no mean achievement.

Each Normal School should furnish to students a hand-book of practice teaching containing fundamental regulations governing practice teaching and information concerning the routine of the practice school. This hand-book should contain directions for the preparation of lesson plans and a concise formulation of the essential points in the technique of teaching to which both critic teachers and students-in-training should give attention. Every well organized practice school should furnish the students with opportunities of observing:—

1. Good discipline, school management, and teaching in accordance with the most approved methods.
2. A meeting place for theory and practice.
3. An ideal of what a public school should be, including a "model" building, a "model" equipment, and a "model" staff.

4. An experimental school, providing opportunities for the study and evaluation of new ideas and new methods.

It should further afford natural and encouraging conditions under which the young teacher may engage in practice teaching.

Examinations and Certification.

The State Board of Education prescribes the minimum graduation requirements for the Normal Schools of California. There are three major conditions necessary, (1) academic standing secured by passing certain examinations in subjects which must be taken in a high school, together with special recommendations from the high school principal, (2) the completion of the minimum normal school course which covers two years, (3) the attainment of twenty-four units of work, at least fifteen of which must have been taken in a secondary school. Each Normal School is at liberty to demand higher standards for graduation than those authorized by the State Board. There are no final examinations in any of the Normal Schools of California, but periodically the faculty reports upon each student, and, to receive a diploma, these reports must conform to a well-defined standard. Normal school diplomas are granted by the Board of Trustees of each school, on the recommendation of the faculty. The diploma is not a license to teach; but upon its presentation, any county superintendent is obliged to grant a certificate of a grade corresponding to the grade of diploma; that is, kindergarten, elementary, or special.

Five kinds of certificates are issued by County Boards of Education, elementary, kindergarten-primary, special, preliminary, and high school, each requiring a two dollar fee before issuance. No elementary, special, or preliminary certificate can be granted for more than two years, unless the candidate has had at least one year's successful teaching experience. If the teacher has had this requisite experience, all certificates, except the preliminary, are valid for six years and may be renewed. Certificates may be issued to elementary teachers by the County Board of Education upon credentials such as, other California certificates, diplomas from California State Normal Schools, State diplomas and Normal diplomas issued by institutions found on the accredited lists prepared by the State Board of Education. Elementary school certificates may also be issued by the County Board of Education to candidates who succeed in passing examinations in the following subjects,—reading, English grammar, composition, English literature, orthography, penmanship, drawing, vocal music, book-keeping, arithmetic, algebra, plane geometry, geography, elementary physics, physiology and hygiene, history and civil government of the

United States, history (ancient, mediæval, and modern), school law and methods of teaching. Candidates for these examinations must present evidence that they have completed a four year high school course or its equivalent, or show that they have had four years' successful teaching experience. These examinations vary somewhat in different counties, as each county is a law unto itself in matters of detail. Usually the examinations occur in December and June, and candidates are required to pay a fee of two dollars. The holder of one of these certificates is entitled to teach in any elementary school of the county. The County Board of Education may grant kindergarten-primary certificates upon credentials only, not upon examinations. Such certificates entitle the holder to teach kindergarten classes and, under certain conditions, the first grade. Credentials that may be recognized are,—other California kindergarten-primary certificates, diplomas from the kindergarten department of a California State Normal School, and diplomas from kindergarten schools on the accredited list of the State Board. Special certificates of elementary or secondary grade may be issued by County Boards of Education to holders of credentials issued or prescribed by the State Board of Education. Such certificates are granted to teach manual and fine arts, vocal and instrumental music, physical culture, agriculture, commercial branches, technical and household arts. Teachers receiving these certificates are not authorized to take charge of regular schools, or to teach any subjects except the ones specifically named in the certificates. Preliminary elementary certificates are issued by County Boards of Education to students of California State Normal Schools; preliminary secondary certificates to graduate students of any university accredited by the State Board of Education; preliminary special certificates to students enrolled in any vocational teachers' training course established under the laws of the State, when all such students present recommendations from the authorities of their respective institutions that such certificates be granted. These certificates entitle the holders to do cadet teaching without pay. In this way they get valuable experience while acting as helpers to regular teachers. Temporary certificates may be issued by a county superintendent to persons holding certificates granted by County Boards of Education in California; to persons who are graduates of colleges, normal schools, or universities, and who hold valid certificates issued outside of California, when in the judgment of the county superintendent such certificates correspond in grade to certificates which may be issued by County Boards of Education. All temporary certificates must expire on the July first or January first following the date of issuance. No person is entitled to receive a temporary certificate more than once in the

same county. In the matter of certification of teachers, California has devised a unique scheme for combining central and local authority. The former prescribes the conditions under which they may be issued while the latter actually issues the certificates, and under certain circumstances, conducts the examinations. In Ontario, New York, and Missouri, all certificates are issued by the central authorities.

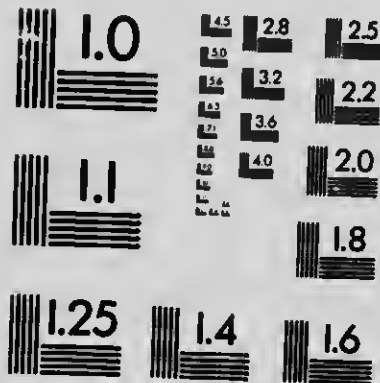
The high school certificates are issued by County Boards of Education upon credentials and not upon examinations. These certificates are granted to candidates who have received the Bachelor's degree from a college requiring not less than four years of training subsequent to graduation from a four-year high school. All such candidates must also submit evidence that they have successfully completed at least one year of graduate study in a university belonging to the association of American universities. This year of graduate work must include one half-year of advanced academic study of the subjects which the candidates expect to teach, and the remainder of the year must be devoted to professional preparation in a university department of education approved by the State Board. The latter half of this year of graduate work may be devoted to acting as student teachers in well-equipped schools of secondary grade directed by a State Normal School or other equivalent institution recognized by the State Board of Education. This year of graduate work corresponds with the professional preparation obtained by the prospective Ontario high school teacher in the Faculty of Education.

Unlike several states of the Union, California offers no training courses for secondary teachers in the State Normal Schools. High school teachers must be graduates in arts and must have in addition one year of special academic and professional preparation in a college or university department of education. Though the Normal Schools of some states still prepare secondary teachers, and other States have no legislation preventing normal school graduates from teaching in high schools, it is quite generally recognized that the Normal Schools have been organized primarily for the preparation of elementary teachers. The special institutions for the purely professional training of secondary teachers are the departments of education in connection with many colleges and universities. As has been pointed out in chapter III this method of preparation is somewhat recent. In 1909 there were throughout the United States, 171 colleges and universities having such departments; their number is rapidly increasing, and there is a wide-spread determination to require professional training of all secondary teachers similar to that provided by California.



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The theoretical work given by these departments is very comprehensive, including general psychology, educational psychology, genetic psychology, psychology of adolescence, principles of education, philosophy of education, history of education, school administration and management, foreign school systems, school hygiene, sociology, and special study of the subjects that the students expect to teach, as well as special methods of teaching these subjects. The practical professional training varies greatly in different institutions. In some instances the practical part is mainly observational as in the old School of Pedagogy in Ontario. In others, both observation and practice teaching are used effectively in preparing the prospective teacher. Some institutions such as Columbia University and the University of Chicago maintain their own secondary schools for purposes of observation and practice teaching. Perhaps Brown University has developed more scientifically and successfully the practical phase of the professional preparation of the secondary teacher than any other school of education in the United States.

In recent years the problems of secondary education in the United States have received much consideration and investigation. It has been discovered that the greatest weakness of these schools is due to lack of proper training of their teachers. The California plan may be said to be typical of a movement to provide for the adequate preparation of all such teachers. The most important recommendations looking towards standardization of qualifications of secondary teachers may be summarized as follows:—

1. Four years of high school work, followed by four years' work in a college or university.
2. Some preparatory professional subjects during the last year or two of undergraduate work such as, history of education, educational psychology, principles of education.
3. Special preparation, both before and after graduation, of one or more subjects to give the candidate sufficient scholarship to teach these subjects successfully.
4. General preparation of other academic subjects to give a broad outlook upon other departments of scholarship and upon life.
5. One year of graduate study devoted to special academic work, theoretical training, but with most emphasis placed upon supervised observation and practice teaching under conditions approximating as nearly as possible those to be met with later in actual experience.

CHAPTER VII.

PREPARATION OF RURAL TEACHERS IN THE UNITED STATES.

There is a wide-spread movement throughout the United States for greater centralization of administrative control in all matters of education. The tendency is to establish State Boards of Education or to give larger powers to those already in existence; to abandon the local district (section) unit for either the township or the county system; and to establish some form of consolidation to replace the one-teacher schools. There is a fairly general agreement that the prevailing system of rural education must be reorganized and readjusted to provide carefully graded elementary schools for all country children, and sufficient rural high schools adapted to the needs of each rural community. Merely an enlarged curriculum will not meet the needs; rural conditions must be scientifically studied in order that the opportunity may be given to the country child to interpret life in terms of his own environment. Educational leaders are convinced that the time has come when both urban and rural communities must each have its distinct type of school. In the United States, as in Ontario, towns and cities have grown rapidly and urban education has advanced in proportion; rural education has progressed slowly or has been retarded because the best country teachers have been attracted to city positions.

Many factors enter into the problem of remaking the rural schools, but none is more important than the proper preparation of the teacher. Rural districts require trained leadership and this can never be realized until teachers of vision and power establish themselves permanently in communities needing their services. Some educators still maintain that all teachers should receive a reasonably good academic and professional preparation and that there should be no necessity for giving special training to any one type of teacher. True, the great principles of educational science are applicable to both urban and rural education, but the prospective rural teacher should receive definite training in elementary agriculture, domestic arts, rural economics, rural sociology, rural school administration and management, and in various other matters pertaining to country life.

Investigation shows that the present status of the rural teacher in the United States is far from satisfactory. For example, in 1915 four per cent. of the country teachers had not completed the eight grades of the elementary schools. This is accounted for by the fact that in some States there is no academic standard of requirement except ability to pass an examination before a local county

superintendent. The best record is shown in the North Central States where only 1.2 per cent. of the teachers have less than eight years in the elementary schools, and the worst record is shown in the South Central States where 11.2 per cent. of the rural teachers could not pass the Ontario Junior High School Entrance examination. This is confirmed by the following letter written by one of these teachers, "I spent 12 months in Rocky Spring School when a child 10 years old, 6 months in the Fla. Inst. when I was 19½ years old. This is all I have ben except taking a course through the mail." (13: 22). It is estimated that only about 45 per cent. of the rural teachers have completed a four-year high school course, but the indications of recent legislation dealing with certification of teachers are that a standard four-year high school course will soon be required of all teachers throughout the United States.

In the matter of professional preparation the Bureau of Education reports that 32.3 per cent. of rural teachers have received no such training whatever. The Western States are in the best position in this respect since only 22.9 per cent. of their teachers have not been professionally prepared. The North Central States come next with 24.5 per cent. while the South Atlantic and the South Central States show 39.6 per cent. and 42.9 per cent. respectively. (13: 25). In Ontario only 18.6 per cent. of the rural teachers hold temporary certificates, while statistics show that all but 13 per cent. of the elementary teachers of the Province are professionally trained.

Although the special preparation of rural teachers is a comparatively new movement in the United States, there are three principal organizations that undertake this work:—

The State Normal Schools.

The County Training Schools.

The regular High Schools.

Many State Agricultural Colleges offer courses for teachers, but these are usually for special teachers of agriculture or for principals of consolidated schools rather than for regular rural teachers.

Courses for Rural Teachers in State Normal Schools.

If a Normal School is to be most serviceable to its constituency, the teachers-in-training must be adequately prepared for the type of school in which they will have to teach. In some States such as Massachusetts, Rhode Island, Connecticut, and New Jersey, the great majority of the graduates teach in urban schools; consequently,

it is not necessary for all the Normal Schools of these States to give special work for rural teachers. In other States like South Carolina, Georgia, Alabama, Mississippi, and North Dakota, where the population is chiefly rural, it becomes necessary for the Normal Schools to offer courses to prepare teachers for rural communities. In each State where the central authority prescribes a course of study for the elementary schools, the Normal Schools are guided in the preparation of their curricula by the contents of this course of study since they must prepare teachers to give instruction in all the subjects. In States where no course is prescribed by the State or where its adoption is optional, the Normal Schools are free to vary their curricula. In both cases, these Normal Schools frequently offer elective subjects for rural teachers in connection with their regular courses. Examples of such schools are to be found in the States of Washington, Virginia, and Georgia. Nearly 80 per cent. of the graduates of the State Normal School at Athens, Georgia, are employed in village or country schools. During their fourth year, students may devote two hours per week to the study of rural sociology which is provided for the purpose of interesting intending teachers in rural conditions, so that they will become community leaders. Much attention is also given to conservation of natural resources, home-making arts and sciences, nature study, school gardening, agriculture, manual training, outdoor plays and games, and physical culture.

Separate departments for the preparation of rural teachers have been established in the State Normal Schools of Michigan, in the Illinois State Normal School at Normal, in the Missouri Normal Schools, and in five of the Wisconsin Normal Schools. A typical course is given in the Western Normal School at Kalamazoo, Michigan. This is a four-year course requiring for admission, graduation from the eighth grade of an elementary school. The work done during the first three years parallels the ordinary high school course, but the fourth year is devoted almost exclusively to professional work, special attention being given to nature study, agriculture, rural sociology, and practice teaching. In the Missouri Normal Schools, rural life and problems are considered in connection with the factors which foster or hinder rural progress. Observation and some practice teaching are carried on in the model rural school maintained on the normal school grounds, to which children are transported from the surrounding country. (14: 17).

One year courses are offered for prospective teachers of rural schools in many State Normal Schools. The State Normal School at Valley City, North Dakota, recognizing that rural teachers

must prepare to meet their own peculiar problems, offers a year's course specially designed for such teachers. The instructors responsible for this work are successful rural teachers who are eminently qualified for it because of their scholarship and experience. The age requirement for undertaking this work is sixteen, and the academic standing must be the equivalent of graduation from the elementary schools. Students completing the course receive a second grade certificate valid in any county of the State. The State Normal School at Lewiston, Idaho, offers a similar course for rural teachers. Students enter from the ninth grade of the public schools and are given reviews of the usual elementary subjects with instruction in methods of teaching them. Professional work is given, including a study of the rural school in its relation to the community, manual and industrial arts adapted to rural schools, agriculture, school gardening, and nature study. Observation is arranged for in a model rural school in which practice teaching is also required.

It has been estimated that about 30 per cent. of the State Normal Schools of the United States have distinct departments for rural teachers, 15 per cent offer special courses although not equipped with separate departments, 20 per cent. offer instruction in some subjects for rural teachers, and 35 per cent make no special provision for rural schools whatever. Fully 50 per cent. of the State Normal Schools are equipped to give instruction in agriculture. Some schools have large farms devoted to this work, while others make use of portions of the school grounds for experimental purposes. The rural school departments of some of these schools render valuable service to their constituencies through club work, rural life conferences, and rural surveys, besides preparing teachers for these communities.

Some Normal Schools establish model rural schools for observation and practice teaching. Three kinds are in operation. The first is a single ungraded room in a regular normal practice school, an example of which is to be found at Winona, Minnesota. The room resembles a country school in having all the grades, but in reality it is an artificial organization and by no means a typical rural school. The young teacher practising in such a room may receive valuable suggestions regarding the arrangement of a school programme and the classification of pupils, but he cannot derive experience in the management of a real country school, nor can he learn how to adapt the subjects of study to meet the needs of a rural community. The second is an ungraded one-room school, built on the normal school campus. This again is a rural school maintained in unnatural surroundings. Kirksville,

Missouri, has such a school splendidly equipped to serve as a model in every respect. The children are country children conveyed daily in wagons at the school's expense. Sometimes this type of school is used as an experimental institution whose main purpose is to discover how the curriculum and methods of teaching may be modified to meet the intellectual, industrial, and social needs of the surrounding country.

The third is an actual rural school located in its natural environment in an agricultural community. The students must travel back and forth to the practice school but to compensate them for this inconvenience they have the advantage of gaining their experience in a real school. *Terre Haute, Indiana*, maintains such a typical practice school six miles from the Normal School in which students who are preparing for country work have observation and six weeks of practice teaching. The *North Adams State Normal School, Massachusetts*, provides for practice teaching in three different types of school; a regular graded school connected with the Normal School, a two room school in a neighbouring village with four grades in each room, and a distinctly rural school. All students must teach in the school connected with the Normal School, but those preparing for rural work acquire some of their experience in the rural school. Normal school authorities are not unanimous in their opinions as to which type is most effective in practice. The ungraded room in a graded school is the least satisfactory. The advocates of the rural practice school claim that prospective rural teachers can get the best experience in a real rural school. In order to save the time and energy of the students, many Normal Schools have abandoned this scheme in favour of a model rural school located on the normal school campus to which country pupils are conveyed from the country and provided with an environment as much as possible like the open country. Such a model school must always have about it an air of artificiality, and it is difficult to see why it should be preferred to the rural school situated in its natural position. The transportation and other difficulties should be solved more readily for teachers-in-training than for public school pupils. A few Normal Schools send their students in charge of a critic teacher to a rural school and students and teacher remain for several weeks in the community where the school is situated. Sometimes board and lodging are secured near the school, and in other cases all live in tents on a co-operative basis. Where this plan has been tried, the authorities are enthusiastic about the opportunity afforded students of becoming acquainted with actual rural conditions. One valid objection to this method is that while eagred in rural observation and practice teaching, students must miss their classes in the Normal

School. This and numerous other objections make the plan inapplicable to conditions in Ontario. The scheme of using actual rural schools for practice purposes seems to afford the most natural and effective means of giving experience to would-be rural teachers. Such rural schools should be thoroughly equipped, in charge of competent teachers, and easily accessible by train, trolley car, or motor bus.

County Training Schools for Rural Teachers.

Wisconsin has evolved a unique system of County Training Schools for the preparation of rural teachers. In 1899 the State legislature authorized the establishment of one of these schools in any county in which a State Normal School was not located, but at first, limited the number of schools to two. From time to time the law has been changed to permit the opening of additional training schools until at present thirty-three are authorized, although only thirty have been established. A county desiring to have one of these local Normal Schools must get the consent of the people by popular vote and then make application to the State Department of Education for its approval. The County Board of Education is authorized to provide money for the organization, equipment, and maintenance of the school. It is controlled by a so-called County Training School Board consisting of three members, one of whom is the county superintendent, the other two being appointed by the County Board of Education. The county provides the plant and pays one-third of the cost of maintenance, the State paying the other two-thirds. Special appropriations are made to schools that offer regular courses in domestic science on condition that qualified teachers are engaged for this work. (16: 9.) Wisconsin is the only state in the Union that provides genuine County Training Schools, separate in every respect from the public high schools.

The success or failure of such institutions depends almost entirely upon the teachers, hence special care has always been exercised in filling the positions of principals and assistants with men and women of scholarship and experience, who possess sympathetic knowledge of rural conditions. Practically all the principals of these schools have been born and brought up in the country, have attended and taught in rural schools, and after graduation from college, have taught in high schools for a number of years. Doubtless this preparation insures the securing of principals of mature years who command the respect of the community; but it is a well-established fact that men who teach for years in high schools, after taking purely academic college courses, are almost certain to lose interest in rural conditions and become unsym-

pathetic towards elementary education. Substitute for the purely cultural college course such a four-year course as that offered by the Ontario Agricultural College, and substitute for the high school experience an assistant's position in one of these training schools for a few years and the result would be an ideal principal for a County Training School.

Students are admitted to these schools on completion of the work of the elementary school. For these students the course extends over two years, but is so arranged that graduates of high schools may complete it in one year. The courses of study are proposed by the local authorities and are practically uniform for all the training schools since each must receive the approval of the State Superintendent. No attempt is made to give instruction in high school subjects, but much time is devoted to the academic and professional preparation of the programme of the elementary school with special reference to its application to rural conditions. Nature study, agriculture, and domestic science receive careful consideration. School management, school law, and the management and use of a school library form part of the curriculum of each school, the students being prepared in these subjects for local conditions. (16: 17). Observation and practice teaching are provided for under close supervision. Each student must do successful practice teaching for twenty weeks, daily conferences being held during which criticisms and suggestions are made. Seven schools have practice departments in connection with their own institutions but the remainder must depend upon the public schools of the urban centre where the school is located. Some schools provide for observation in the neighbouring rural schools.

Upon graduation, a student who can furnish evidence of having taught successfully for one year, is granted a certificate valid for three years in the county where the training school is situated. The inexperienced graduate receives a certificate valid for one year from the date of issue. After one year of successful experience, the county superintendent may sign the certificate thus making it valid for an additional period of two years. Provision is made that the holder of a certificate from a county training school, after one year's successful experience as certified by a county superintendent, may, upon the completion of a four-year high school course, be awarded a certificate valid for four years throughout the State for any position in an elementary school except the principalship. No provision is made for the issuance of life certificates.

The primary purpose of these county institutions is to prepare teachers for the work of rural schools but other functions have developed which are worthy of mention. Their teachers are usually

familiar with local conditions and consequently are able to give valuable assistance to county superintendents by addressing educational gatherings and by offering practical suggestions to rural teachers and other community leaders through conferences and circulars. Training school teachers also visit the rural schools to study their needs and to ascertain the strength or weakness of their own graduates. County teachers are encouraged to borrow books from the libraries of the training schools and frequently educational columns in local newspapers are edited by the staff for the benefit of county teachers and others interested in rural problems. (16: 33).

The final test of any scheme of preparing teachers is the success or failure of those whom it trains after they go into actual service. It is claimed for the graduates of the Wisconsin training schools that, since they have been brought up in the country and have been trained by men and women in sympathy with rural life, they are alive to its problems and understand its needs and possibilities. The following quotations from letters of county superintendents indicate that these locally trained teachers compare favourably with other teachers.

"As a rule training-school graduates are strong in initiative, resourcefulness, methods, orderliness, and neatness of school rooms. * * * Some of them are weak academically in upper form work and also in methods."

"They are strong in subject matter, habits of application, and general good teaching. They know how to plan their work and organize the school. They have a foundation so that they are able to receive constructive criticism from the superintendent."

"Most of them have interest in country life. Their work is better organized. They are better prepared for busy work and do more social centre work."

"They organize the school with less delay. They have a supply of seat work and are prepared with drills and devices that have been provided at the training school. They have a better attitude toward the country, its social and economic problems." (16: 27).

The advantages urged for the county training school as an institution for preparing country teachers are:—

1. Usually the members of the faculty are men and women of scholarship and experience who understand country life and are interested in its problems.
2. The majority of the students come from the country, have been accustomed to work and assume responsibilities, and have

consequently developed considerable self-reliance and self-confidence, qualities so necessary for community leaders.

3. The purpose is to prepare teachers for country schools and to specialize on rural problems. It thus has the advantage of clearness of aim and is able to adapt its work to the needs of its own immediate vicinity.

4. It works in harmony with the county superintendent in all his work and hence assists him to bring about many educational improvements and reforms that could not be accomplished otherwise. (16: 35).

Gradually these schools have improved in usefulness since their inauguration, and are recognized as an admirable scheme for the preparation of teachers for service in rural communities, but they have some apparent weaknesses which could be overcome by attention to the following suggestions:—

1. The long experience that most of the principals have had as high school teachers. This defect has already been examined.

2. The students are immature and lacking in scholarship. It must be admitted that academic preparation is but one of the essentials of a good teacher, yet it is an important essential. A pleasing and forceful personality, a love of children, and ability to adapt oneself to the community are equally important though these latter qualifications are often overlooked. The rural schools of Wisconsin would be much more efficiently taught if all students of the county training schools were required to have four years' work in a (rural) high school prior to entrance upon their professional training.

3. One year of professional work should be sufficient if satisfactory academic preparation has preceded. An interim certificate valid for two years could be issued to graduates and this might be extended to five years on certification by a county superintendent. Provision should be made whereby these teachers who have taught successfully for two years could enter a Normal School for a year and receive life certificates valid for the State. As constituted at present, these county training schools seem to discriminate against the rural teacher since no provision is made for life certification. The rural schools of the United States will never be as efficient as the urban schools until the standards of certification demanded of the latter are also demanded of the former. Teachers may be specially trained for the problems of rural schools and rural communities, but so long as lower standards are required of rural teachers, just so long will their salaries be inadequate and the schools unsatisfactory. There seems to be an impression

abroad that a better type of teacher is required for the graded urban school than for the ungraded rural school. This is a fatal mistake.

4. Observation and practice teaching could be made more effective. Except where practice schools have been established in connection with the training schools, the observation and practice teaching are carried on in village, town, or city schools. Some observation is arranged for in rural schools, but where so much emphasis is placed upon the preparation for specific work, at least on half of the practice teaching should be done in the rural schools.

Ontario has nothing comparable to these county training schools. The old County Model Schools had some parallels, but they required higher academic qualifications for admission and gave a much shorter course of professional preparation. In Ontario, no teacher is allowed to prepare for a teacher's certificate without at least the equivalent of a two-year high school course. The local training schools make no attempt to train teachers specifically for rural schools. In chapter II suggestions have been given for improving the preparation of Ontario teachers for country schools.

Preparation of Rural Teachers in Regular High Schools.

In chapters IV and V, brief references were made to the training courses in the high schools of New York and Missouri for the preparation of rural teachers. The training of teachers to supply all the elementary schools of the United States has proven too large a problem for the Normal Schools, with the natural result that the rural have suffered more than the urban schools. Many States, feeling keenly the disadvantages of having their rural schools in the hands of untrained teachers, have established, during the last twenty years, training courses in their high schools. Fully twenty States make provision for some professional preparation of intending rural teachers, either in connection with or as an integral part of their secondary schools. (17: 98). New York, Michigan, Minnesota, Nevada, and Ohio have training classes organized as separate departments, but more or less closely connected with the public high schools, inasmuch as the same building and equipment are used for regular high school classes and for training classes. Arkansas, Iowa, Kansas, Maryland, Missouri, Nebraska, Oregon, Virginia, and Wisconsin have training courses as part of the usual high school work, leaving all except the strictly professional work in charge of the regular high school instructors.

Some further explanation is necessary to make clear the distinction between these two types. According to the former system of organization, the training courses though usually held in the high school building, are separate and distinct. No ordinary high school subjects are taught in the training courses nor do these courses count towards the securing of high school diplomas. Occasionally some of the subjects pursued by training students are taught by regular high school teachers, but usually the training classes have their own teachers. Under the latter form of organization the professional courses are a part of the regular high school curriculum, given in place of the usual high school subjects and counted for credit in qualifying for high school diplomas. Professional subjects are restricted to the third and fourth years, or to the fourth year. Other States having high school training courses conduct them with slight modifications of one or the other of these two forms of organization.

Brief descriptions of the distinctive features of the systems in operation in New York and Minnesota will be given as illustrative of the former method of organization. New York was the first State to organize this system of preparing rural teachers. In 1894 state legislation authorized the establishment of training courses in high schools and academies approved of by the State Department of Education. The law provides that each class must have at least ten students and not more than twenty-five. A school maintaining such a class must employ a teacher who devotes to this department not less than four recitation periods of forty minutes each per day. The teacher must be a college graduate, or a graduate of a State Normal School, and must have two years' experience in the schools of New York, one of which must be in grade work. He must be paid a minimum of \$500 per annum. The training class must have a separate room and provision must be made for observing methods of teaching in the various grades under proper direction and criticism. (14: 39).

Candidates entering upon these courses must be seventeen years of age and must have completed three years of academic high school work. Beginning in September 1917, students will be required to have completed four years of high school work before undertaking one of these professional courses. The course includes a review of the subjects of the elementary school programme with instruction in methods of teaching these subjects. The strictly professional subjects are psychology, principles of education, school management, history of education, and school law. The course covers one year and certificates valid for three years are issued to candidates who succeed in passing final examinations

prepared by the State Department of Education. Provision is made for renewing these certificates from time to time and liberal allowances are granted to holders in the State Normal Schools. During the school year 1911-12 there were 90 such classes with 1,300 students, 1,156 of whom were graduated, receiving State certificates, valid in the rural schools of the State. At the present time there are training classes in 112 high schools and approximately 6,000 graduates teaching in the rural schools of the State.

The training departments in the high schools of Minnesota are under the direction of the State High School Board. These departments were established in 1905, because practically all graduates of the Normal Schools were being employed in urban centres. Minnesota requires about 9,000 teachers for its one-teacher schools, and less than 25 percent. of those now in service have any professional training whatever. (15: 43). The lack of this professional preparation is due to the fact that teachers are granted certificates to teach in rural schools upon passing an academic examination. Though there are more than one hundred training departments in high schools, each receiving an annual grant of \$1,000 from the State, the total number of students enrolled is comparatively small because graduates have to compete with untrained teachers holding legal certificates. At present no fixed admission requirements are demanded, though in practice students are supposed to have completed at least two years of high school work. The training class in each school is in charge of a special instructor holding a certificate granted by the State Superintendent because of suitable experience and peculiar fitness for this work. Each instructor must receive a minimum salary of \$750 per annum and the enrolment in his department must not exceed twenty students. The course of study includes American history, arithmetic, civil government, grammar, geography, literature, reading, and writing. These subjects are studied professionally during a year of nine months, special reference being given to methods of teaching. One-fourth of the students' time must be devoted to practice teaching, much of which is done in rural schools. Mere observation is regarded as having little value and students are encouraged to render assistance to regular teachers in cloak-room supervision, hall duty, correction of exercises, oversight of seat work, tutoring backward pupils, and instructing sections of a grade. Graduates who have completed two years of high school work receive Second grade certificates, while those who have three years of high school work receive First grade certificates. The former is valid for one and the latter for two years in rural and semi-graded schools. (14: 42).

Evidently rural education in Minnesota is in a deplorably backward condition. One can scarcely imagine a progressive state with more than 75 per cent of its country schools in the hands of untrained teachers. Conditions would rapidly improve if a State law prohibited the granting of certificates on mere academic standing and required resident professional preparation of all students seeking to enter the teaching profession. The State law might further require a uniform standard of four years' high school work preparatory to entering the training class which should be considered as a fifth or graduate year. The course of study in the training department should include some science of education, rural school management, rural economics, and rural sociology. Every teacher looking forward to leadership in the country should be well acquainted with the problems of rural life. Recently the State Department of Education appointed an energetic rural-life worker as supervisor of teacher training departments in high schools, and the immediate future should witness some much-needed improvements in the rural school conditions of Minnesota.

In order to have a clear understanding of the *latter* method of organization, in which training courses are part of the regular high school work, the important features of the plans adopted by Virginia and Missouri will be examined as typical. In Virginia, normal departments in high schools were authorized by the State in 1908, and it was provided that the subjects of study should form part of the regular curriculum prescribed for such schools by the State Board. One high school in each county may be designated by the State Board of Education to give normal instruction. The purpose of these departments is to prepare teachers in the most approved methods of organizing, teaching, and managing elementary schools in rural districts. Students receiving the benefits of this training may be obligated to teach for at least two years in the rural public schools of the State. A training department cannot be organized for fewer than five students and there must be at least three teachers, including the normal training teacher, who give their whole time to high school work. The training and salary of the normal teacher must be approved by the State Board of Education since each high school giving normal instruction is entitled to receive from the State a sum not exceeding \$1,500 per annum, all of which must be used in paying the instructor or instructors of this department. The course of study for all who are looking forward to teaching covers four years, the professional work being taken up during the third and fourth years. In addition to the usual high school subjects, attention is given to such professional subjects as psychology, principles of teaching,

school management, and methods of teaching the subjects of the elementary schools. Certain recommendations are made regarding the advantageous selection of electives. The theoretical study of methods is considered insufficient and students are trained to observe carefully and intelligently the principles of teaching as exemplified by skilful teachers of the grades, and by the normal training instructor. Practice teaching is always followed by conferences in which the students are encouraged to take part in the discussions. A graduate of this four-year course receives a high school diploma, also a normal training certificate from the State Board good for two years throughout the State. Upon satisfactory evidence of successful experience during these two years, the State authorities will renew the certificate for a further period of five years. The teacher training course of Virginia may be described as made up of elective subjects which replace some of the usual academic high school subjects. Throughout the four years, a student devotes about one-sixth of his time to strictly professional work. (14: 43). This would be about twice the amount of time given to their whole preparation by students of the Autumn Model Schools in Ontario.

The first teacher training courses in the high schools of Missouri were authorized by State law in 1913. Fully one hundred approved high schools are undertaking this work with the result that more than 3,000 high school graduates have become teachers of rural schools during the last three years. Usually the State Board of Education selects one high school of superior type in each county to which an annual grant of \$750 is given; in the event of a second high school being necessary, each receives a grant of \$600 a year. The State appropriation is conditioned upon a minimum training class of ten students and upon its being used towards payment of the instructor's salary which must be at least \$750 a year. Private and denominational schools are eligible to open such classes, but they cannot receive state aid. The purpose of the Missouri course is to prepare students in the science and practice of teaching rural schools. Provision is made for the appointment of a state inspector of teacher training in high schools at a salary not to exceed \$2,200 a year. The State Superintendent prescribes admission requirements, courses of instruction, and the rules and regulations governing the giving of instruction and certification of graduates. During the first two years the regular high school subjects are taught; special attention being given to professional instruction during the third and fourth years. Students are not allowed to take any training classes until they make formal declaration that they intend to teach in the public schools of Missouri. Elementary psychology, school

management, and pedagogy are taught with special reference to rural school conditions. Each student must have opportunity for at least thirty observation lessons under specific directions outlined by the State Superintendent. The student teacher is also assigned to assist a regular teacher during a part of each day for two or three weeks. Some of the observation must be arranged in rural schools where students also do practice teaching under the direction of the training school instructor. No student can receive a teacher's certificate who has not completed four years' attendance at a high school, in which case he is also entitled to a high school diploma. The certificate of graduation is a State license to teach for two years in any rural school of Missouri. After one year of successful experience, followed by a brief period of attendance at a Normal School, the State University, or a recognized college, a graduate of a training course is entitled to receive a First grade county certificate.

Educators in the United States are not unanimous regarding the advisability of introducing professional work into the high schools. There are numerous manifest objections, but since approximately 365,000 teachers are required to supply the rural schools of the United States, only about 122,000 of whom are professionally trained, something must be done to meet the emergency. (17: 96). With 92,000 new teachers going into rural schools every year some immediate means of preparation must be provided and the high school seems to be the institution most easily adapted for meeting the contingency. It is generally recognized that the scheme has much to commend it until the regular Normal Schools are able to provide facilities for preparing enough teachers for rural as well as urban schools.

| YEAR | FEMALE | MALE | FEMALE | MALE |
|------|--------|------|--------|------|
| 1897 | | | 219 | 78.1 |
| 1898 | | | 211 | 78.9 |
| 1899 | | | 219 | 78.1 |
| 1900 | | | 224 | 77.6 |
| 1901 | | | 224 | 77.8 |
| 1902 | | | 228 | 78.0 |
| 1903 | | | 228 | 78.3 |
| 1904 | | | 231 | 78.9 |
| 1905 | | | 230 | 72.0 |
| 1906 | | | 239 | 71.1 |
| 1907 | | | 217 | 68.2 |
| 1908 | | | 209 | 70.6 |
| 1909 | | | 208 | 73.6 |
| 1910 | | | 216 | 77.4 |
| 1911 | | | 201 | 69.9 |
| 1912 | | | 203 | 70.7 |
| 1913 | | | 213 | 68.7 |
| 1914 | | | 209 | 65.1 |
| 1915 | | | 217 | 62.1 |
| 1916 | | | 239 | 61.1 |
| 1917 | | | 217 | 38.3 |
| 1918 | | | 200 | 35.6 |
| 1919 | | | 230 | 58.8 |
| 1920 | | | 207 | 53.3 |
| 1921 | | | 202 | 48.8 |
| 1922 | | | 220 | 48.8 |
| 1923 | | | 243 | 45.7 |
| 1924 | | | 247 | 43.3 |
| 1925 | | | 260 | 44.6 |
| 1926 | | | 258 | 43.0 |
| 1927 | | | 223 | 46.7 |
| 1928 | | | 227 | 42.3 |
| 1929 | | | 220 | 48.0 |
| 1930 | | | 216 | 48.4 |
| 1931 | | | 210 | 48.6 |
| 1932 | | | 223 | 45.7 |
| 1933 | | | 231 | 46.9 |
| 1934 | | | 201 | 38.9 |
| 1935 | | | 219 | 38.1 |
| 1936 | | | 229 | 37.1 |
| 1937 | | | 242 | 35.8 |
| 1938 | | | 238 | 36.2 |
| 1939 | | | 242 | 35.8 |
| 1940 | | | 257 | 36.3 |
| 1941 | | | 258 | 34.1 |
| 1942 | | | 262 | 33.7 |
| 1943 | | | 267 | 32.3 |
| 1944 | | | 270 | 33.0 |
| 1945 | | | 270 | 32.1 |
| 1946 | | | 276 | 31.4 |
| 1947 | | | 284 | 31.4 |
| 1948 | | | 280 | 30.0 |
| 1949 | | | 280 | 28.0 |
| 1950 | | | 281 | 25.9 |
| 1951 | | | 259 | 24.1 |
| 1952 | | | 223 | 22.7 |
| 1953 | | | 208 | 21.4 |
| 1954 | | | 200 | 20.0 |
| 1955 | | | 209 | 19.1 |
| 1956 | | | 204 | 19.6 |
| 1957 | | | 210 | 19.6 |
| 1958 | | | 226 | 17.4 |
| 1959 | | | 227 | 16.3 |
| 1960 | | | 223 | 16.7 |
| 1961 | | | 228 | 16.2 |
| 1962 | | | 229 | 16.1 |

Chart showing the
the number of Female Teachers & Male Teachers in Ontario

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