A STUDY OF FOUR SOCIAL VALUES OF
THE NORMAL TRAINING COURSE
IN
KANSAS HIGH SCHOOLS

BY

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LAWRENCE
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PART ONE

THE NATURE AND METHODS OF THE INVESTIGATION.
CHAPTER I.

THE SOCIAL NATURE AND PURPOSE OF THE STUDY.

INTRODUCTION.- Probably the most frequently used words in educational literature and language today are social, socialized and socialization. "Social" characterizes all the services which educators and society believe society should receive from the public school, not because it is apart from society but because it is a part of it. "Socialized" indicates the nature of the methods, discipline and studies used by those schools attempting to render social services, while "socialization" characterizes that state the socialized school reaches when its services are of maximum worth to society. Needless to say, socialization has not yet been standardized. It is generally agreed, however, that the school should develop not only the mentality of the student but should develop also those traits of character, those qualities of leadership and those social, aesthetic and religious sentiments most valued
by the large social group in the outside world of which the student will sooner or later become a member.

ADVANCES IN SOCIALIZATION. In order to satisfy the growing demand that the school meet more definitely the needs of society, new methods of instruction such as supervised study and socially organized classes have been introduced. In discipline the old autocratic regime of teacher government has been replaced by varying democratic forms of student self-government. Perhaps the greatest advance, certainly the greatest innovation, toward socialization, has been made in the introduction of new studies to take their place in the curriculum along side the centuries old courses of Latin, Mathematics and Literature. Studies of society itself, of scientific progress, of commercial life, of business itself, are now accepted subjects for school study. Socialization has gone further. Definite training for special fields of industry and business have been given places of honor with those studies so long considered indispensable to a true education. The advance of the idea that the school is but one phase of life and of society, and cannot be separated from it, has been steady.
TEACHERS' TRAINING COURSES.— Among the earliest attempts at socialization of studies in secondary schools was the introduction of courses to prepare students for teaching in rural communities. The fact that rural school children were so retarded in school studies, that they were discontented with their environment and drifted by the thousands to the city, aroused society. The blame was laid upon the nature of the rural school. Educators attempted a reform and sought to improve the training of rural teachers. High school training was required and later in addition to the prescribed high school studies, certain professional studies were added and the Teachers Training Course was introduced into the high school. These studies were not especially social since they were chiefly methods in teaching the three R's, and management of schools upon orthodox plans. Reviews of the common branches added only to the teachers' stock-in-trade. For the most part, this training applied equally well to a town teacher. The particular social needs of the rural school were not considered. Indeed social needs were not at that period the concern of the public school.

As there were no marked improvements in rural conditions from teachers so trained, socialization in the
training of the rural teacher began with the introduction of studies which pertained to rural life. Agriculture was introduced. The course, to be sure, was chiefly descriptive with occasional experiments in window-box farming. Later home economics, manual arts, carpentry and similar socialized studies were introduced into these high school courses. In recent years courses in rural problems and rural economics have been added in a few schools. Today the socialization of this course is a problem of vital interest, since the great majority of rural teachers in all the states come from the high schools. This study concerns itself with certain phases of this problem. An inquiry into the social values of the present Normal Training course of the high schools of Kansas seems to be in harmony with the progressive attitude of those educators who wish the school to serve efficiently the needs of the state.

THE PURPOSE OF THE STUDY.—The purpose of the study which follows is to measure in terms of responses to rural social needs, certain social values of the Normal Training course of the high schools of Kansas.

References: Cubberly, E. P. Rural Life and Education
Foght, H. W. The American Rural School
VALUES INVOLVED. - In the attempt to measure to some extent the social nature of the Normal Training Course, four social values have been constantly in mind. The first centers about the information the course gives to its students about rural life problems in general and those of the county in which the course is given in particular. The graduate from such a course should know how to attack the rural problems he will meet in a definite and practical manner. The second social value has to do with the attitude of the student toward country life. In theory at least, the course should make so clear the opportunities for genuine social service in rural communities that graduates from these courses would be eager to do definite constructive work in the districts in which they teach. It must be kept in mind that both these values are dependent, for the most part, upon the studies offered in the Normal Training Course which touch upon rural problems. The
third value relates to the rural attitude of the instructors of these courses in the high school. So great is the influence of these instructors, it seems only those persons should present the subjects studied in the course who have had a wide variety of rural experiences, including residence and teaching, and are keenly in sympathy with country life. The fourth social value is that of the personal interests of the students and the prerequisites for entrance into the course. From the very nature and purpose of the course, it would seem that only those students should be permitted to enroll who have strong rural tendencies and those based chiefly upon actual rural experiences.

QUESTIONS.— In a consideration of these social values of the Normal Training Course, many questions arose with reference to the information value. How much does a graduate of the course as now offered know of rural problems and rural interests? How much does he know of the local county in which he will teach? Of its peculiar problems, of possible solutions of these problems? Does instruction in these normal training courses include a study of local rural schools? Again, does such a course consider the kinds of studies needed in
rural schools, and does it encourage the prospective teacher to attempt such reforms in the state prescribed course of study for rural schools as are possible? Is the graduate of the Normal Training Course particularly eager to introduce home economics, manual arts, agriculture, ornithology, sanitation, etc., into rural schools, or is she content to teach reading, writing and arithmetic alone? In this respect, is she more social than other teachers not so trained?

With reference to the social value of the attitude of the students toward rural life as developed by the course, similar questions arose. Do the graduates from this course become leaders in rural social life and become an integral part of the district in which they teach? Are they proud to teach in a country school? How much rural experience have these graduates themselves? Do they attempt to solve any problems in their district? What experience in self reliance have they? How do county superintendents rate these teachers?

Another group of questions which presented themselves were those relating to the third social value, the attitude toward the country of those teachers who instruct the students of Normal Training classes. How sympathetic
are they with rural life? How much experience have they had in rural teaching? What do these high school teachers do to put their pupils in touch with rural life and its problems? How do these teachers cooperate with the county superintendent in improving rural schools?

In considering the fourth social value, that of the personal interests of the students and the prerequisites for enrolling in the course, many questions needed answering, of which the following are illustrative: How does he enter the course? Do those in charge of Normal Training Courses select students or are the classes filled by the hit or miss method? If prerequisites are made, what are they? So far as the individual student is concerned, what are his own rural experiences? What attitude does he take toward rural teaching? What social experiences has this would-be teacher had? What measure of his social ideals may be obtained from the books and magazines which he reads because he likes them? Is he truly interested in teaching as a profession or does he really desire to follow some other work?

CLASSIFICATION.— These questions with dozens of others were classified according to the social values they most closely touched and then divided into four questionnaires,
according to the sources from which answers were sought. For it seemed in order to get a fair idea of the social values of the Normal Training Course, it was necessary to obtain data from at least four sources. The graduates already in the teaching field should be given a voice; superintendents who recommended the teachers to rural districts and who inspected and recorded the nature of their work should be consulted; teachers of these courses in high schools who gave instruction in the studies offered in the course should add their testimony in regard to their own attitude toward rural life; and finally the rural social attitude of prospective graduates of these courses should be ascertained.

The general method of investigation used in this study then is that of the questionnaire. These were sent to
a. All county superintendents of Kansas.
b. To 96 teachers of Normal Training classes in the state.
c. To prospective graduates of Normal Training classes in 96 high schools of the state.
and submitted by personal visitation
d. To 35 rural teachers of Douglas County Kansas.

Each questionnaire appears in full in the part of
the study in which the tabulations and discussions of the data from it are shown.

EXPLANATION.- Since the number of county superintendents in Kansas is small, questionnaires were sent to all. Of the 105 superintendents, 81 responded. It did not seem necessary to send to all the Normal Training teachers in all of the 273 high schools in the state having Normal Training courses, and inquiries were sent to only a third of the number. The names of schools were selected at random from the four various classes of high schools in Kansas. The distribution of the questionnaires with the number returned is shown in the following table:

<table>
<thead>
<tr>
<th>Class</th>
<th>Sent Out</th>
<th>Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>29</td>
<td>22</td>
</tr>
<tr>
<td>B^1</td>
<td>26</td>
<td>17</td>
</tr>
<tr>
<td>B^2</td>
<td>16</td>
<td>10</td>
</tr>
<tr>
<td>B^3</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>58</td>
</tr>
</tbody>
</table>

These same teachers were asked in addition to filling out their own questionnaires to take charge of the distribution and/return of the questionnaires submitted.
to the prospective graduates of their Normal Training course.

Answers were received from 540 seniors of Normal Training courses in 62 schools. Four schools returned questionnaires of students without enclosing the questionnaires of the teachers. The four omitted were from Class A and Class B rank I. The larger number of these answers appear in numerical tabulation, since the greater number of the questions were answered by yes or no.

In the study made in Douglas County Kansas, in March 1917, the plan followed was to visit several rural schools and observe especially the social attitude of the teacher, in so far as it might be shown in the appearance of the school grounds, building, and school room, and also in the relationship of the teacher to the pupils. These observations were supplementary to conferences with the teachers themselves, in which the questionnaires were filled out, and comments recorded by the visitor. Most of the questions could be answered by yes or no, a few called for details. The procedure was as informal as possible. The teacher was asked if she would kindly assist in a study of the social life and viewpoint of rural teachers, and for the most part, the information was given very willingly. In this study, the schools visited were not selected for their particular excellence nor for their special defects.
County Superintendent Hawley arranged the schools into small groups each of which could be visited in a day. The school houses ranged from modern equipped buildings to old, weather-beaten unsanitary houses unfit for housing school children. The teachers were of equally varying types, from wideawake progressive men and women to dull, listless, bored individuals, ignorant of their opportunities. So wide was the range of school houses and the types of teachers, it was evident no prearranged plan was made by the county superintendent to show up only the best of the county. No arrangement was made to visit only a given number of teachers who were graduates of Normal Training courses, but to visit some thirty-five or forty schools - about half the total number in the county - and from the data obtained from the Normal Training graduates in this number, satisfy the purpose of this phase of the study. Data secured from teachers who were not graduates of the Normal Training could be discarded or used for comparisons, favorable or unfavorable, as the case might be, with data from graduates of the Normal Training course.

For illustrative material outside of tabulations, a few pictures were taken of interiors and exteriors of rural school houses and of rural homes and barns. These pictures were made in Douglas County, Kansas.

In order that the nature of the present Normal
Training course may be clearly in mind as the data of the study are presented, a brief history of the movement in Kansas and a statement of its present status are given. Also, since the social values of the course are under consideration, a discussion of possible methods for further socialization of the Normal Training course based upon inferences from the four phases of the study, is added at the close of the study.

In this entire study, there has been one underlying problem, to find out to what extent the Normal Training courses of the Kansas high schools train teachers to be sympathetic with rural problems and willing to aid in their solution.
CHAPTER III.

THE RELIABILITY OF THE DATA.

INDIVIDUAL DIFFERENCES.—In a study of the social value of anything, the kinds of evidence available are, for the most part, testimonial. Men and women express their opinions as to its worth. No matter how carefully directed the investigation, how skillfully prepared the questions of inquiry, the subjective personal factor is present. Hence testimonial evidence can never have the same worth in ascertaining truth as the facts of the exact sciences. The most that can be done is to summon sufficient evidence to make the inferences from it reasonably certain. Individual differences must be considered. Age, temperament and training as well as the personal experience of the witness with the object of study, qualify the value of his testimony. Frequently, judgment is affected by some particular bias of the person consulted. There is no way to secure nor to know mathematically the correctness of the judgments.

In this study of some of the social values of the
Normal Training course in Kansas high schools, the data were obtained from personal testimony. In Part Three, the testimony is that of rural teachers of Douglas County, Kansas; in Part Four, of the County Superintendents of public instruction in Kansas; in Part Five, of teachers of classes in the Normal Training courses in certain high schools of Kansas; and in Part Six, of senior students in the Normal Training courses in the same high schools from which the testimony of the teachers was obtained. Because all of the witnesses in each group were not of the same maturity, nor of the same education, nor of the same sex, nor of the same teaching experience in the case of teachers, this study may be challenged as a scientific study. The only reply, it seems, is that no social group consulted is scientifically organized and controlled. Had arbitrary controls been set up, and only those witnesses consulted who came under them, the testimony would have been invalid because the number in each group would have been so small. Or had all the persons in all the groups qualified under all the controls established, there would yet remain individual differences in ability, and social status.
STUDY IN DOUGLAS COUNTY.—In the intensive study made in Douglas County (Part Three) no effort was made to visit only those teachers who were Normal Training graduates. It was thought that in visiting approximately half of the rural teachers of the county a sufficient number of graduates of Normal Training would be visited to give some idea of their social attitude toward their districts. The observations of the social attitude of other teachers, not so trained, would serve as a basis of comparison. In this random sampling, the social attitude of these graduates of Normal Training is compared with the social attitudes of teachers who were high school graduates but not Normal trained, and with other teachers not graduates of high schools. Such sampling gave opportunity for comparison within the group as it is found in actual working, and not in theory.

VALUE OF ONE PERSON’S OPINION.—The reliability of the judgments on the social attitude of the teacher as reflected in the appearance of the school grounds and room and the general atmosphere of the school is open to criticism since they are based on the impression of one person made in one visit to each school (Part Three). They are submitted, however, as
testimonial evidence from one who had been in charge of a Normal Training course. The greater portion of Part Three is composed of data furnished by the rural teachers themselves. The value of the judgments based on these data may be questioned because of the small number consulted. For this reason, less weight is given to inferences in this section than to others of the study.

REPLIES OF COUNTY SUPERINTENDENTS.—In Part Four, the very nature of the replies seem to defy tabulation. Personal bias is evident in some answers. The report from one superintendent was discarded because the replies were not relevant and were obviously prejudiced. For instance, in answer to the question, Do you feel the present Normal Training course puts teachers in sympathy with rural conditions? Why? — he said, "No. Do away with sororities in Colleges. Society delicate silly notions and put in common sense. Need degrees that at least guarantee a teacher knows a rural school when she sees it." It is evident his responses could not be used. Since there are no standard qualifications for county superintendents, their competence to pass judgment on the social values of the Normal Training course may be questioned. In theory, at least, county
superintendents should have the best opportunity to know the facts concerning the social values of this course. In this study, for instance, 81 superintendents report that they have under their supervision 2300 graduates from these courses. The way they use this opportunity may be judged from their replies to the questionnaire. As the data are so heterogeneous, the inferences may be based upon too few data. Perhaps the greatest value of this entire section lies in the revelation of the social attitude of county superintendents themselves toward the Normal Training course and its graduates.

VALUE OF REPLIES OF STUDENTS AND TEACHERS:— Parts Five and Six contain data which represent more combined judgments than do Parts Three and Four. Responses were more definite from teachers and students and could be tabulated numerically. Hence inferences could be made more easily. The testimony of the teachers of high school and seniors of the Normal Training course is given more weight than that of the rural teachers or of the county superintendents in this study.

PATRONS:— It is regretted that testimony could not be taken from those who receive the most direct contact with
the social attitude of rural teachers,—the patrons and pupils of the rural schools.

POINT OF VIEW.—In this study a conscious attempt has been made to eliminate any preconceived personal or professional ideas of the social values of the Normal Training course and to present the data, with inferences following, in an unprejudiced manner.
PART TWO

THE HISTORY AND PRESENT STATUS OF THE
NORMAL TRAINING MOVEMENT IN KANSAS.
CHAPTER I.

THE NATURE OF THE VARIOUS LAWS ENACTED IN KANSAS.

HISTORY.—New York is the pioneer in the movement for training prospective rural teachers in secondary schools. In 1834 eight academies in the state were authorized to establish independent departments in which common school teachers might be trained. A special teacher whose qualifications and salary were specified by law was put in charge of each department. The curriculum included a course in methods and provided for practice teaching. In order to encourage the academies and to make sure such teacher-training courses would be kept going, the state provided financial aid, usually $500 for books and equipment and $400 for maintenance. While the experiment in the academies proved successful, these schools could not turn out enough trained teachers, and the state in 1894 extended the privilege of establishing teacher-training courses to such high schools as could meet the requirements. Today over 1200 persons are graduated annually from these New York training classes and enter upon rural school work. The success of New York lead
other states to follow her example.

BEGINNINGS IN KANSAS.— The training of prospective rural teachers in secondary schools in Kansas began in 1886. In that year, in a special session of the legislature, the county high school law was passed and, following the New York idea, provided for a normal course in its curricula. The sections which deal with the Normal Training course are a part of the law, entitled: An Act to Authorize the Establishment and Maintenance of County High Schools, Senate Bill No. 3. The entire law may be found in "The Laws of Special Session, 1886." The parts of the law of interest in the study are as follows:

Sec. 11. Counties having a population of six thousand --- may establish a county high school in order to secure better educational facilities for pupils more advanced than district schools and for persons who desire to fit themselves for the vocation of teaching.

Sec. 12. There shall be provided three courses of instruction each requiring three years study for completion— a general course, a normal course, and a college course -- The Normal Course shall be designed for those who intend to become teachers and shall fully prepare any who wish to enter the first year of professional work at the state normal school. Students in the last year of the normal course may be employed for a portion of their time in teaching the pupils of the first year in any course and model schools shall be encouraged.
Sec. 16. Those graduating from the normal course in the county high school shall be entitled to a teachers' second grade certificate and shall be admitted to the first year of professional work at the state normal without further examination.

Under this law some twenty seven schools provided normal training courses but these schools were widely scattered and benefitted only their own immediate localities.

LATER LAWS: - Demand for more and for better trained rural teachers in Kansas was insistent and in 1908 the Kansas Educational Commission recommended the enactment of a law which would place a normal course in at least one high school in every county of the state. The sections of this law enacted in 1909 which pertain especially to this study are:

Sec. 541. Normal Courses in High Schools.- That for the purpose of affording increased facilities for the professional training of those preparing to teach and particularly those who are to have charge of our rural schools, the State Board of Education shall make provisions for normal courses of study and for normal training in such high schools as said Board of Education shall designate; provided that such schools shall be selected and distributed with regard to their usefulness in supplying trained teachers for schools in all portions of the state and with regard to the number of teachers required for the schools in each portion of the state.

Sec. 542. State Aid. Each high school designated for normal training and meeting the requirements of the State Board of Education shall receive state aid to the amount of five hundred
dollars per school year ---; provided that no part of such money received from the state shall be used for any other purpose than to pay teachers' wages and provided further, that in 1909, case more than one high school in any one county shall establish a normal course in accordance with the provisions of this act --- the total state aid distributed in such counties shall not exceed one thousand dollars, and in case there are more than two high schools in any one county --- state aid not exceeding one thousand dollars shall be equally divided among said schools.

Sec. 543. Rules and Regulations by State Board of Education. In order that a high school shall be eligible to receive state aid under this act, it shall have in regular attendance in its normal training course at least ten students during each semester and such normal training work shall be given under such rules and regulations as the State Board of Education may prescribe.

CERTIFICATION.- The State Board of Education was empowered to issue certificates to teach to graduates of the Normal Training course, by a law of 1915.

Sec. 50. Normal training teachers' certificates. Normal training teachers' certificates may be issued by the State Board of Education as herein provided to graduates from Normal Training courses in high schools and academies accredited for this purpose. Said certificates shall be valid in elementary schools in any county in the state for a period of two years and shall be renewable for successive two year periods on conditions prescribed by the State Board of Education. On the third Friday in May and the succeeding Saturday of each year, an examination of applicants for normal training certificates shall be held in the county seat of each county in which there is located one or more accredited normal training schools under such rules as the State Board of
Education shall prescribe. This examination shall be conducted by the county board of examiners --. Each applicant for a certificate shall pay a fee of one dollar --. The examination questions shall be prepared by the State Board of Education --. Immediately at close of examination the manuscripts shall be properly wrapped and sealed and sent to the state superintendent of public instruction and said manuscripts shall be graded under the direction of the State Board of Education.

PRESENT PROGRESS.- These laws of 1909 and 1915 are a marked advance over the provisions of 1866. At the latter time there were no free high schools in the state, tuition being required by a law of 1879. Those who took a normal course had, with others, to pay for the privilege. At the present time the only expense a student of the normal training has to meet over that of any other course is the examination fee of one dollar. It is interesting to note that under the law of 1866, senior students of the normal course might be employed to teach pupils of the first year in any course of the high school. Practice teaching was chiefly confined to high school classes for which the prospective graduate was not to be certificated. Today the attempt is made to have practice teaching done in the grade schools although no such practice teaching is required under the present ruling of the State Board of Education. The early certification was a second grade county certificate, today it is a special state certificate good in any elementary school in any county
in the state. Under the first law there could be only one normal course in a county since the only school legally entitled to offer such courses were county high schools and those only in counties having six thousand inhabitants. Today any properly accredited high school meeting the requirements of the State Board of Education may, and is encouraged to, offer a normal training course. The state, following the precedent of New York, assists such schools in paying the salaries of teachers, although the sum is only one thousand dollars to a county and where there are several schools in a county, the assistance given each school must, of necessity, be small. In order to offer a normal training course, a school is not required to receive state aid, but it is obliged to carry out all the requirements of the State Board, except as to the number of pupils taking such a course. The law requires schools receiving aid to have ten students enrolled in the course each semester. Other rules and regulations are left to the State Board of Education.
ELIGIBILITY.- Among the most important regulations of the State Board of Education are those relating to the accrediting of high schools for Normal Training courses, pupils permitted to enroll, prescribed subjects of study, grades and examinations, certification and qualifications of instructors.

The chief rules of eligibility are as follows:

1. Maintain a four year course of study.
2. Counties not having a high school with a four year course may have a three year course approved.
3. Each approved high school must have three teachers exclusive of the superintendent.
4. High schools with three year courses only must have two teachers exclusive of superintendent.
5. No teacher shall teach more than six classes a day.
6. Accrediting for normal training shall be preceded by a certified list of pupils who shall have signed this pledge: "We, the undersigned hereby declare that our object in asking admission to the normal training class in ______ high school is to prepare ourselves for teaching in the public schools of Kansas at the completion of such a preparation. We pledge ourselves to remain in the class the required time unless prevented by illness or unless excused by the state superintendent of public instruction."

7. All pupils who sign pledge must be members of the junior or senior class, or incoming juniors or seniors.

8. The phrase of the law "shall have in regular attendance in its normal training at least ten students" is construed to be ten students who write on the annual examinations.

9. A reference library of at least thirty volumes covering various phases of professional work is required.

ENTRANCE TO COURSE.— Only three general rulings are made
with reference to students qualified to carry the course.

1. Entrance of pupils to the Normal Training course shall be the same as the recognized standard of entrance to any other course in an accredited high school.

2. Regular members of any high school, graduates of high school, or any teacher holding a certificate whose previous work would admit him to enter the junior or senior year of an accredited high school shall be eligible to take the normal training course.

3. Pupils shall not be permitted to take normal training subjects earlier than such subjects are offered in the course of study.

COURSE OF STUDY.- The following is the prescribed list of subjects of the Normal Training course and represents the order of study.

<table>
<thead>
<tr>
<th>First Year</th>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>Algebra</td>
<td>Algebra</td>
</tr>
<tr>
<td></td>
<td>Two electives</td>
<td>Two electives</td>
</tr>
</tbody>
</table>
Second Year

First Semester
English
Geometry
Agriculture
Elective

Second Semester
English
Geometry
Agriculture
Elective

Third Year
English
Physiology
Civics
Elective

Fourth Year
American History
Physics
Methods and Management
Reviews

American History
Physics
Arithmetic
Reviews

The reviews consist of twelve weeks each in geography, grammar and reading. Fifteen units are required for graduation but credits must be made in all the prescribed subjects.

EXAMINATIONS.— The questions are made out and the papers graded under the supervision of the State Board. The following are the two principal regulations with reference to examinations and grades:

1. Examinations for the junior year shall be in physiology, civics and psychology; in the senior year in American history, methods, management, geography, grammar, reading and arithmetic. Candidates for normal training
certificates must take examination in these subjects.

2. Juniors may carry grades of 60% or better to senior year, and applicants failing to secure certificates may carry both junior and senior grades of 85% or better for one year from the time of graduation; and at the next examination they may write upon all subjects in which they have fallen below that grade.

CERTIFICATION.- Certificates are issued at first for two years. These may be renewed by application to the state superintendent of public instruction who will furnish renewal blanks which shall show that the following requirements have been met:

1. Evidence of successful experience and professional interest on part of holder of such certificate satisfactory to State Board of Education.

2. Attendance at two county institutes or an approved summer school for two summers.

3. Holders shall have taught at least twenty-
eight weeks out of the two years and met all the requirements of superintendent with reference to teachers' meetings and professional readings.

4. Holders shall submit a review of some professional book designated by the State Board.

The State Board will accept two years' attendance in a higher institution in lieu of all other requirements for renewal. Normal training certificates should be registered with county superintendents of the counties in which they are being used, the same as other state certificates.

INSTRUCTORS.- Besides these rules governing eligibility of a school to offer a normal training course, the State Board has a few regulations with reference to qualifications of instructors of such courses. These requirements apply particularly to teachers of psychology, methods and management, reviews and supervision of observation work:-

1. Instructors shall be certificated to teach in accredited schools.

2. An instructor shall have special preparation for teaching the subjects he is called upon to teach.
3. Instructors shall have taught successfully at least two years.

4. Instructors shall be approved by the state superintendent of public instruction to teach the specific subjects.

These rules give a general standard for Normal Training for all the high schools and tend to uniformity of ideals in the kind of training given rural teachers. In the required subjects which make the course a distinctly teacher training course, there is not a great advance over the rules and regulations of 1886. Then, methods and management were required and reviews of the common branches were made, civics was offered in the first year. The most distinct advance is in American history, psychology and agriculture. In the early nineties psychology was being introduced into Kansas secondary schools, but not as a distinctly normal training subject. The requirement of agriculture is the most marked advance of of the recent regulations since the course of study of both 1886 and 1909 have trained for the old type of school. The recent tendency, as shown in required study of agriculture and the encouragement given home economics and manual art, points to the fact that an attempt is being made to consider the type
of training best adapted to rural needs. Observation in the town grades is an advance over freshman high school teaching of the provisions of 1886 but the question may be raised as to its advisability generally.
CHAPTER III.

THE RANK AND DISTRIBUTION OF HIGH SCHOOLS HAVING NORMAL TRAINING.

RANKS:— While the ranking of the high schools of the state according to the size of enrollment, number of faculty, equipment and general efficiency is not especially pertinent in a study of the social nature of the Normal Training course, it is interesting to note the different ranks, the number of schools in each rank, and also the number of these schools having Normal Training courses. The high schools of the state of Kansas are grouped into two general classes, the classification being made by the State Board of Education upon the recommendation of the state high school supervisors. The first group, or Class A, includes all schools having superior facilities. Class B includes all schools below Class A. The schools within Class B are ranked as I, II or III, according to the standards they maintain. Normal Training classes may be approved in all these classes upon compliance with the regulations of the State Board of
Education. The following table shows the distribution in 1917-18.

**TABLE I.**

Number of Accredited High Schools by Classes and Number with Normal Training Courses.

<table>
<thead>
<tr>
<th>CLASS</th>
<th>A Rank 1</th>
<th>B Rank 2</th>
<th>B Rank 3</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of accredited High Schools:</td>
<td>96</td>
<td>76</td>
<td>79</td>
<td>154</td>
</tr>
<tr>
<td>No. Schools having Normal training:</td>
<td>96</td>
<td>74</td>
<td>58</td>
<td>45</td>
</tr>
<tr>
<td>No. in cities of 1st class</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No. in cities of 2nd class</td>
<td>64</td>
<td>7</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>No. in cities of 3rd class</td>
<td>20</td>
<td>67</td>
<td>58</td>
<td>43</td>
</tr>
</tbody>
</table>

SOURCE OF DATA.— These data are taken from the Kansas Educational Directory 1917-18, pp. 30, 31, compiled by the State Superintendent W. D. Ross. Of the total number of Normal Training classes, practically 66% are in schools of
Class B and nearly 68% of the schools are located in cities of the third class. If one may assume that the smaller the town the closer its interests are to those of the country, this large percent is encouraging. Of the high schools in third class cities, almost ten percent are of Class A, nearly 35% Class B, Rank 1; 30% Class B, Rank 2; and 24% Class B, Rank 3. These schools are located chiefly in the eastern and central part of Kansas. From these 273 schools, 1854 seniors wrote on the examination in 1917; of these 1069 or 57% received certificates. The following map of the state shows their distribution.
A few counties are still without high schools offering Normal Training. These are in the western part of the state where the population is extremely sparse.
PART THREE

A BRIEF STUDY OF THE RURAL SOCIAL ATTITUDE
OF A RANDOM GROUP OF RURAL TEACHERS
OF DOUGLAS COUNTY KANSAS.
CHAPTER I.

PURPOSE AND QUESTIONNAIRE.

PURPOSE.— The purpose of this study is to determine whether teachers, graduates of Normal Training courses in high schools, are more sympathetic with rural life and attempt to meet its problems more willingly and skillfully than those teachers not so trained. In other words, does the Normal Training course, which is supposed to give definite preparation for rural teaching, make its graduates more socialized than other teachers who have not taken the course?

QUESTIONNAIRE.— The following set of questions was used as a basis for obtaining information from teachers:—

1. Name
2. Number of district
3. Education of rural teacher
   a. Grades: Town or country?
   b. Name of high school?
   c. Are you a graduate of the Normal Training course?
d. What education have you above High School?

   a. Of what church (denomination) are you a member?
   b. What kind of religious work have you had charge of this winter?

5. Home life of teacher in District.
   a. Are you happy in your home life in this district?
   b. Do you have a warm comfortable room where you can rest and study outside of school hours?
   c. Do you have to live with the family, i.e. share the family living room?
   d. Do you share your room with any member of the family?
   e. Do you have good food?
   f. Is this your first experience in the rural schools and with rural life?
   g. How long have you lived in the country?

6. Attitude of Teacher toward Rural Life and School.
   a. Do you like this year's work very much?
      Why?
b. Do you wish to teach here again next year? Why?
c. Do you like to live in the country?

7. Socialized Life of School.

a. Are there any classes in domestic art or manual arts in the school? In the district?
b. How many school socials have you held this year? For what purposes?
c. What school entertainments for money? For what purpose?
d. Are you planning any school gardening? Or home gardening for children?
e. Have you a school library? How obtained? Who uses it?
f. Have you a lantern and slides? Do you use it for community picture shows?
g. Do you ever have time for talks on manners?
h. Do you supervise the play of the children at play times? Do you use older pupils as assistants?
i. What play apparatus has the school?
j. What clubs for children are in the school?
k. Name a few things done by these clubs this year?
1. What educational magazines have you used in your school work this year?

8. Social Life of the District known to Teacher.
   a. Is your neighborhood divided into cliques? or widely democratic? or indifferent?
   b. What is the favorite form of amusement in the district among adults? young people?
   c. For what purposes other than day school has the school house been used this winter?
   d. What clubs or organizations, such as mothers' clubs, canning clubs, etc., are there in the district?
   e. Of which of these clubs are you a member?
   f. Is there a community chorus or singing school in the district? Who conducts it? Are you a member?
   g. Is there a religious organization - church Sunday school or young people's society - regularly supported in the district? Are the meetings well attended?
   h. Are there any patrons in the district distinctly opposed to social activities? Do you know why?
1. In your opinion what socializing does this district most need?

9. Economic conditions of District known to Teacher.
   a. How many of your patrons are landowners?
   b. How many patrons rent the farms they cultivate?
   c. What are the chief crops in your district?
   d. Have you many very poor families in your district?
   e. Do any families send their children out of the district for school instruction? If so, why?
CHAPTER II.

TABULATIONS AND DISCUSSIONS OF DATA

INTRODUCTION.— The tabulations of the answers given to the questionnaire follow with such explanatory discussion as seems necessary to make the data clear. In addition to tables based on replies, there are added data based on observation of teachers and their school environment. As has been said, thirty-five rural schools in Douglas County, Kansas, were visited and the teachers consulted personally.

HIGH SCHOOL GRADUATES.— Of these thirty-five teachers, fifteen or more than 40% were graduates of Normal Training courses. Eleven of the fifteen had completed their work in high school of Douglas County — Lawrence 6, Baldwin 5 — showing in this instance that nearly 76% of the Normal Training graduates teach in the county in which they receive their high school training. Of the twenty teachers not graduates from a Normal Training course, thirteen or over 65% received their high school or academy training in Douglas County.
### TABLE I.

**Personal Appearance and Education (Question 3)**

<table>
<thead>
<tr>
<th>Personal Appearance</th>
<th>Place Education in Grades was received</th>
<th>Education above grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neat: %</td>
<td>Untidy:</td>
<td>% City:</td>
</tr>
<tr>
<td>Neat: 8%</td>
<td>Untidy: 53%</td>
<td>City: 47%</td>
</tr>
<tr>
<td>Town: 65%</td>
<td>Coun: 13%</td>
<td>#13</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>14</td>
</tr>
</tbody>
</table>

* Normal training graduates.

# Teachers not graduates of Normal Training courses.

**T. Total**

**APPEARANCE.**— The data on personal appearance of teachers as given in Table I. are based upon observation of the teacher in the schoolroom when visited, and are of little worth except as revealing the teacher’s pride in her personal appearance. Teachers were rated as neat or untidy as the observer understood the general meaning of these
of the Normal Training graduates, eight or about 53% were neat and thirteen or about 60% of the teachers not graduates of Normal Training courses were also neat in appearance. Of the untidy, seven or nearly 47% of the Normal Training and seven, or about 40%, of the non-normal trained were so classed.

EDUCATION IN GRADES.—Some interesting facts were obtained with reference to the academic preparation of these rural teachers visited. Of those graduated from Normal Training courses, nine of 60% received their elementary education in the country, some 20% in the city, and some 20% in both city and country schools. Of those not graduates of a Normal Training course, thirteen, or more than 65%, had their training in the grades in the country, some 25% in the city and some 10% in both city and country schools. In both classes of teachers, a majority of each had received their education, below high school, in the country. Of the thirty-five teachers, thirty-one, or a little more than 88%, were high school graduates. Two of the teachers were graduates of Hesper Academy, a Quaker school once open in Douglas County. But one teacher had only an eighth grade training. Nine teachers, about 25%, had taken some work above the high school, usually summer session work at the University of Kansas. One teacher was a junior in college.
TABLE II.
Religious Interest of Teacher (Question 4).

<table>
<thead>
<tr>
<th></th>
<th>Religious Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Member: %</td>
</tr>
<tr>
<td></td>
<td>Church:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>N.T.</td>
<td>* 10</td>
</tr>
<tr>
<td></td>
<td>* 1</td>
</tr>
<tr>
<td>Others</td>
<td># 13</td>
</tr>
<tr>
<td></td>
<td># 6</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>

RELIGIOUS INTEREST.— These data show that about the same percent, nearly 65, of Normal Training teachers and teachers not so trained— are church members, but of these only 20% are doing any religious work in their districts— not all districts of course had religious services. The percent holds for those having some sort of religious services. No work reported was spoken of enthusiastically,— to teach a Sunday school class, to lead a Young People's meeting seemed an onerous duty. "Oh yes, I do a little church work,— it's expected of us, you know". or "Yes, I teach a Sunday school
class, but it's rather tiresome, but one can't refuse when asked", are illustrations of the spirit of the responses given.

Table II. shows one teacher of the Normal Training group engaged in religious work in her district, while six of those not so trained took some part in the religious activities of their districts. This inquiry into the religious work done by these teachers shows a lack of interest, or desire to serve, either from a sense of duty as teacher, or from a love of service.

**TABLE III.**
The Home Life of the Teacher in the District (Question 5

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>N.T.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13+</td>
<td>86</td>
<td>6+</td>
<td>40</td>
<td>1+</td>
<td>6+</td>
</tr>
<tr>
<td>1-</td>
<td>6</td>
<td>8-</td>
<td>53</td>
<td>13-</td>
<td>86</td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19+</td>
<td>95</td>
<td>5+</td>
<td>25</td>
<td>3+</td>
<td>15</td>
</tr>
<tr>
<td>1-</td>
<td>5</td>
<td>15-</td>
<td>75</td>
<td>17-</td>
<td>85</td>
</tr>
</tbody>
</table>

+ = yes

- = no
HOME LIFE.- In this study of the home life, an attempt was made to find out how the teachers were housed, and to see what effect it had on the social view of the teachers. The most bitter reaction to these questions was that of a Normal Training graduate who was forced to live out of the district because no one in the district, and it is a neighborhood of large, comfortable appearing homes, "wants to be bothered with the school teacher. You will scarcely believe it, but I cannot obtain board in this district. I walk two miles into another district to room and board. You surely don't imagine I love this place, do you?" And one did not imagine she could have a very warm feeling toward her district. Most of her time before and after school hours was spent in going to and from her boarding house. She expressed bitterness at not being wanted and said she was eager for her school to close. In this case, the whole relationship between teacher and community was anti-social. The school room,—it lies in the shadow of the University,—reflected the feeling.

Would training in high school have helped this girl to start a campaign for better housing in this particular neighborhood?

ATTITUDE TOWARD DISTRICTS.— While this teacher was forced
to spend her leisure time out of the district when she really
desired to live in the district, a large percent of the teach-
ers, in fact nearly 40%, were glad to spend Saturday and Sunday
outside their districts. The percent holds true for both
classes of teachers, - graduates of Normal Training and those
not so trained, - as shown in TABLE III. The reasons given
most frequently for leaving the district were, - "there is
nothing going on here week-ends"; "I'd just die if I didn't
get away"; "I have enough of it from Monday to Friday, I've
got to have a change". In short, there seemed to be a
general attitude of boredom among those who spend week ends
out of their districts. A few teachers betrayed the same
feeling when they explained they had to board in the district.
Table III. shows also that the desire to get away was not due
apparently to lack of pleasant homes in which to board or
to want of good food. The great majority of the thirty-five
teachers said they had pleasant boarding places and that the
food was good. If, however, all rural boarding places were
to be judged by three visited in three different neighbor-
hoods, the answer to the question whether teachers had pleas-
ant homes must have referred to the relationship with the
family and not to the houses. A discouraging feature of the
rural teachers' home life as shown in Table III. is that over 65% of the teachers had no warm room in which to study or rest in their leisure time. These teachers had to spend all their time in the family living room in order to have a warm room in which to work. Many expressed dissatisfaction at lack of privacy or quiet and, not infrequently, said they wished to secure a place in a town so that these comforts might be obtained. Fortunately few of the teachers had to share their rooms with members of the family.

PERSONAL APPEARANCE AND BOARDING HOUSES.— A comparison of the personal appearance of rural teachers with the character of their boarding places does not show much correlation. Table I. gives the percent of teachers neat and untidy in appearance. Of the Normal Training graduates, 53% were neat while the remaining 47% were careless and slovenly either in dress or personal cleanliness. The percent is higher for the non-normal trained teachers, — 65% neat with but 35% untidy. These results may be exceptional or accidental but in this study they show to the disadvantage of the graduates of Normal Training. One half of the untidy teachers reported cold rooms, Table III., but that can not be offered as an excuse for the remaining fifty per cent. On the other hand, the neatest teacher, in the opinion of
the observer, lived in an unheated room and had many inconveniences to encounter.

In general, the home life of these rural teachers of Douglas County did not seem to be a factor which makes rural life either attractive or unattractive. The teachers all had the idea of "what more could you expect of the country", and accepted the situation. No one seemed to feel it her duty to present this problem to her board or district for solution, much less to attempt to solve it herself.

Table I. shows a larger percent of the Normal Training teachers had warm rooms than the others, but that is probably purely accidental. The Normal Training graduates were not any more sympathetic with rural home life than those not so trained.

**TABLE IV.**

Attitude of Teachers Toward Rural Life (Question 6).

<table>
<thead>
<tr>
<th>City Educated</th>
<th>%</th>
<th>Country Educated</th>
<th>%</th>
<th>Do you like your school?</th>
</tr>
</thead>
<tbody>
<tr>
<td>N.T.</td>
<td>2</td>
<td>66</td>
<td>7</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10+</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>66+</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>33</td>
</tr>
<tr>
<td>Others</td>
<td>1</td>
<td>20</td>
<td>9</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>17+</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>85</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>T</td>
<td>3</td>
<td>37</td>
<td>16</td>
<td>72</td>
</tr>
</tbody>
</table>

+ = yes
- = no
ATTITUDE OF NORMAL TRAINING GRADUATES TOWARD RURAL LIFE.

In studying these data of Table IV, reference will have to be made to Table I, which shows that of the fifteen Normal Training graduates, 3 received their elementary education in the city, 9 in the country, while 3 had it distributed in both city and country. In Table IV, the attitude toward the country of those receiving all their education in the city and in the country is shown. Of the Normal Training teachers, educated in the city, 66% enjoy the country. They expressed themselves almost as warmly as those who said, "I love it; it has always been my home". Of the nine of this same group educated in the country, 7 or 77%, liked the country and those who disliked it spoke almost as vehemently against it as the city bred, rural teacher who deplored the incurable vulgarity and narrow-mindedness of rural folk.

When these same Normal Training graduates, including those educated in the city and country, were asked if they enjoyed their present schools, 66% answered yes and wished to teach it next year, unless a town position were offered them. Of those who did not like their schools, two were apologetic, apparently because they had been caught red-handed teaching a country school. One Normal Training graduate expressed her desire to return thus: "Yes, I should like to return."
The people are not ignorant and the discipline is easy"; another, "I like the children and the people"; and still another, "Yes, indeed! the parents cooperate with me so well". Those who did not like their schools and did not wish to return were discouraged over neighborhood quarrels. "It's a cat and dog life in school and the same thing out", said one bright teacher who had a very quarrelsome neighborhood to live in.

ATTITUDE OF TEACHERS NOT NORMAL TRAINING GRADUATES.— Of the twenty non-Normal Training teachers, five were educated in the elementary grades in town, 13 in the country and 2 in both town and country (Table I). Of the five city educated but one or 20% like the country, while of the 13 educated in the country, 9 or 81% like country life. From the whole list of non-Normal Training teachers, 17 or 85% enjoyed their schools. Their reasons for so doing were quite similar to those of the Normal Training graduates.

Table IV. shows that those educated in the country are by far fonder of rural life than those educated in the grades of the city. It shows also that a larger percent of the non-Normal Training group of teachers care for rural life and like their schools than do those of the Normal Training group.
TABLE V.

The Socialized Life of the School (Question 7).

<table>
<thead>
<tr>
<th>Are there Clubs among Children?</th>
<th>Are there Domestic and Manual Arts Classes?</th>
<th>Are there School Socials for pupils and parents?</th>
<th>Are there Money Entertainments?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.  %</td>
<td>No.  %</td>
<td>No.  %</td>
<td>No.  %</td>
</tr>
<tr>
<td>N.T.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>l+  6</td>
<td>14- 94</td>
<td>5+ 33</td>
<td>9+ 60</td>
</tr>
<tr>
<td>15 100</td>
<td>10- 66</td>
<td>6- 40</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1+  5</td>
<td>19- 95</td>
<td>9+ 45</td>
<td>13+ 65</td>
</tr>
<tr>
<td>20 100</td>
<td>11- 55</td>
<td>7- 35</td>
<td></td>
</tr>
</tbody>
</table>

+ = yes
- = no

SOCIAL ACTIVITIES OF SCHOOL.— The data of this and the following table concern the social activities of the school outside of class recitations and reflect something of the social viewpoint of the teachers. Not one school visited was a social center for the community in which it was located. Table V. shows that some 33% of the Normal Training graduates and about 45% of the non-Normal Trained report social meetings such as Thanksgiving and Christmas programs, where patrons enjoyed a pleasant hour with the teacher and
pupils. Sociability for sociability's sake seemed strange. "Parents aren't interested in those things; country people are too busy; we don't have those things in the country" are typical excuses offered to the question of social gatherings. While teachers did not promote social meetings for the district, about 65% of both classes of teachers report entertainments for money, which they said had been spent for teachers' desks, dictionaries, flags, blackboards, books, pictures, curtains, maps, or coal scuttles! These teachers made frequent mention of the course of study and its burdens which, together with preparing boys and girls for country graduation, forbade much social activity of any kind. Of the schools visited, only two had clubs organized among the children. The honor was equally divided between Normal Training and non-Normal Trained teachers. One club was interested in home gardening and the other in getting books for the school library. Both had been short-lived. More discouraging still were the reports on work done in schools in domestic and manual arts. No attempts had been made in the schools visited to introduce classes in home economics or manual training. Whatever was reported of this nature was incidental to other work and not a definite part of the program of studies. Two teachers
served hot lunches, two hot soups and one hot cocoa, on cold days. The older girls assisted. This was the domestic science reported,—excellent so far as it goes. Six schools reported that drawing, weaving and paper cutting were introduced when time allowed. In one school, the boys made picture frames outside of school hours and found a ready sale for them in the neighborhood. This was the nearest approach to manual training in the thirty-five schools visited.

"Such classes are fine and the pupils would like them but there is no time,"—such was the invariable reply of all the teachers. Only two teachers,—not Normal Training graduates,—had had training in these courses.

**TABLE VI.**

Socialized Life of the School (con)

<table>
<thead>
<tr>
<th>Play on school-ground</th>
<th>Apparatus for play</th>
<th>Library in school</th>
<th>Lantern for Slides</th>
<th>Teachers' Magazines for school reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>N.T.</td>
<td></td>
<td>13+</td>
<td>86</td>
<td>6+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2-</td>
<td>14</td>
<td>9-</td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td>17+</td>
<td>85</td>
<td>18+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3-</td>
<td>15</td>
<td>2-</td>
</tr>
</tbody>
</table>

+ = yes
- = no
PLAY.— The large majority, 85% (Table VI.) of both the Normal Training graduates and those not so trained found time to play with the pupils at noon and recesses. No teacher seemed to grasp the meaning of the question "Do you have supervised play", - each time it was interpreted to mean participation in children's games rather than direction of them. One teacher scorned playing with her pupils. "I should say not", she replied, "our high school teachers discouraged it!"

Forty percent of the Normal Training graduates and 90% of the other teachers reported some play apparatus in the equipment. The "some" consisted of basket ball standards, baseball bats, a swing or two, a decrepit teeter-totter, - not a single school was rich enough to possess them all. In fact the lack of play apparatus was distressing. Every teacher said she wished she had a great deal. All were conscious of the poverty of their schools in this particular.

LIBRARIES.— Nearly all schools had a library of some sort, - only four were without, (Table VI.) but not one teacher reported an enthusiastic use of it either by the pupils or by the patrons. The usual reply to the inquiry why it was
not used was that the pupils were too busy, or the selection of the books unsuited to their use. Over 50% of the teachers did not know how many volumes were in the libraries, nor the classification of the books in them. Not a school took a magazine for the children's use.

MAGAZINES.—All the Normal Training graduates were subscribers to one or more magazines for their own use, while only 80% (Table VI.) of the non-Normal Training group made use of such periodicals. One teacher of this latter group who did not take a professional paper explained such an omission by saying,—"I have taught fifteen years and I have no need of them!" The magazines taken by these teachers were the Normal Instructor, Primary Educator, Kansas Teacher or Current Events.

In this study of the socialized life of the school, the graduates of Normal Training made no better showing than that of teachers not so trained.
### TABLE VII.

Social Conditions of the District Known to the Teacher (Question 8).

<table>
<thead>
<tr>
<th>Visiting in Homes</th>
<th>District Fractions</th>
<th>Cause Church Quarrels</th>
<th>Cause Family Jealousy</th>
</tr>
</thead>
<tbody>
<tr>
<td>N.T. No. % No. % No. % No. % No. %</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+ 12 80 7 46 5 71 2 29+</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>?</td>
<td>1 6+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 3 20 7 46</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Others**

| + 12 60 7 35 4 59 3 41 |
| ? | 1 5 |
| - 8 40 12 60 |

N.T. = Normal Training

Others = Teachers not graduates of Normal Training course.

+ = Answer satisfactory affirmatively.

- = Answer satisfactory negatively.

? = No, or I do not know.
KNOWLEDGE OF DISTRICT AFFAIRS.—The next check made upon the social attitude of the rural teacher was based upon her knowledge of, and interest in, the social, religious and economic conditions of her district. These data are tabulated in Tables VII, VIII, IX and X. Table VII shows what percent of teachers visited in the homes of their district and what percent of districts were split up into factions and the causes of these divisions. Some 80% of the Normal Training graduates and 60% of the others visited in the homes. More than a third of the latter teachers found no time for such social intercourse. Three teachers, one a Normal Training graduate, had visited every home in their districts once. The remaining teachers reported that they had visited "several" or a "few" homes. When questioned as to what policy was followed in visiting, that of going into the homes with, or without, invitation, the answer in every case except those of the three who had visited all of their patrons, was "Oh, wait to be invited." The tone of voice suggested any other policy as a breach of social convention. Five thought visiting in the homes an added burden to the already unbearable load. In fact, it was out of the question. Three of these were Normal Training graduates. In this inquiry, however, the Normal Training graduates
show to the best advantage.

NEIGHBORHOOD QUARRELS.—In answer to the inquiry concerning district cliques or factions, 40% of those visited were annoyed by neighborhood factions, due, in all cases, either to church quarrels, or family jealousies. The Normal Training graduates reported 46% of their districts divided against themselves with 71% of these quarrels due to church differences and about 30% to family enmity. In the replies of the non-Normal Training group, 35% reported factions, 59% of which arose from church quarrels, and 41% from jealousy among families (Table VII). "It comes into the school and you know how helpless the teacher is" was a frequent comment. When asked what the teacher tried to do in such cases, the invariable answer was, "Keep out of it as much as possible". Neither Normal Training graduates nor those not so trained had attempted in any way to meet the problem. In fact, many said, "Had I known there was a neighborhood fight, I should never have signed up for the school".

It is interesting to note that one teacher of each group did not know whether there was a neighborhood quarrel or not, "I am only here from Monday until Friday, you know", was the explanation.
### Social Conditions of Districts Known to Teachers. (Question 8).

<table>
<thead>
<tr>
<th>N.T.</th>
<th>Adult Clubs</th>
<th>Y.P. Societies</th>
<th>Teachers members of either</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>+</td>
<td>10</td>
<td>66</td>
<td>6</td>
</tr>
<tr>
<td>?</td>
<td>2</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>-</td>
<td>3</td>
<td>20</td>
<td>5</td>
</tr>
</tbody>
</table>

**Others**

<table>
<thead>
<tr>
<th></th>
<th>No.</th>
<th>%</th>
<th>No.</th>
<th>%</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td>16</td>
<td>80</td>
<td>9</td>
<td>45</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>?</td>
<td>2</td>
<td>10</td>
<td>4</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>2</td>
<td>10</td>
<td>7</td>
<td>35</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

+ = Yes  
- = No  
? = I do not know
DISTRICT CLUBS.—In answer to inquiries concerning the social life of adults and young people in the districts, Table VIII shows that twenty-six districts —74%—had some form of social organization among the adults, usually Farmers’ Granges, Literary or Embroidery Clubs, or Telephone Exchanges. Five districts had absolutely no such organizations, so far as the teacher knew. In four districts, the teachers did not know whether there were any or not. "There may be, I have never been interested in such things", was the indifferent answer. In eight districts the women had literary or embroidery clubs, while among the young people, there were no organizations of a similar nature. In fifteen districts there were young people’s societies as adjuncts to the churches. Very frequently the information was that "There are no young people" or "There are a few and they belong to the adult clubs". The thing of interest in securing these data was to determine how many of the teachers were members of these clubs and took active part in them. Among the Normal Training group, 40% were members, and 30% among the other group,—a showing advantageous to the Normal Training course. On questioning, not a single teacher reported that she was an active member
of a secular club. Such memberships were honorary, due possibly to hours of meeting and to the fact that so many teachers felt themselves only temporary residents. "I do not busy myself with such things, you know, I am a stranger," was one teacher's explanation of her ignorance.

About 30% (Table VIII) of the teachers did not know whether there were social organizations among their patrons in their districts. In this inquiry, a larger percent of the non-Normal Training group knew of the social conditions than did the Normal Training graduates. The honors were divided between them in ignorance of the social life of the district.
### TABLE IX.

Religious Conditions of Districts Known to Teachers. (Question 8).

<table>
<thead>
<tr>
<th></th>
<th>Church</th>
<th>Sunday School</th>
<th>District Attendance</th>
<th>Suggested Improvement by Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N.T. No.</strong></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td><strong>No.</strong></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td><strong>No.</strong></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td><strong>No.</strong></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td><strong>No.</strong></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td><strong>No.</strong></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

**Others:**

<table>
<thead>
<tr>
<th></th>
<th>+</th>
<th>%</th>
<th>%</th>
<th>%</th>
<th>%</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No.</strong></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td><strong>No.</strong></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td><strong>No.</strong></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td><strong>No.</strong></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td><strong>No.</strong></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

**RELIGIOUS CONDITIONS:** - Inquiries as to the presence of church organizations and Sunday Schools, show only 51% of the districts have them within their boundaries. In answer to the question whether the community was a church-
going one, 66% of the Normal Training teachers reported that their districts were faithful church-goers; 26% did not know; and 6% said the district was "far from it". Among the non-Normal Trained, 75% answered affirmatively, 10% did not know, and 15% replied negatively. In answer to the query whether there was a singing school or choral society in the district, not a single district reported one. One energetic teacher - not a Normal Training graduate- had just purchased a victrola and intended to use it for in leadership/singing. Nearly all schools had organs or pianos but "country children don't sing much" was too often the explanation for the lack of singing.

IMPROVEMENTS. - At the close of these questions, the teachers were asked to suggest improvements for their districts (Table IX). The response was, in nearly every case, hesitantly given, showing, as was most often said, "I had not thought much of that", or "I really don't know just what is needed, the neighborhood has a great deal for the country", - the inflection on the latter clause showing the evaluation the need of the country had in the mind of the teacher. Forty one per cent of the Normal Training teachers, and 66% of those
not so trained, offered definite suggestions; the remainder "did not know the district well enough", or had no ideas for betterment. The suggestions given were as follows:

- Literary clubs for young and old - 12
- Dramatic club - 1
- Parent-teacher association - 2
- Clubs for children - 1
- Community socials - 8
- Lecture course - 1
- Choral society - 1
- Mothers' day program - 1
- Mothers' club - 2
- Sunday school - 1

It seemed very often that the answers were based upon the suggestions given in the questions previously asked about these activities.

In this study of social conditions of their districts known to teachers, the Normal Training graduates made no better reports than those not so trained, in fact were often not so well informed.
TABLE X.

Economic Conditions of Their District Known to Teachers (Question 9).

<table>
<thead>
<tr>
<th></th>
<th>Landowners in District?</th>
<th>Renters in District?</th>
<th>Crops Raised?</th>
<th>Poor in District?</th>
</tr>
</thead>
<tbody>
<tr>
<td>N.T. No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
</tr>
<tr>
<td>+</td>
<td>14 93+</td>
<td>14 93+</td>
<td>12 89</td>
<td>5 33-1/3</td>
</tr>
<tr>
<td>?</td>
<td>1 6+</td>
<td>1 6+</td>
<td>3 20</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td>10 66-2/3</td>
</tr>
<tr>
<td>Others:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+</td>
<td>17 85</td>
<td>15 75</td>
<td>16 80</td>
<td>5 25</td>
</tr>
<tr>
<td>?</td>
<td>3 15</td>
<td>3 15</td>
<td>4 20</td>
<td>2 10</td>
</tr>
<tr>
<td>-</td>
<td>2 10</td>
<td></td>
<td></td>
<td>13 65</td>
</tr>
</tbody>
</table>

+ = Teacher gave satisfactory reply
- = Teacher gave vague reply
? = I do not know
LANDOWNERS. - The information secured with reference to landowners and renters in the various districts was very satisfactory. Only four teachers said they did not know, - their attitude saying they cared less, - anything of the economic status of their districts. One teacher - a Normal Training teacher - fully realized the handicap she labored under in a district where practically every patron was a renter and where absentee landlords would not vote for the proper financing of the school. Two districts were so fortunate as to have no renters, yet the schools showed no particular signs of prosperity. The teachers, - non-normal trained - reported the people of these districts too conservative in school matters. Twenty percent of each class of teachers did not know what particular crops were raised in their neighborhoods. "Oh, I suppose the usual things", or "Really, I do not know; I do not like to be so inquisitive", illustrate their replies. The replies of the 80% (Table X) did not show very complete knowledge of the kinds of farming carried on in their districts.

POOR. - Quite definite information was given as to the poor families of the various districts where Normal
Training teachers taught (Table X). One third of the teachers reported families who had to receive charitable aid, the regrettable thing was that "I have been told so" in all the answers but one. In this instance, the sympathetic teacher had herself visited the homes and knew the conditions of the poorest. Among the other teachers, two did not know whether there were any poor in their district. The remainder gave definite information, based chiefly upon report.
CHAPTER III.

INFERENCEs

The data presented in Chapter represents a very limited study of the attitude of a random group of rural teachers toward the social activities of their districts, and therefore cannot be considered conclusive evidence in any sense. They do seem, however, to justify the following inferences:

1. Education in the country schools is a factor which influences high school graduates to teach in rural districts. Also, that fondness of rural life is dependent to a large degree upon youthful experiences in the country.

2. Rural teachers, including Normal Training graduates, take little interest in the religious life of their districts.

3. Graduates of Normal Training courses are no more eager to spend their Saturdays and Sundays in their districts than other teachers.
4. Rural teachers, including Normal Training graduates, do not make any attempt to solve the problem of the housing of rural teachers.

5. Graduates of Normal Training do not take any more interest in the extra-curricular activities, or the socialization of their programs of study in their schools, than do other rural teachers not so trained.

6. Graduates of Normal Training courses take no more interest in, or have no more knowledge of, the social and economic life of their patrons than other rural teachers not so trained.

7. In ability to suggest improvements to be made in the social life of their districts, Normal Training graduates show to no better advantage than other rural teachers.

From these data, it seems that graduates of Normal Training courses teaching in the rural schools of Douglas County do not show toward their districts a more social attitude than other rural teachers. Observation of these thirty-five teachers tends to substantiate the theory that teachers are born and not made.
PART FOUR

A STUDY OF THE SOCIAL VALUES OF THE
NORMAL TRAINING COURSE BASED UPON
THE OPINIONS OF COUNTY SUPERIN-
TENDENTS OF INSTRUCTION.
CHAPTER I.

PURPOSE AND QUESTIONNAIRE.

PURPOSE. - The purpose of this study is to determine whether those supervising rural schools taught by graduates of Normal Training course find these graduates better trained to meet rural problems than other teachers not so trained. Also to determine if possible what changes, if any, county superintendents would like to see made in the courses of study in the Normal Training curriculum.

QUESTIONNAIRE. - The following list of questions was used to secure the data for this phase of the study.

TO COUNTY SUPERINTENDENTS.

These data are to be used in a study of the Normal Training courses in Kansas High Schools, with particular reference to their value in Rural Schools. Your kindness in answering these questions definitely will be appreciated.

1. How many graduates of High School Normal Training Courses are teaching in your county? Ans.

2. If you had the power to revise these courses with the view to making them more valuable to rural teachers,
a. What would you add? Ans.
b. What would you take from the course?  
Ans.

c. How change in general?  
Ans.

3. Do you feel the present Normal Training Course puts teachers in sympathy with rural conditions?  
   Why?
   Ans.

4. Do you call upon teachers who have charge of Normal Training courses to aid you in improvement of rural schools?  
   If so, why?
   Ans.

5. Call to mind the four best teachers who are graduates of the Normal Training courses, now teaching in your county. ("best" used in the all-round sense of term).
   a. What, in general, are the distinguishing characteristics of these teachers?  
   Ans.
   
b. Are these teachers furthering any such social activities in their district as community welfare clubs, singing societies, canning clubs or gardening clubs, etc?  
   Ans.
   
c. To what extent do you think these characteristics are traceable to training given in the Normal Training courses in the high school?  
   Ans.

6. Do you consider to have been reared in the country an asset to teachers of the rural schools?  
   Why?
   Ans.
CHAPTER II.

QUESTIONS WITH DISCUSSIONS

In answer to the questionnaires 81 out of the 105 county superintendents of the state of Kansas sent in replies. In tabulating the data secured, each question is tabulated separately, since the 81 superintendents did not each answer every question in the list, and opinions varied so much.

QUESTION 1.

How many graduates of Normal Training courses are teaching in your county?

Number of superintendents reporting on this question 78.

Number graduates teaching in these counties, 2359.
Average number under supervision of these superintendents, 30, with mean deviation of 9.5.

The data show that over 74% of the county superintendents of the state observe the work of over 2300 Normal Training graduates.

QUESTION 2.

If you had the power to revise the Normal Training
course with the view of making it more valuable to rural teachers,—
a. What would you add?
b. What would you take from the course?
c. How change in general?

In answer to part a. of Question 2, 65 superintendents, or 80%, of those answering, desired to add to the present course. The additions named are courses in,—

Rural Problems 21
Practical Agriculture 12
Review of Common branches 1 yr. 10
Home Economics (required) 5
Drawing 5
Music 5
Manual arts 5
Primary Methods 5
Systematic Practice teaching in country 8

Further additions mentioned two or three times are,

School Law
Public Speaking
Study of Rural Course of Study
Supervised Play
General Science
Systematic Rural Visitation
Discipline.

QUESTION 2. Part b.

Only 12 superintendents desired to eliminate any subjects from the present course. They would remove the following subjects:

- Foreign Languages 7
- Geometry 2
- Arithmetic 1
- Physiology 1
- Psychology 1
- Physics 1

QUESTION 2, Part c.

In reply to general changes desired, 37 superintendents advised change along the following lines:

- Build course around rural life problems 15
- Make the course postgraduate 12
- Raise the standard of grades 4
- Make the practice teaching worth while 3
- Secure High School teachers in touch and sympathy with rural life 5
- Have examinations given in local high schools
More laboratory methods
Certification for one year
Certification for rural schools only
Examination in more subjects

The comments of some of the superintendents themselves will explain more fully their points of view on this question,-

"The chief aim of the course it seems to me", says one superintendent, "should be drill in how to manage the rural problems. So many fail in that."

"I would have a rural course of study for rural schools", says another.

"Graduates do not know rural life, their training is inadequate to meet rural people and rural needs", says one man who spoke frankly.

"Make it useful! at present it is a high school course", writes another.

"If we could get teachers in our high schools who were in closer touch with rural schools, we should get better results", is the opinion of one.

"Add something that would prepare them to be more efficient community leaders", comments one who does not define the something.
"I would require the student to teach under the supervision of a good teacher, to walk to school in bad weather, just as the teacher does, build fires etc. and prove she had the qualities essential for teaching a good school", is the test for certification to teach in rural schools one superintendent would place in Normal Training course.

"I have no criticism to offer on the Normal Training course as a course of study but it does not make teachers according to my vision", says a superintendent who has 40 graduates under his supervision. "The training", he continues, "is too vague and superficial. The Normalites make a visit or two out to some rural school or do a little substitute work in the grades of the city school where they attend and then go forth thinking themselves equipped for the work. I'm not just satisfied with the training and practice teaching they get."

A county superintendent in the extreme eastern part of the state puts the same idea in this way:

"Too few of the graduates, if reared in the city, ever spent a day in the country school and are not in
sympathy with rural conditions. Many never built a fire, swept and dusted a building (not their work but until boards make provisions, must be done by them), carried a bucket of coal or water and have only sympathy for rural people who must do it, because they for a time only will be there,—stay just long enough to get experience (!) then back to the city positions they go. A course and training that will create a love for and a growing interest in rural life, community leadership, etc., would soon break down the feeling that many hold regarding rural conditions."

Another superintendent with forty graduates of Normal Training in her county says,—"Too many of the students who take the course are not students who feel that they are especially endowed by nature for that profession. They select the course because it looks easy, just a review of the common branches, no new subjects to 'dig' into as in a college course, and students who have a tendency to avoid 'digging' have no business in the school rooms teachers".

From these and other similar opinions concerning the
course, it seems that county superintendents desire the course to be more practical, the term being used to refer chiefly to a course centering about the problems of rural life. Almost every suggestion of addition or elimination is to socialize the course by making the needs of the country school prominent and by arousing a genuine interest in rural life in the minds of the Normal Training students.

QUESTION 3.

Do you feel the present Normal Training course puts teachers in sympathy with rural conditions? Why?

The number of superintendents answering was 77.

1. Answering affirmatively 10.

Why?
- Gives knowledge of procedure 1
- Discussion of rural questions 3
- Through attention to agriculture 2
- No reasons given 4

2. Answering "to some extent" 8

Why?
- Requires personal observation 1
- Depends upon school giving course 2
- No reasons given 5
3. Answering negatively 59.

Why?

Graduates are ignorant of rural life 41
High School instructors not in sympathy 10
Graduates too "superior" for rural contact 4
Graduates too eager for city teaching 4

Usually the superintendent in giving a negative answer explained his position. There follow some of the most typical expressions of the reasons why the Normal Training course is not putting its prospective graduates in sympathy with rural conditions. Several attribute the weakness of the course to the high school teachers who are said not to be in touch with rural life.

"Normal training teachers in the high schools know very little of rural conditions other than from text books", was one opinion.

"They are almost always taught by teachers from the city who know nothing, or little, about the rural schools hence they cannot very well impart to their pupils something they themselves do not possess,—love of things rural", is the same idea expressed by a superintendent of southern Kansas.
"It is my observations", says another, "that instructors fail to see and appreciate conditions from the rural point of view".

"They study under teachers who have been away from the farm so long, or have never been upon one, and they cannot fit their students for rural conditions", is the observation of a western Kansas superintendent.

"I have found", says another superintendent, "that Normal Training course teachers are not in sympathy with rural conditions, therefore, it takes at least two years, in many cases, for the Normal Training student to become in sympathy with her surroundings after she actually begins to teach".

Another explained his answer "No", by saying, "Probably due to the instructors in our high schools being out of touch and out of sympathy with rural life."

One superintendent advises that "all instructors in charge of high Normal Training course should have practical experience in rural schools and make good (there) themselves. Usually the Normal Training teacher is a University graduate without experience as a teacher and in many cases without rural life experience." This comment comes from
a county having four high schools offering Normal Training courses. Two or three other superintendents expressed the same idea.

In explaining that the course does not put prospective teachers in sympathy with rural life, the great majority,—about 71%,—attribute the failure to the inability of the present course to put the students in touch with rural life. This defect is pointed out again and again with city reared pupils.

"Many of them have never been in a rural school until they go to teach and are entirely out of harmony with a rural community. They go out with a stilted opinion of their knowledge and ability, making it hard to advise and assist them", and the same superintendent adds,—"I am for the course but believe it should be improved".

Another puts it, "The Normal Training graduate tries to teach a country school on a high school plan. She is usually a more satisfactory teacher to the country people when she discovers this can not be done. In this county the general feeling is that a teacher without high school training, if she has lived in the country and has good ladylike common sense is preferable to the average
Normal Training graduate. There must be a reason somewhere". This superintendent has more than 41 Normal Training graduates in his rural schools. One superintendent with 100 such teachers says,- "They get no real conception of the teacher's work in a school with classes ranging from first grade to ninth grade. I am strongly in favor of our Normal Training schools and want them more effective so have emphasized the failing features".

In one county having 136 teachers and of these 45 Normal training graduates, the superintendent says:

"A number of our teachers are from the rural communities and they have the sympathy. I do not know why town girls lack in sympathy but they do not understand rural problems".

"I have Normal Training teachers", says a superintendent in north central Kansas, "who had never been in a rural school until they went as teachers. Little did they know of ten minute recitation periods with 30 or 35 recitations a day".

This is a common complaint. Too much time is spent on visiting city grade schools which give no idea of grade problems in rural schools. One superintendent sums up the opinion of those making this a weakness of the course in
training teachers for rural schools thus,-

"Visiting grades in town schools and getting filled up with that way of doing work makes many a heartsick rural teacher when her city ways wont work."

Some four of the superintendents seem to feel that the four years spent in high school tend to make the Normal Training graduate too superior a creature for rural life. These answers of course really belong to the large head of "ignorance of rural conditions" but one or two criticisms are severe and worth quoting.

"Having spent four years in a city, they can hardly bring themselves to associate with country people. Their clothing, or the lack of clothing is a menace to the health of the girl pupils."

"Students become too much taken up with city life, do not stay in their districts over Sunday. Too much running to town for amusements. They are generally superior in their attitude toward rural children", is another opinion.

A few superintendents feel that graduates are using the rural school as a stepping stone to city positions. Their
opinion may be stated in that of a central Kansas Superintendent who has 67 graduates in his schools,-

"The course is decidedly urban. The teacher seems to consider the rural schools merely a step toward a grade school position. I should recommend that the teachers teach at least two years in rural schools before they can accept a position in a grade school. I believe this will encourage them to study rural conditions more."

No superintendent expressed a desire to eliminate the course. A few were indifferent in their attitude, but the large majority wish the course changed to include such subjects as will make rural life problems of vital importance to the teachers of country schools.

QUESTION 4.

Do you call upon teachers who have charge of Normal Training courses to aid you in improvement of rural school? If so, how?

1. Number of superintendents, 81
   a. Not answering  7
   b. Yes  39
   c. No  35

2. Reasons given in answering "No".
   a. High school teachers not interested in rural schools  8
b. Teachers too "busy"  

c. Teachers must teach the text  


a. Discussion of rural problems with prospective graduates.
b. Instruct pupils how to adapt themselves to rural life.
c. More care in selection of students for the course.
d. Lending pupils to aid in rural community programs.
e. Less coaching for examinations, more emphasis on management and methods.
f. High school instructors to visit rural schools.
g. Assistance in placing graduates in country schools.
h. Instruct pupils in use of legal forms.
i. Study of, and familiarization with, the course of study for rural schools.
j. Instruct in institutes.
k. Organize a club of Normal Training seniors and make county superintendent member of it.
l. Aid in teachers' associations.
m. Reports of characteristics of prospective teachers in order to decide which schools students are best fitted for.
n. Confer with school boards in the employment of teachers.
o. Special training in leadership.
p. Allow superintendent to talk before Normal Training classes in high school.

The entire list above is quoted in words of superintendents to give their own idea of the kind of assistance Normal Training teachers may give. A few answering "yes" report rather unsatisfactory results in asking aid. For instance one superintendent writes,-

"I ask them to permit me to appear before their classes to give the students an idea of conditions they will meet. The teachers do not care for this and no time is given me. They think they are sufficient unto themselves and that their work needs no supplement."

"It does very little good", says another, "because our
Normal Training teachers know very little about rural conditions. I think a good Normal Training teacher should have actual experience in a rural school."

The one distinctly favorable reply is from south central Kansas,-

"We have a Normal Training club. The county superintendent meets with this club and we get in close touch with the conditions of the country."

In answering "no" to the question whether high school Normal Training teachers were asked to aid, such comments as the following were added by the superintendents:

"They do not seem to care about the work outside of their books and requirements of the course of study."

"Ours will not attend a teachers' meeting of rural teachers,- they themselves feel nothing in common with our work."

"They do not welcome any suggestions from this office."

The answers to this question seem to point to the fact that there is not a great deal of cooperation between teachers of Normal Training classes and county superintendents, in improvement of rural schools. Less than 50% of the superintendents receive assistance of any sort from the teachers.
QUESTION 5.

Call to mind the four best teachers who are graduates of the Normal Training course, now teaching in your county ("best" used in the all-round sense of term).

a. What in general are the distinguishing characteristics of these teachers?

b. Are these teachers furthering any such social activities in their districts as community welfare clubs, singing societies, canning clubs, or gardening clubs, etc?

c. To what extent do you think these characteristics are traceable to training given in Normal courses in the high school?

In answer to part a. of Question 5, 76 superintendents replied. The following characteristics are mentioned five or more times:

- Industry 20
- Inspiration 16
- Adaptability 13
- Administration 10
- Leadership 9
- Methods 7
- Education 7
- Resourcefulness 7
Sympathy 7
Discipline 7

Characteristics mentioned one or more times:
Aloofness
Poise
Instructional skill 4
Tact
Personality
Cooperation
Thoroughness
Devotion to work.

The only comment added to the various lists submitted is a defensive one:

"These characteristics are equally true of good teachers who are not graduates of Normal Training."

QUESTION 5, Part b. Seventy-six superintendents answered with reference to the extra-curricular activities of these four Normal Training graduates. Of these forty-two superintendents reported affirmatively.

The social activities promoted by these Normal Training graduates are:

1. Literary clubs 3
2. Camp-fire girls 1  
3. Debating clubs 2  
4. Community work 8  
5. Boys and girls clubs 1  
6. Canning club 1  
7. Gardening club 2  
8. Sewing club  

The fact that few superintendents name the type of the social activity these teachers are fostering seems to indicate little is really done, or that the superintendent has little knowledge of the kind of community work being done. The reservation, "No more than others who have not had the Normal Training course", comes from four or five superintendents in defense of other teachers. More frequently this sort of answer is given, -

"Some of them assist in community work. Others do not. If a teacher is a teacher, she is a teacher. The Normal Training helps, but many take that work who ought not to do so."

A few of the comments in explanation of the answer "no" are forceful if nothing else:
"Slowest to act in above matters" reports one superintendent of east central Kansas, who has 100 Normal graduates teaching in his county.

"Not on your life! They come west because they can't get schools at home and they are diffident, some go away with a kindly feeling, others with, "I'll never come back", writes one western superintendent who has but five Normal graduates teaching in his county.

"My experience has been that Normal Training teachers do not interest themselves in much outside of the school room", says another, with a large number teaching in her county.

It seems from the data, that Normal Training graduates as a class are no more active than others not so trained. About 55% of the county superintendents report them as definitely active. Not one made an enthusiastic report.

QUESTION 5, Part c. In answer to the question whether the characteristics are traceable to training given in Normal Training course, 56 superintendents answered.

1. Yes 11
2. A great deal 3
3. To some extent 10
4. I do not know 8
Those superintendents answering "no" and who made any explanation, attribute the characteristics to the personality and the nature of the individuals rather than to the course of training they had received. Those who were not able to answer the question definitely give some such answer as, "I cannot say, we have teachers just as good, or better, who have not had the course." "I think the course does much to develop these characteristics."

The answers to part c. do not point to any common opinion among superintendents. However, it seems the superintendents do not find the Normal Training graduates possessing in any marked degree the characteristics they name.

QUESTION 6.

Do you consider to have been reared in the country an asset to teachers of the rural schools? Why?

To this question 80 superintendents answered.

1. Yes 75
2. No 1
3. Not necessarily 2
4. Usually 1
5. "It depends" 1
The superintendent who answered "no" adds, "They know all about it before they start and do not improve!" Those who feel that it is not necessarily an asset to teachers to have been reared in the country, explain their answers by saying, "a teacher must be interested in country life and its problems" and "I believe that a 'teacher' will adapt herself and do all in her power for the betterment of her community naturally, whether reared in the country or town". The same idea perhaps is conveyed in the statement of one superintendent who declares that "It depends upon the home a teacher comes from and the kind of school attended more than upon whether she was raised in town or country".

The affirmative answers to the question were usually emphatic, "Indeed yes" or "I most certainly do", being the usual form.

Of the superintendents replying, 75 - 93% - believe that to have been reared in the country is an asset to rural teachers.

The answers to the question "why" with reference to the same inquiry, center around the following reasons:

1. Sympathy with rural life
2. Understand conditions better
3. Experience makes them contented.
"My observation", says one superintendent, "has been that the young person reared in the country has a better understanding of the rural community and the children in that community than the town boy or girl. If he has any qualities of leadership, it is easier for him to use them because he is one of the people and not a youngster from town trying to dictate."

The same idea is given by another,-

"They understand rural conditions and have a larger sympathy with the children."

"It provides a training not otherwise obtainable", is the opinion of a superintendent of southeast Kansas. "Their interests are more in common and this early touch with nature and rural activity counts much," adds a fourth superintendent.

The consensus of opinion in the answers to this question is that rural experience is a great asset.
CHAPTER III.

INFERENCES

With the exception of the first question in the list of questions submitted to county superintendents, the answers depend much upon the personal opinion and bias of the various superintendents. There is no general agreement except upon the value of being reared in the country. However, since these superintendents have more opportunity for observation and comparison of the work of these Normal Training graduates than any other school officials, their opinions, however varied, should be given serious consideration. Their judgments seem to justify the following inferences.

1. The Normal Training course should be enriched by the addition of social studies which pertain to rural life.

2. High school teachers of Normal Training are not, as a rule, genuinely interested in the problems of a rural teacher or a rural community because they are too removed from them.

3. There is not a great deal of cooperation in
matters pertaining to the improvement of rural schools between county superintendents and high school teachers of Normal Training courses.

4. The present Normal Training course does not put the prospective rural teacher in sympathy with rural life because it does not bridge their ignorance of rural life.

5. Superior qualities of character are found no more marked in the "best" graduates of Normal Training courses than in other "best" rural teachers not so trained.

6. Normal Training graduates do not foster extra-curricular activities more than other rural teachers.

7. To have been reared in the country is a great asset to rural teachers because it gives them a sympathy with and understanding of rural life.
PART FIVE

A STUDY OF THE RURAL SOCIAL VIEWPOINT

OF INSTRUCTORS OF NORMAL TRAINING

COURSES IN HIGH SCHOOLS

OF KANSAS
CHAPTER I.

PURPOSE AND QUESTIONNAIRE

PURPOSE.- The purpose of this study is to determine the rural experience, the training in socialized studies, the attitude toward the Normal Training course and its graduates, and the cooperation with county superintendents, of teachers of Normal Training courses in high schools of Kansas.

QUESTIONNAIRE.- The following set of questions was used to secure the data:

TO TEACHERS OF NORMAL TRAINING COURSES IN HIGH SCHOOL.

Will you kindly contribute the following data which are to be used in a study of Normal Training courses in Kansas High Schools?

Name

High School in which you are teaching

1. Rural Experience.
   a. Have you lived on the farm? How long since you left there?
   Ans.
b. Do you consciously undertake to make rural life appeal to your prospective teachers? Kindly state definitely how you do this.

Ans.

c. Have you taught in the country? How long?

Ans.

2. Education.

a. What three subjects pursued while you were a student have you found of the most value and interest to you as a teacher? (Omit required educational subjects)

Ans.

b. How many months have you studied Home Economics? Manual arts? Agriculture? Sociology?

3. Teacher.

a. What attempts, if any, do you make to keep pupils, unfitted for teaching, from the Normal Training Course?

Ans.

b. What do you do to bring desirable students into the course?

Ans.

c. How much actual teaching experience does each prospective teacher usually get before he graduates from the Normal Training course?

Ans.

d. Do the seniors of the Normal Training course do substitute work in the country?

Ans.

e. How much actual first hand information concerning the rural schools and neighborhoods of your county is obtained by the seniors of your Normal Training course?

Ans.
f. Do you require prospective teachers of the Normal Training class to take a course in organized play?
   Ans.

g. Do you possess in your Normal Training equipment a model of a rural one-room school house, with grounds, showing lighting, heating, seating and sanitation systems for such a building?
   Ans.

h. Do you visit the graduates of your Normal Training course in their rural schools?
   Ans.

i. If not, how do you keep in touch with the work they are doing?
   Ans.

4. Cooperation with County Superintendent.

   a. In your present capacity as High School Normal Training teacher, have you ever gone into the country to participate in any rural social affairs? Specify in some detail.
   Ans.

   b. Are you a member of the County Teachers Association?
   Ans.

   c. Are you an active member? Specify work you have done this year in connection with the association.
   Ans.

   d. How many rural schools have you visited in the last two years?
   Ans.

   e. Have you ever tried to conduct, for the benefit of the rural teachers and your graduates in particular, a Normal Training Teachers column in the county newspapers?
   Ans.
f. Have you ever been asked by the County Superintendent or by the teachers themselves to assist rural teachers with their problems, either by consultation or by correspondence?  
Ans.

g. Has your department ever proffered such assistance to your own graduates? How received?  
Ans.
CHAPTER II.

TABULATIONS AND DISCUSSIONS

TABULATIONS.—The tabulations of the data secured from the questionnaire given in Chapter I, show the results according to the classification of high schools made by the State Board of Education. As has been stated, the questions were sent to 96 teachers, 58 of whom replied. The following table shows their distribution according to the various ranks of high schools.

**TABLE I.**

Classification of Teachers of Normal Training Reporting.

<table>
<thead>
<tr>
<th>Class</th>
<th>A</th>
<th>B-I</th>
<th>B-II</th>
<th>B-III</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. Men</td>
<td>6</td>
<td>9</td>
<td>4</td>
<td>4</td>
<td>23</td>
</tr>
<tr>
<td>No. Women</td>
<td>16</td>
<td>8</td>
<td>6</td>
<td>5</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>17</td>
<td>10</td>
<td>9</td>
<td>58</td>
</tr>
</tbody>
</table>

Of the 58 reports, 37% are of the first class high schools, 29% of the second class, rank I, 17% of second class, rank II, and 15% of second class, rank III.
### TABLE II.

Rural Experience of 58 Normal Training Teachers.

<table>
<thead>
<tr>
<th>Class</th>
<th>A</th>
<th>B-I</th>
<th>B-II</th>
<th>B-III</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. in class</td>
<td>22</td>
<td>17</td>
<td>10</td>
<td>9</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>Reared or lived in country</td>
<td>18</td>
<td>13</td>
<td>10</td>
<td>7</td>
<td>48</td>
<td>82</td>
</tr>
<tr>
<td>Taught in country</td>
<td>15</td>
<td>10</td>
<td>8</td>
<td>7</td>
<td>40</td>
<td>68</td>
</tr>
<tr>
<td>Attempt to interest pupils in country</td>
<td>22</td>
<td>13</td>
<td>10</td>
<td>7</td>
<td>52</td>
<td>89</td>
</tr>
<tr>
<td>Method: Service to people of interest</td>
<td>10</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>22</td>
<td>37</td>
</tr>
<tr>
<td>Method: Advantage of rural life</td>
<td>5</td>
<td>1</td>
<td>7</td>
<td>2</td>
<td>15</td>
<td>27</td>
</tr>
<tr>
<td>Method: Visitation</td>
<td>2</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>13</td>
</tr>
</tbody>
</table>

**METHODS OF INTERESTING PUPILS.**– A large percent of these teachers, 82, have had rural experience. Not quite as many have taught in the country, there being but 68%. These have taught on an average of three or four years although exceptional cases of one year or fifteen years appear. The greater percent of these teachers attempt to interest their pupils in rural
life. Not a teacher reported definite courses for such instruction, all such teaching being incidental to other work.

"I do it principally by pointing out in a casual way their opportunities for leadership and advantages resulting under the movement for better community life and improved rural conditions", explains one A Class teacher.

"I try to make correlations of my work in geography, reading and composition with rural life", writes another.

"I take them into rural schools and try to point out the advantages of country life. I like it so much that I think my attitude has an influence", is the practical way one teacher interests her pupils.

One teacher who did not attempt to interest her pupils says she had no time to give to this problem. Another confesses,- "I have rather shirked here".

"I tell them the country is O.K., but that is all", is the way one man, the son of the farmer but who has been away from the farm ten years, dismisses the question.

"I do not know that I have", writes a teacher in one of the largest schools of the state, "usually,
The girls know much about rural life and like it. The typical answer is, "Point out advantage of rural life", or "opportunity for service", with no details.

STUDIES MOST VALUED.- In inquiring into the education of these teachers of Normal Training, an effort was made to ascertain the courses pursued by them as students, which they felt had contributed most to their success as a teacher. The purpose was to find out without direct inquiry whether social studies had any predominance. To check this report, if possible, another question was asked as to actual courses pursued in the social sciences.
TABLE III.

General Courses Pursued While Students Most Valued by the 68 Teachers Reporting.

<table>
<thead>
<tr>
<th>Class</th>
<th>A</th>
<th>B-I</th>
<th>B-II</th>
<th>B-III</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. in class</td>
<td>22</td>
<td>17</td>
<td>10</td>
<td>9</td>
<td>58</td>
</tr>
<tr>
<td>Psychology</td>
<td>8</td>
<td>5</td>
<td>0</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>History</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Sociology</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Civics</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Home Economics</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Agriculture</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Rural Problems</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Manual Arts</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

The replies for the most part seem to indicate that the teacher named the subject that was his or her major subject, or the subject he or she was teaching, irrespective of the definitely professional subjects of the Normal Training course. The large majority name such subjects as chemistry, English, mathematics, German, Latin, public speaking, logic, botany, Greek, etc., the usual high school subjects taught. A minority
report subjects that show an appreciation of the more socialized group of subjects. Fifteen, or 25%, replied they found psychology among the most valuable; 29%, history; 15%, sociology. Of the studies supposed to be most needed by rural teachers, such as Home Economics, Manual Arts, etc., only 4 or 5% of the teachers named these studies as most valuable to them. It is noticeable that only 3% named rural sociology. Since many teachers did not find Sociology, Agriculture, Manual Arts, or Manual Training of much value, unless they were the subject they were teaching, an inquiry was made to find out how many of these same teachers had had some training in these subjects. Table IV. shows a larger number to have had some training in these studies than Table III. would indicate. The results seem to indicate that a few found these to be of greatest value to them as Normal Training teachers.

**TABLE IV.**

<table>
<thead>
<tr>
<th>Normal Training Instructors Having some Training in Home Economics, Manual Arts, Agriculture and Sociology.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class</strong></td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td><strong>No. in class</strong></td>
</tr>
<tr>
<td>Sociology</td>
</tr>
<tr>
<td>Home Economics</td>
</tr>
<tr>
<td>Manual Arts</td>
</tr>
<tr>
<td>Agriculture</td>
</tr>
</tbody>
</table>
Table V. shows more clearly a comparison of the number of teachers who find Sociology, Home Economics, Manual Arts and Agriculture of the most value and interest to them, as teachers of Normal Training (TABLE II) with the number of those who have had some training in these subjects (TABLE III).

**TABLE V.**
A Comparison of the Number of Teachers Finding Certain Social Studies Valuable to Them as Teachers of Normal Training Course, with the number having studied these subjects.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>TABLE III</th>
<th>TABLE IV</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. Valuing Highly</td>
<td>%</td>
</tr>
<tr>
<td>Sociology</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>Agriculture</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Home Economics</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Manual Arts</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

With three or four exceptions these teachers are all in charge of Normal Training departments of their high schools. The relative small number finding these social
sciences of great value may be due to the fact that outside of Agriculture these subjects are not required in the Normal Training course, or that only those found them valuable who were teaching these subjects in high schools having them as a part of the Normal Training course. For instance, in Agriculture, 53% (TABLE V) of these teachers had had some training but only 5% had found it among the subjects of most value in their teaching. It is possible that only this small percent has occasion to teach this subject in the high school. A corresponding relationship of percents exists for Manual Arts and Home Economics. That of sociology is closer.

In a comment on her negative answer to the question, long how/she had studied each of the four social studies named, one A Class teacher writes,—"I have read a considerable amount of sociology, including rural sociology, in an attempt to overcome this defect of my university training". This same answer is given by another A. Class teacher who said also that she had not had courses in Manual Arts, Home Economics, Agriculture, or Sociology,—"I felt that my college work was lacking because of the latter two lines (Agriculture and Sociology) so I have done a good deal of reading and thinking about rural and social topics".
SELECTION OF STUDENTS.— The next question in the study concerned the methods by which entrance to the Normal Training is controlled. TABLE VI. gives the various plans used.

### TABLE VI.
Methods of 58 Schools in Selecting Students for Normal Training Courses.

<table>
<thead>
<tr>
<th>Class</th>
<th>A</th>
<th>B-I</th>
<th>B-II</th>
<th>B-III</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. in class</td>
<td>22</td>
<td>17</td>
<td>10</td>
<td>9</td>
<td>58 %</td>
</tr>
</tbody>
</table>

I. Entrance
- a. Invite promising students: 5 3 3 1 12 20
- b. Show advantage of course: 3 3 3 0 9 15
- c. Show advantage of teaching: 7 7 2 4 20 34

II. No effort to control entrance: 7 4 2 4 17 29

III. Eliminate by
- a. General Scholarship: 3 0 0 1 4
- b. Show up unfitness for teaching: 12 9 8 4 33 56
- c. Examination: 3 1 0 0 4

IV. No effort to eliminate: 4 7 2 4 17 29
Of these 58 schools some 29% make no particular effort to bring students into the course nor to eliminate undesirables from the course.

"In this school", says one B-II class teacher in reply to inquiry of method of inducing desirable students to enter the Normal Training course, "they all rush into the Normal Training course to escape Latin, German and advanced Algebra. They don't need persuasion". In her reply as to attempt to eliminate, the same teacher says, "Luckily, the ones who have elected to teach are the ones best fitted to do so".

"It is our most popular course, we have no trouble in getting students", writes an A Class teacher. This teacher uses the plan of allowing only students with grades of I or II to take the course.

The same plan is used in another A Class school where large enrollments occur.

"We are planning next year to exempt from the class all who have not made a 90% average in the first two years' work". She adds also, "We do not encourage students who have an opportunity of attending college to take the course so we don't get some of our students. We'd make more effort if the course were a five year one".
ELIMINATION.— Most of the elimination is done by conferences in which the unfitness of the student for the teaching profession is made clear to him.

"I point out the obligations of the teacher to pupils and community and the injustice one does himself in entering an occupation he does not like and is unfitted for. Then I try to find out what occupation the student desires and is fitted for and attempt to point out a way of getting into that work instead of teaching", is the statement of one A Class teacher. She adds that there is no trouble in securing good material for the course.

To secure good students, a teacher in one of the largest schools of the state intends to use this plan:

"I am preparing a report to show the work and salary of graduates who secured schools and of those who did not. I have conferences with Juniors about taking the work."

A teacher in a central Kansas, B-I Class, high school gives this answer to the inquiry of method of inducing desirable students to enter,— "Go out and get them. Find out who they are in surrounding rural schools".

An instructor in a southern Kansas B-I Class school
uses the plan of showing monetary returns.

"To get desirable students, I tell them they can make more since they could do nothing else so well." and to eliminate undesirable students, - "I tell them the requirements are great for the pay", are his replies to these questions.

The data show that there is a conscious recognition by a majority of the schools of the fact that some control over entrance must be established. They do not show any uniform standards of entrance or elimination.

TEACHING EXPERIENCE OF SENIORS.- The next inquiry concerned the teaching experience of Normal Training seniors, together with nature of first hand information which they obtained concerning the rural schools and neighborhoods of the county in which their schools were located.
**TABLE VII.**
Teaching Experience and Nature of Rural Information of Normal Training Seniors.

<table>
<thead>
<tr>
<th>Class</th>
<th>A</th>
<th>B-I</th>
<th>B-II</th>
<th>B-III</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. in class</td>
<td>22</td>
<td>17</td>
<td>10</td>
<td>9</td>
<td>58</td>
</tr>
<tr>
<td>Actual Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Substitute in grades</td>
<td>11</td>
<td>12</td>
<td>5</td>
<td>5</td>
<td>33</td>
</tr>
<tr>
<td>Substitute in country</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>Visit country schools</td>
<td>18</td>
<td>12</td>
<td>8</td>
<td>7</td>
<td>45</td>
</tr>
</tbody>
</table>

The amount of actual teaching for each student is given as "very little" or "little if any", "usually one to three days", for the thirty three schools reporting. This teaching is substitute work in the grades of the town in which the high school is located. Rarely is substitute work in the country reported. When so reported, it has been for a day or two at most and that upon a hurry-up call from county superintendent giving the substitute no time to prepare herself or to get information on her work. It will be remembered
that practice teaching is not required by the State Board of Education. One or two schools, however, require two weeks substitute work in the grades during the senior year. Two or three report preparation and presentation of a certain number of lesson plans before the Normal Training class as all the actual teaching done. The chance to do substitute work is not offered to all students, since absence of rural teachers gives the chief opportunity for this work. Usually the student is selected who can best leave her work or is best fitted for such work. Thus most of the students fail to have any practice teaching. One A Class teacher in answer to amount of actual teaching done by seniors says, "none - to our discredit, I think". "Other teachers of the high school object to students being taken out for practice teaching and often refuse to let them make up their work", is the complaint of one teacher who desires that systematic training of this sort be given:

VISITATION OF RURAL SCHOOLS.- Over 77% of the schools report that their seniors under supervision of a teacher visit rural schools from one to four times a year. From these visits many of the prospective teachers gain their first hand information concerning rural schools. Many teachers speak of
individual visits by pupils to friends in the country and of the fact that many students live in the country. A few mention consultations with county superintendents. One teacher reports a close study of the rural course of study to gain first hand information. In one A Class school a teacher reports in addition to visitations of rural schools, a "Methods Club" among the Normal Training seniors before which the county superintendent, who is a member, appears to discuss problems of the schools of the country.

"This club meets every two weeks during the year. The purpose is to study rural problems and do such other work that will make for more effective rural teachers. Members of the club and faculty members supply the program. 'This club cooperates with the county superintendent, and is thereby able to keep in close touch with the local rural school situation'. This is the most progressive method reported.

From these data, it would seem that the teaching experience of Normal Training is very limited and is done chiefly in grades of town schools. Unless a student is a resident of the country or has lived there at one time, his first hand information of the country's schools is quite small.
SUPERVISED PLAY. - Teachers from four schools report that they require a course in supervised play of Normal Training graduates. Several A. Class teachers mention that games and play are a part of the course in physical education required of their seniors. One energetic teacher in an A Class school in commenting on "No" said, "I give them a course myself after school, two days a week". One B-III Class teacher in western Kansas declares they had not yet required a course in organized play, - "Too many other things to do", is his explanation.

EQUIPMENT. - Two teachers report in their Normal Training equipment a model of a rural one-room school house with grounds, showing proper lighting, heating, seating and sanitary systems for such a building. One interested teacher inquires, "Do you know where we could get such a model, or should we build it?" Another Class A teacher reports, "We expect to put the proposition before the board to establish a model rural school for actual work next year". One B-I teacher reports that she and her students had tried to make a crude model. Almost all of those who add a comment on this question say all such study is from charts in books.
SUPERVISION OF GRADUATE WORK.— Another group of questions concerned the visits to their graduates made by teachers of Normal Training classes and the methods by which teachers kept in touch with graduates if visits to them were not made. Table VIII shows these data.

**TABLE VIII.**

Visitation of Normal Training Graduates and Methods of Keeping in Touch with Them.

<table>
<thead>
<tr>
<th>Class</th>
<th>A</th>
<th>B-I</th>
<th>B-II</th>
<th>B-III</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. in class</td>
<td>22</td>
<td>17</td>
<td>10</td>
<td>9</td>
<td>58</td>
</tr>
<tr>
<td>I. Visit graduates</td>
<td>12</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>II. Offer aid to them</td>
<td>14</td>
<td>9</td>
<td>8</td>
<td>3</td>
<td>34</td>
</tr>
<tr>
<td>III. Methods of following up work of graduates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Reports of Co. Supts.</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>b. Letters to graduates</td>
<td>9</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>c. Conferences with graduates</td>
<td>7</td>
<td>7</td>
<td>5</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>d. Reports of patrons</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>
The data show that 41% of the teachers visit their Normal Training graduates. Of these the larger percent is among Class A. schools. The most frequent answer received is, "Certainly no time for this", or "Have no opportunity at all to do this", or "I teach other subjects", - this from an A. Class school, "and can't get away in school hours". Those who do visit their pupils report in every case "yes, a few of them", or "those near town", "Heavy work and limited time prevent visitation to others".

Some 58% report that they offer aid to their graduates and that it has been gratefully received. Frequently students telephone for aid. The nature of the aid offered is not often designated. Aid in reference material, names of publishing companies, questions of discipline in urgent cases, are the kinds of assistance graduates usually desire.

There are but five or six of the schools reporting which in no way keep in touch with their graduates. The most frequent method by which teachers keep in touch is by conferences or talks which are made possible by the county teachers' association, or by visits which the graduates make to their former teachers. Over 34% used the conference method. A much smaller percent of teachers depend upon letters of inquiry sent to graduates, or more often upon friendly letters sent in voluntarily by their former students. The
The most systematic and thorough, as well as the most genuinely social inquiry reported is that of a teacher in a large A Class school. A copy of her questionnaire follows:

1. In what county and district did you first teach?...

2. Were you asked to teach the school a second term?

3. In what county and district are you now teaching?

4. Did you receive an increase in salary? ...........

5. What were the conditions in your school when you took it? Grounds ................................... Building ............... Material ................................

6. What were the conditions at the close of school?....

7. What are the conditions in your present position? Grounds .......... Building ........................ Material ................................

8. What are you doing in the organization of play, in sewing, cooking, nature work, etc? ..................

9. Have you a usable school library? ...................

10. What grades have the most need for more books? ....
11. Are you using the state circulating library? ........
    If not, why not? ................................
12. What do you need most for your work? .............
13. Have you attended institute summer school, or a
teachers' association since teaching? ..............
    Where? ..........
14. What school programs have you given this year?
    ..................................................................

The social value of this questionnaire to the student
as it comes from former teachers whom the young teacher knows
are anxious for their success, cannot help but be great. Were
all departments of Normal Training so interested, rapid advance
in rural school conditions could be expected.

About 16% receive information of their graduates from
the county superintendent either by formal inquiry or casual
talk. More than 8% depended upon reports from patrons either
by formal inquiry or in visits with them. The following letter
is sent to the school officials by the same A.Class teacher who
sent the foregoing questionnaire to her students:
To School Officials,

District No...........

....................Co.

Gentlemen:

Miss .....................who is teaching your school this term, received her training in the Normal Training Department of _______ High School.

I would like to know how you have liked her work as a teacher. Has she given you a good school? What have you liked most about her work? What is her weakness? Would you like to have her teach the school again next year?

I shall appreciate a frank and definite statement about Miss ____________ work.

Respectfully yours

Such interest on the part of the teachers reporting in this study, is rare.
COOPERATION WITH COUNTY SUPERINTENDENTS.—The last check upon the rural social attitude of the instructors of Normal Training courses was based upon their own reports of cooperation with the county superintendents in improving rural conditions and in their relationship to the County Teachers' Associations. Table IX shows their reports.

**Table IX.**

Cooperation of Normal Training Instructors with County Superintendents.

<table>
<thead>
<tr>
<th>Class</th>
<th>A</th>
<th>B-I</th>
<th>B-II:B-III:Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. in class</td>
<td>22</td>
<td>17</td>
<td>10:9:58:58%</td>
</tr>
<tr>
<td>I. Member Co. Teachers' Assoc</td>
<td>9</td>
<td>16</td>
<td>10:7:42:72%</td>
</tr>
<tr>
<td>II. Take part in Associations</td>
<td>9</td>
<td>11</td>
<td>10:5:35:60%</td>
</tr>
<tr>
<td>III. Visited rural schools in last two years</td>
<td>18</td>
<td>8</td>
<td>7:3:36:62%</td>
</tr>
<tr>
<td>IV. Asked by Co. Supt. or teachers to aid rural teachers</td>
<td>13</td>
<td>9</td>
<td>8:3:33:56%</td>
</tr>
<tr>
<td>V. Participate in rural affairs</td>
<td>14</td>
<td>3</td>
<td>4:4:25:43%</td>
</tr>
</tbody>
</table>
The data show that 72% of these high school teachers are members of the County Teachers' Association, the largest local organization of rural teachers. Of these, 60% are active members.

"I am president of this body", writes one B-I class teacher.

"I have delivered talks on methods and community center work in monthly meetings and was president of the local section for reading circle work", writes an A Class teacher.

"I have been chairman of the program committee", is the report of one teacher in a B-II class high school.

The usual report is that of the presentation of a paper upon some educational topic. Those not taking part, some 40%, make no comment except in one or two instances:

"I have honored the association with my presence and applauded some very dry speakers,- nothing more,"
says one teacher in a B-III class high school, who does not add that she is a member.

"I could not work in the association as it is", explains a Class A teacher in a large high school.

Over 62% of these 58 teachers have visited from one to
fifteen rural schools in the last two years. Those not visiting frequently add that no time is allowed for that sort of thing. A few report visits to rural school houses and districts after school hours to inquire into conditions. Something over 56% had been asked by the county superintendents or rural teachers to aid in improving rural schools. Many high school teachers emphasize the fact that county superintendents do not ask them for aid.

"By teachers but not by county superintendent" is the reply of a majority of these teachers. The nature of the aid sought is not stated.

About 43% of these high school teachers of Normal Training have gone into the country to participate in rural social affairs which were as a usual thing literary programs, spelling contests, or box suppers.

"Have twice this year taken my seniors to rural schools where they presented a farce previously given before the high school. The entire proceeds went to the school where the play was given to assist in buying library books."

This report comes from a B-I Class school in central Kansas.

Another teacher in this same section of Kansas but of a B-III Class school makes this report,
"I recall with much pleasure the occasion when my Normal Training class insisted on taking me to a 'soup dinner' prepared by the pupils of a country school especially for us. The little waitresses in their neat aprons were attractive. This afforded a chance to study the practical application of Domestic Science."

Those teachers who do not participate in rural social affairs are in the majority.

"My teaching duties are such that I can't get away for such affairs", says one A Class teacher.

"Never been asked to", is the most frequent comment, while "No opportunity to do so", is an occasional explanation.

There seems to be no particular enthusiasm over County Teachers' Associations and no organized attempt to aid in rural social affairs, by teachers of Normal Training courses. Not a single teacher of Normal Training reports that he or she had tried to conduct for the benefit of rural teachers and their graduates in particular, a Normal Training Teachers' Column in the county newspapers.

"No - Thanks for suggestion", was one reply.

More frequently the comment "County superintendent's business" explains the negative answer to this question.
CHAPTER III.

INFERENCE S

From the preceding study of the rural-social point of view of teachers of Normal Training classes in high schools, the following inferences have been drawn:

1. The larger number of instructors of Normal Training classes have had some experience with rural life but not so many have had actual teaching experience in the country.

2. While almost all Normal Training teachers in high schools attempt to interest their pupils in rural life, there is no common recognized method of procedure and no definite course for such instruction.

3. Teachers of Normal Training classes do not place much emphasis on the value to themselves of social sciences unless they happen to teach these studies.

4. Entrance of students to Normal Training classes is little regulated. There are no uniform standards such as rural experience, attitude toward rural problems or special fitness for rural
teaching, generally recognized by those in charge of the course. Each school makes its own requirements.

5. Practice teaching in rural schools is not required of Normal Training seniors, and whatever practice teaching is done is in the town grade schools. Practice teaching experience is very limited.

6. The majority of Normal Training seniors visit rural schools under the supervision of Normal Training teachers.

7. Teachers of Normal Training classes have a kindly attitude toward their graduates but have no systematic way of keeping in touch with the work of these young teachers in rural schools.

8. The cooperation of high school teachers of Normal Training classes with the county superintendents seems, for the most part, casual and incidental.
PART SIX

A STUDY OF THE RURAL AND SOCIAL EXPERIENCES OF PROSPECTIVE GRADUATES (1917) OF NORMAL TRAINING COURSES.
CHAPTER I.

PURPOSE AND QUESTIONNAIRE.

PURPOSE.- The purpose of this study is to determine the amount and nature of the rural experience of seniors of the Normal Training courses in the various classes of high schools in the state, to determine their attitude toward the teaching profession as a life career; and to determine the kind of social responsibilities these seniors have carried.

QUESTIONNAIRE.- The data were secured by the use of the following set of questions:

TO PROSPECTIVE GRADUATES OF NORMAL TRAINING CLASSES 1917.

Will you kindly answer the following questions definitely? They refer directly to your interest in the Normal Training Course from which you are about to graduate, and to problems you will meet as a rural teacher. These data are to be used in a study of Normal Training courses in Kansas High Schools.

Name

Age

1. Birth and Education,
   a. Were you born in the town or the country?
      Ans.
b. Where did you receive your elementary grade work, town or country?
Ans.

c. How many years did you attend a country school?
Ans.

d. Name of your High School.
Ans.

e. If you might live where you pleased, would you choose the city or the country? Why?
Ans.

f. Have you worked your way through school? Have you earned a part of your way?

g. Do you expect to teach at least three years?
Ans.

h. If you could do as you pleased, what business or profession would you rather enter next fall?
Ans.

i. What business or profession, other than teaching, do you hope some time to enter?
Ans.

j. If you could select your own school, which would you prefer, one to which you could drive from home daily, or one where you would live in the community and away from home the whole year? Why?
Ans.

k. Give three facts for and three against rural teaching as a profession.
Ans.

a. Name three books you have read because you really enjoyed them, not because you were required to read them in school.
Ans.

b. What are the three most interesting features of the magazine you really like to read and do read?
Ans.
c. What are the names of two teachers' magazines which you would like to take next year?

Ans. 

3. Personal.
Social Life.

a. Did you ever give a party which you managed yourself?
Do you like picnics?
Camping out? ___________ Horseback riding? ___________
Walking? ___________ Boating? ___________

b. Name five out-of-door games you can teach others?

c. Did you ever help get up a social for a church?
Ever teach a Sunday School class? ___________ Lead
a choir or sing in it? ___________ Play organ in
church? ___________ Lead a young people's Meeting?

Domestic Life.

a. Have you ever taken care of small children?
Had any experience at all in caring for the sick?
In taking charge of affairs in case of accident? ___________

b. Have you ever been in a situation where your own
life, or the lives of others, was endangered? ___________
If so, what was the situation? ___________
What did you do? ___________

c. Can you milk a cow? ___________ Care for dairy utensils?
Care for poultry? ___________ Use tools for
repair work? ___________

d. Can you make a vegetable or flower garden? ___________

Only girls answer these:

a. Have you ever kept house for more than a day?
Did you ever do any systematic housecleaning? ___________

b. Can you bake bread? ___________ Prepare a meal?
Mend and darn? ___________ Make your own dresses?
Crochet? ___________
Only boys answer these:

a. Can you take care of horses and other farm stock? Can you plow? Harrow? Make hay? Build a chicken house or granary?
CHAPTER II.

TABULATIONS AND DISCUSSIONS

The questionnaire given in Chapter I was sent to 96 schools which had almost 900 seniors in their Normal Training courses. Answers were received from 62 schools having a senior roll of 540 students. The tables which are given below, are based upon these reports which are classified according to the rank of their various schools. The reports of boys and girls are recorded separately.

BIRTH.- The first inquiry concerned the birthplace and choice of place to live.
TABLE I.
Birthplace and Choice of Place to Live of
540 Normal Training Seniors.

<table>
<thead>
<tr>
<th>Class</th>
<th>A</th>
<th>B-I</th>
<th>B-II</th>
<th>B-III: Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. in Class</td>
<td>258</td>
<td>122</td>
<td>62</td>
<td>45</td>
</tr>
</tbody>
</table>
| Birth: Town | 95 | 27  | 13   | 13           | 148  | 30%
| : Country   | 163| 95  | 49   | 32           | 339  | 69%
| Place to: Town |     |     |      |              |
| live:Country| 81 | 35  | 10   | 11           | 137  | 28%
| : "Dont care"| 16 | 6   | 3    | 1            | 26   | 5%
| Boys        |    |     |      |              |
| No. in Class| 23 | 12  | 12   | 6            | 53   |
| Birth: Town | 7  | 3   | 2    | 1            | 13   | 24%
| : Country   | 16 | 9   | 10   | 5            | 40   | 75%
| Place to: Town |     |     |      |              |
| live:Country| 5  | 3   | 5    | 0            | 13   | 24%
| : "Dont care"| 1  | 0   | 0    | 0            | 1    | 1%

A fair majority of these seniors were born in the country, over 69% of the girls, and 75% of the boys. In the selection of a place to live, practically all those born in the country prefer the country. The same is true for the
city-born. A small percent of the boys and girls do not care where they live.

ELEMENTARY EDUCATION. - The second inquiry was made in regard to the place where elementary education was received. An attempt was made also to find out how many students had earned all or a part of their way through school. Table II. shows the results.
TABLE II.

Grade Education and Working Way Through School.

<table>
<thead>
<tr>
<th>Class</th>
<th>A</th>
<th>B-I</th>
<th>B-II</th>
<th>B-III</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Girls</strong></td>
<td>No. in Class</td>
<td>258</td>
<td>122</td>
<td>62</td>
<td>45</td>
</tr>
<tr>
<td>Grade education: Town</td>
<td>139</td>
<td>55</td>
<td>31</td>
<td>27</td>
<td>487</td>
</tr>
<tr>
<td>Grade education: Country</td>
<td>119</td>
<td>67</td>
<td>31</td>
<td>18</td>
<td>235</td>
</tr>
<tr>
<td>Worked way: All</td>
<td>18</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>23</td>
</tr>
<tr>
<td>Worked way: School: Part</td>
<td>121</td>
<td>59</td>
<td>44</td>
<td>34</td>
<td>258</td>
</tr>
</tbody>
</table>

| **Boys** | No. in Class | 23 | 12 | 12 | 6 | 53 |
| Grade education: Town | 11 | 5 | 4 | 3 | 23 | 43 |
| Grade education: Country | 12 | 7 | 8 | 3 | 30 | 56 |
| Worked way: All | 4 | 0 | 3 | 1 | 8 | 15 |
| Worked way: School: Part | 17 | 12 | 6 | 5 | 40 | 75 |

Of these students only a little less than half received their grade education in the country. A much larger percent were born in the country than were educated there (Table I). Choice of residence (Table I) seems to depend a great deal upon the place of early education. It does not, however, in the lives of 15% of the girls and 17% of the
the boys (Tables I and II). Birth and other experiences than rural education must account for their selection of the country as a place to live. A very small percent of the girls and boys worked all their way through school but a large number contributed some to their support, while in school (Table II). This report shows that a little more than half the girls and a much larger percent of the boys have had some training in this sort of self-reliance.

ATTITUDE TOWARD TEACHING. The attitude of these prospective teachers toward teaching as a profession and toward the country is shown in the following data which show how many expect to teach three years and what they wish the location of their homes to be with reference to their schools.
### TABLE III.

**Teach Three Years and Residence in District.**

<table>
<thead>
<tr>
<th>Class</th>
<th>A</th>
<th>B-I</th>
<th>B-II</th>
<th>B-III</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Girls</strong>&lt;br&gt;No. in class</td>
<td>258</td>
<td>122</td>
<td>62</td>
<td>45</td>
<td>487</td>
</tr>
</tbody>
</table>
| **Expect to teach three years** | 211 | 83 | 36 | 36 | 366 | 75%
| **Selection:**<br>Live in District | 153 | 57 | 41 | 25 | 276 | 56%
| Drive from home daily | 100 | 60 | 21 | 20 | 201 | 41%
| "Don't care" | 5 | 5 | 0 | 0 | 10 | 2%
| **Boys**<br>No. in class | 23 | 12 | 12 | 6 | 53 |
| **Expect to teach three years** | 12 | 7 | 3 | 4 | 26 | 48%
| **Selection:**<br>Live in District | 18 | 5 | 9 | 3 | 35 | 66%
| Drive from home daily | 5 | 7 | 3 | 3 | 18 | 33%

A large majority of the girls - 75% - intend to teach three years while a little less than half of the boys - 48% - intend to follow the profession that long. If they might select their own schools with reference to the place they
wished to live, 56% of the girls and 66% of the boys would prefer to live in the community where they teach and be away from home the whole year. Some 41% of the girls and 35% of the boys prefer a school to which they can drive from home daily. The reasons for their choice of a school where they had to live in the district are varied, usually they prefer to live in the district because they can do better work, become acquainted with their patrons, or be more independent.

"I would prefer one in which I was not known. I believe it would be better for one to be thrown upon his own ability entirely", explains one boy of a Class B-I school.

"Select a school away from home. The teacher should stay in the community and work for its interest in every way possible", says another Class B-I student in giving her reason.

Those who desire to drive from home daily do not like the idea of being away from home and boarding among strangers, some think they live cheaper at home, others feel they are needed for work at home, many girls fear lonesomeness. Some others believe the fresh air and exercise of going to and from home would be beneficial. A few of their reasons are given in their own words:
"I prefer a school to which I can drive from home daily because the board at home is cheaper than the board with strangers", says one boy in west central Kansas.

"I would rather stay at home than at a stranger's house" explains another.

"I'm needed for work at home", writes a boy from a Class B-I school.

"One where I could drive from home daily because it is too lonesome in the country", is a very common explanation, especially among the girls.

In giving a choice of residence in the district, few of the students have little, if any, idea of the social obligations they owe the districts in which they expect to work.

Another check upon the attitude of Normal Training Seniors toward teaching, was made by an inquiry as to the future vocations which they hoped to follow. If teaching were not their choice for immediate employment, the results if unfavorable might stimulate an inquiry into the reasons for students being in this course which, supposedly, trains specifically for a life vocation. The question, "If you could do as you pleased, what business or profession would you rather enter next fall?" would throw light upon the immediate interest of the students who had deliberately selected the Normal Training course.
TABLE IV.
Immediate Work Preferred to Teaching

<table>
<thead>
<tr>
<th>Class</th>
<th>A</th>
<th>B-I</th>
<th>B-II: B-III</th>
<th>Tot. %</th>
<th>A</th>
<th>B-I</th>
<th>B-II: B-III</th>
<th>Tot. %</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. in Class</td>
<td>258</td>
<td>122</td>
<td>62</td>
<td>45</td>
<td>23</td>
<td>12</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>Nature of Work</td>
<td>Bookkeeping</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clerking</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>2</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>College</td>
<td>66</td>
<td>53</td>
<td>23</td>
<td>6</td>
<td>7</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Dressmaking</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Farming</td>
<td>1</td>
<td></td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Law</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Millinery</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nursing</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stenography</td>
<td>1</td>
<td>8</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Wireless Operator</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>66</td>
<td>30</td>
<td>11</td>
<td>183</td>
<td>37</td>
<td>10</td>
<td>2</td>
</tr>
</tbody>
</table>

Grand Total 208 - 38%
In spite of the apparent freedom of choice as to their immediate work, 37% of the girls and 47% of the boys would enter other fields of work. Training for the teaching profession seems to be taken to fill a need for a quick way to become economically independent. It is gratifying to note that 30% of these students would enter college at once if it were possible. What percent of these would enter the teaching profession at the close of college work is, of course, unknown.

In reply to the question, "What business or profession, other than teaching do you hope some time to enter", the data show equally interesting results. They are shown in Table V.
### Table V.

**Future Work preferred to Teaching**

<table>
<thead>
<tr>
<th>Nature of Work</th>
<th>Girls 487</th>
<th>Boys 53</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A:B-I:B-II:B-III</td>
<td>Total: %</td>
</tr>
<tr>
<td>Art</td>
<td>7:1</td>
<td></td>
</tr>
<tr>
<td>Banking</td>
<td>1:2</td>
<td></td>
</tr>
<tr>
<td>Clerking</td>
<td>3:2</td>
<td></td>
</tr>
<tr>
<td>Dressmaking</td>
<td>2:2</td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>7:3</td>
<td></td>
</tr>
<tr>
<td>Farming</td>
<td>19:2:1</td>
<td></td>
</tr>
<tr>
<td>Housekeeping</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Journalism</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Law</td>
<td>3:1</td>
<td></td>
</tr>
<tr>
<td>Librarian</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Medicine</td>
<td>3:1</td>
<td></td>
</tr>
<tr>
<td>Merchant</td>
<td>4:1</td>
<td></td>
</tr>
<tr>
<td>Millinery</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Ministry</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>12:5:8:1</td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>18:12:6:1</td>
<td></td>
</tr>
<tr>
<td>Office</td>
<td>23:21:18:4</td>
<td></td>
</tr>
<tr>
<td>Oil Fields</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Pharmacy</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Platform</td>
<td>1:3:4</td>
<td></td>
</tr>
<tr>
<td>Welfare Work</td>
<td>12:2:4</td>
<td></td>
</tr>
<tr>
<td><strong>Grand total</strong></td>
<td>251</td>
<td>46</td>
</tr>
</tbody>
</table>
Of these 540 prospective teachers, graduates of the Normal Training courses in 1917, 251 or 46%, hope, at some time, to enter a different vocation and abandon teaching. Almost a half of the girls - 43% - wish to become either nurses, musicians, social workers, housekeepers, or office women, in preference to teaching. For their future profession or business, 73% of these boys, who expect to teach in the fall of 1917, hope to be engineers, farmers, lawyers or doctors. A large percent of both boys and girls, - almost half of them, - do not look upon teaching as a suitable life-career.

In considering these data (Tables IV and V) the question arises why these students are allowed in this course for training teachers. Equally important would be an inquiry with regard to those who are uncertain about their future work for many are indifferent yet are in the Teachers' Training course. "I don't know" or "I haven't thought about it", are frequent answers to the question as to the nature of immediate and future vocations.

While the large number in the course who do not expect to follow teaching as a profession is discouraging, still a comparatively large number are most emphatic in selecting the teaching profession as a life work. Table V shows that 212 girls and 39 boys prefer some other work than teaching as a life vocation. Table VI shows 173 girls and five boys who intend to follow the teaching profession as a life-career.
### TABLE VI

**Teaching as a Profession**

<table>
<thead>
<tr>
<th>Class</th>
<th>A : B-I : B-II : B-III : Total</th>
<th>%</th>
<th>A : B-I : B-II : B-III : Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>immediately</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching future</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes work</td>
<td>103 : 43 : 19 : 8 : 173</td>
<td>35</td>
<td>3 : 1 : 0 : 1 : 5</td>
<td>9</td>
</tr>
<tr>
<td>Number giving reasons for or against teaching</td>
<td>199 : 91 : 48 : 33 : 371</td>
<td>37</td>
<td>17 : 10 : 9 : 5 : 41</td>
<td></td>
</tr>
</tbody>
</table>

This table shows a comparison of data in Tables IV and V.
To express it in percentages, of the girls, 53% prefer teaching for their immediate work and 35% as a future or life profession. Among the boys, 43% prefer teaching to any other work for the present, but only 9% desire to follow it as a life work. The students were asked to give three facts for or against rural teaching which, it was hoped, might reveal their rural-social attitude. In reply, something near a fourth, 23% for girls and 22% for boys, failed to answer the question. The reasons given are illuminating, - "Opportunity to study nature", "Excellent chance for study", "Healthful surroundings", "Great opportunity to give individual instruction", "Living is less expensive", "The teacher is her own 'boss'", "Influence of pupils are less distracted", "Children are industrious", "A review for the teacher", "More chance to read good books", "It is an honorable profession", "It is a good place to study the human beings", "It gives you a chance to advance the schools to a standard they ought to reach", "Gives a good standing among fellow citizens", are illustrations of the facts in favor of rural teaching, selected at random from replies of students from the various classes of schools.

"Too much responsibility on one", "Too many classes", "Not time enough for each class", "Poor salaries", "Only employ seven or eight months a year", "Poor school buildings and surroundings", "A person never gets any higher", "Poor social
conditions", "Isolation", "No chance to advance", "Work un-
appreciated", "Long walks night and morning", "Little chance
for amusement", "Same work is to be did over each day", are
statements of facts against rural teaching, given on the same
questionnaires from which the facts in favor of rural teach-
ing were taken.

BOOKS.- The next attempt to get an idea of the social inter-
est of the prospective teachers was by a report upon books
read because the student really enjoyed them and not because
required to be read by the school. Each student was asked to
name three such books. The idea in mind was to find if possi-
ble whether books bearing on any phases of rural life had any
place in their unrestricted reading. Hundreds of books were
named and only the fifteen chosen the most frequently are
listed. These are given in the following table.
### TABLE VII.

Books Read without School Requirements and Most Enjoyed by Students.

<table>
<thead>
<tr>
<th>Name of Book</th>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Class A</td>
<td>B-I</td>
</tr>
<tr>
<td>When a Man's a Man</td>
<td>26</td>
<td>22</td>
</tr>
<tr>
<td>The Price of the Prairie</td>
<td>32</td>
<td>19</td>
</tr>
<tr>
<td>The Shepherd of the Hills</td>
<td>21</td>
<td>19</td>
</tr>
<tr>
<td>A Wall of Men</td>
<td>23</td>
<td>11</td>
</tr>
<tr>
<td>Ivanhoe</td>
<td>16</td>
<td>12</td>
</tr>
<tr>
<td>Pollyanna</td>
<td>22</td>
<td>10</td>
</tr>
<tr>
<td>Girl of the Limberlost</td>
<td>18</td>
<td>11</td>
</tr>
<tr>
<td>David Copperfield</td>
<td>21</td>
<td>12</td>
</tr>
<tr>
<td>Ben Hur</td>
<td>26</td>
<td>10</td>
</tr>
<tr>
<td>The Crisis</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Tale of Two Cities</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Uncle Tom's Cabin</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>The Little Shepherd of Kingdom Come</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>The Last of the Mohicans</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Les Miserables</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
These reports show students enjoy best the light popular novels. Of the books named, one third perhaps are of the so-called standard list of fiction. There is no indication of the appeal of books centering about rural life. The value of Table VII may be in the question it raises as to the general taste of these prospective teachers whose social and professional position may make them leaders of literary taste in their districts.

In order to give a slight idea of the different types of books named in the groups of the three books most enjoyed, three lists picked at random from each of the various ranks of schools follow:

<table>
<thead>
<tr>
<th>CLASS A</th>
<th>B-I</th>
<th>B-II</th>
<th>B-III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peck's Bad Boy</td>
<td>David Copperfield</td>
<td>Printer of Udell</td>
<td>Shepherd of the Hills</td>
</tr>
<tr>
<td>Red Rock</td>
<td></td>
<td>Macbeth</td>
<td>Wall of Men</td>
</tr>
<tr>
<td>Wild Life in the Far West</td>
<td>Rasselas</td>
<td>A Wall of Men</td>
<td>The Crisis</td>
</tr>
<tr>
<td>Dr. Jekyll and Mr. Hyde</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 2. Robinson Crusoe | Shepherd of the Hills | Dixon's Trilogy | Ben Hur |
| Black Beauty | Old Curiosity Shop | Talisman | Kenilworth |
| David Copperfield | As You Like It | | |

| 3. Last of the Mohicans | Pollyanna | Price of the Prairie | Mill on the Floss |
| Uncle Tom's Cabin | Maurice | Wall of Men | Shepherd of the Hills |
| The Lost Trail | | | |

These lists which in variety of standards of literature and taste are quite like the hundreds of others examined, show no reference to books of particularly rural interest. Possibly
each list reveals the kinds of books accessible to the student.

MAGAZINES. - Another inquiry into the literary interests of these prospective teachers concerned the sections of the magazines which they found most enjoyable. Table VIII shows their answers.
### TABLE VIII
Features of Magazines Most Enjoyed.

<table>
<thead>
<tr>
<th></th>
<th>Girls</th>
<th></th>
<th></th>
<th>Boys</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class</strong></td>
<td>A : B-I : B-II : B-III : Total : %</td>
<td>A : B-I : B-II : B-III : Total : %</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-fiction</td>
<td>53 : 2 : 8 : 0 : 63</td>
<td>9 : 2 : 3 : 0 : 14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Editorials</td>
<td>20 : 25 : 3 : 1 : 49</td>
<td>5 : 3 : 1 : 0 : 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advertisements</td>
<td>10 : 0 : 3 : 0 : 13</td>
<td>2 : 1 : 1 : 1 : 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beauty Hints</td>
<td>0 : 2 : 0 : 0 : 2 : 2</td>
<td>0 : 0 : 0 : 0 : 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
From their reports fiction, current events and illustrations are the most popular features of magazines. About an equal percent of boys and girls liked current events. The percent of the girls enjoying fiction is almost twice that of the boys. It is interesting that a larger percent of the boys enjoy illustrations than of the girls in spite of the attraction of fashion illustrations for girls.

In connection with magazine reading, each student was asked to name two teachers' magazines which he would like to take when teaching. Table IX shows these reports.
### TABLE IX.
School Magazines Students Desire to Subscribe For

<table>
<thead>
<tr>
<th>Name of Magazine</th>
<th>Girls 487</th>
<th></th>
<th>Boys 53</th>
<th></th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal Instructor</td>
<td>117:111:56:33</td>
<td>17:12:7:4</td>
<td>357</td>
<td>66</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary Education</td>
<td>43:7:11:7</td>
<td>1:0:1:1</td>
<td>71</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kansas Teacher</td>
<td>12:11:0:1</td>
<td>6:1:0:0</td>
<td>31</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Popular Educator</td>
<td>1:14:6:6</td>
<td>0:3:2:0</td>
<td>32</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary Methods</td>
<td>2:0:0:0</td>
<td>1:2:0:0</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal of Education</td>
<td>0:3:1:0</td>
<td>0:0:0:0</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td>3:0:0:2</td>
<td>0:0:0:0</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Century</td>
<td>6:0:0:0</td>
<td>0:0:0:0</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>164:146:74:49</strong></td>
<td><strong>25:18:10:5</strong></td>
<td><strong>511</strong></td>
<td><strong>94</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The great majority of students can name but one magazine. It is rather surprising to find that so many -66% - named "The Normal Instructor". Equally surprising is the fact that about a third of the seniors failed to answer the question. An interesting question arising from these failures to reply is whether these students do not wish to take any professional magazines because they do not see any value to them, or that they do not know the names of any such journals. It seems evident from the data that a very small number can name more than one, since only 13% named "Primary Education" as the second magazine. Some 5% of the students named "The Kansas Teacher" and "Popular Educator" as a second choice.

SELF-RELIANCE. - The last check upon the social attitude of Normal Training graduates was made by an inquiry into the kind of responsibilities each had assumed in public and domestic life. The purpose was to obtain as many checks as possible upon those experiences of the students which might contribute toward the development of self-reliance and social obligation. One question concerned their attitude toward outdoor sports common to rural life and their ability to teach games to others. Another question was directed toward their participation in religious affairs. The last general question referred to the simple home duties which each could perform. The tabulation of these data follows:
### TABLE X.

**Manage a party - Attitude toward Outdoor Sports.**

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class</strong></td>
<td>A : B-I : B-II : B-III</td>
</tr>
</tbody>
</table>
Over 68% of these prospective teachers have given parties which they had managed themselves, showing some degree of self-reliance. Practically all like the outdoor sports of rural life. In every instance the percent enjoying these sports is large. Since only 65% can teach at least five out-door games to others, there seems a large number of these would-be teachers who have a small supply indeed of play-ground games. There is a close correlation of the number who have managed a party and those who can teach games. They compose practically the same group of students.

In the next table (XI), an attempt is made to show what training in religious duties the students, who the following year were to be leaders in rural districts, have received from their relationship with the church.
### TABLE XI.

Participation in Church Affairs

<table>
<thead>
<tr>
<th>Activity</th>
<th>Girls Class</th>
<th>Boys Class</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. in class</td>
<td>258:122:62:45</td>
<td>23:12:12:6</td>
<td>540</td>
</tr>
<tr>
<td>Teach Sunday school class</td>
<td>159:91:41:36</td>
<td>5:4:5:4</td>
<td>345</td>
</tr>
<tr>
<td>Play organ in church</td>
<td>91:63:27:25</td>
<td>1:1:1:0</td>
<td>209</td>
</tr>
<tr>
<td>Lead Young People's meeting</td>
<td>168:81:40:35</td>
<td>9:4:5:4</td>
<td>346</td>
</tr>
</tbody>
</table>
These data show that the majority of the Normal Training seniors have had some experience in the purely social phase of church activity most commonly met in rural life,—the church social. Only 38% report that they have played the piano or organ in church, one of the services frequently asked for in rural churches or Sunday schools. About 63% have taught a Sunday school class and lead a young people's meeting. A larger percent have sung in the choir.

Another inquiry into the kinds of responsibilities placed upon these prospective teachers shows the amount of experience they have had in the care of children and the sick, how many have been in dangerous accidents, and incidentally the number who consider that they reacted favorably at such times.
<table>
<thead>
<tr>
<th>Class</th>
<th>No. in class</th>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Care of small children</td>
<td></td>
<td>242: 111: 57: 42</td>
<td>15: 10: 7: 5</td>
</tr>
<tr>
<td>Care of sick</td>
<td></td>
<td>229: 104: 52: 40</td>
<td>17: 7: 10: 6</td>
</tr>
</tbody>
</table>
Over 90% of the seniors have had more or less responsibility in caring for little children. It is to be regretted that an expression of the attitude of these students toward little children was not obtained. Almost an equal percent have taken care of sick for longer or shorter periods of time. Some 46% have been in charge of affairs when an accident has occurred. Over a fourth, - 29% - have been in dangerous situations where their own lives or the lives of others were endangered. Something over 23% report that they "kept their heads" and got themselves and others out of the danger.

In reply to the questions whether they could perform the usual domestic tasks of the farm, the greater percent of the prospective teachers report accomplishments in these duties. The tabulation of the replies from both boys and girls are included in Table XIII. Since several of the simple duties are common to boys and girls, knowledge of these tasks and the performance of them should give some point of contact, in theory at least, with men and women on the farm.
### TABLE XIII.

**Performance of Domestic Tasks.**

<table>
<thead>
<tr>
<th>Task</th>
<th>Girls 487</th>
<th>Boys 53</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make a garden</td>
<td>255:122:60:44</td>
<td>23:12:12:6</td>
</tr>
<tr>
<td>Kept house more than a day</td>
<td>246:113:60:44</td>
<td>23:12:12:6</td>
</tr>
<tr>
<td>Mend and darn</td>
<td>246:18:58:43</td>
<td>23:12:12:6</td>
</tr>
<tr>
<td>Care for stock</td>
<td>23:12:12:6</td>
<td>55:100:</td>
</tr>
<tr>
<td>Plow</td>
<td>20:12:10:6</td>
<td>48:90:</td>
</tr>
<tr>
<td>Harrow</td>
<td>22:12:11:6</td>
<td>51:96:</td>
</tr>
<tr>
<td>Make hay</td>
<td>23:12:10:6</td>
<td>51:96:</td>
</tr>
<tr>
<td>Build a chicken house</td>
<td>23:12:8:4</td>
<td>47:86:</td>
</tr>
</tbody>
</table>
The data of Table XIII show that of the tasks common to boys and girls fewer are skilled in milking a cow than in any other task. The percent - 98- who could make a garden is very encouraging. In the tasks referred particularly to girls, a smaller percent can make their own dresses than can clean house systematically, or make bread. The boys show a higher percent of those who can perform the tasks referred especially to boys than did the girls of the tasks referred to them, possibly because the tasks referred to the boys are not so complex. Several students report that they can "do all the things you ask for boys and girls" and are proud, as they may well be, of their accomplishments.

The training which Normal Training seniors have had in self-reliance is commendable.
CHAPTER III.

INFERENCEs

The data from the students enrolled as seniors in the Normal Training course seem to point to the following inferences:

1. Place of birth is a big factor in the choice of place to live.
2. Place of early education is an important factor in the choice of place to live.
3. More girls than boys expect to follow the teaching profession as a temporary vocation and also as a life work.
4. A large percent of students enrolled in the Normal Training course prefer not to enter the profession at all.
5. Almost half of the students enrolled as seniors in Normal Training courses hope to enter other fields of work after a few years of teaching.
6. Only a third of the seniors enrolled in Normal Training course are certain that they wish to follow teaching as a life work.
7. In spite of the fact that they are being trained for rural teaching, few Normal Training seniors seem aware of their social obligations to the districts in which they are to teach. A number would not live in their districts if they could live at home.

8. Normal Training seniors seem to know little of the real advantages or disadvantages of rural teaching.

9. If Normal Training seniors read books on rural life they do not list them among the books they really enjoy reading.

10. More than a third of the Normal Training seniors do not read magazines and an equal number do not know the name of a professional magazine to which they wish to subscribe.

11. Almost all Normal Training seniors enjoy outdoor sports.

12. Almost all Normal Training seniors have had some experience in church work, in care of little children and the sick, and in the various tasks common to farm life or village life.
PART SEVEN

A GENERAL SUMMARY OF THE STUDY WITH RECOMMENDATIONS FOR THE SOCIALIZATION OF THE NORMAL TRAINING COURSE OF STUDY IN KANSAS HIGH SCHOOLS AND SUGGESTIONS FOR THE STUDY OF RURAL SCHOOLS.
CHAPTER I.

GENERAL SUMMARY

ARRANGEMENT.- For convenience of comparison and consideration, the various inferences from the data of each phase of the study are arranged in the following manner to show their bearing on the particular social values of the Normal Training course.

SOCIAL VALUE I.- The rural life information value.

1. Teachers who are graduates of the Normal Part III. Training course do not show a greater knowledge of rural social problems than other rural teachers not so trained.

2. Practically all information concerning Part V. rural problems given in Normal Training classes is incidental to other teaching.

3. Teachers who are graduates of Normal Training courses do not know more of the needs Part III. of their particular districts, nor are they Part IV. able to make any better suggestions for improvements of their districts, than other rural teachers not so trained.
4. Normal Training courses should include the study of rural problems in order to overcome the ignorance of students of these courses concerning rural life.

5. Practice teaching in the rural school which would give valuable first hand information is not required of Normal Training seniors.

6. Many seniors of the Normal Training courses do not know the name of a professional magazine suited to a rural teacher.

7. Few Normal Training seniors know the real advantages and disadvantages of rural teaching. Few express any enthusiasm for rural teaching.

SOCIAL VALUE II. - The attitude of graduates and senior students of the Normal Training Course toward rural life, and the teaching profession:

1. Graduates of Normal Training courses have no more desire to spend their weekly holidays in rural districts than other rural teachers.
2. Graduates of Normal Training courses take no more interest than other rural teachers in the extra-curricular activities of their school or in the social life of their patrons.

3. Birth and grade education in the country are strong factors in determining the interest of students in rural life and teaching.

4. The large majority of students enrolled in the Normal Training course do not intend to follow teaching as a life-work. Many would prefer not to follow the profession at all.

5. Normal Training seniors do not include books on rural life among those they enjoy reading.

SOCIAL VALUE III. The attitude of high school instructors of Normal Training classes, toward rural life:

1. High school teachers of Normal Training classes are not as a rule seriously interested in rural problems.
2. High school teachers of Normal Training classes do not cooperate very frequently with county superintendents in matters pertaining to the improvement of rural school conditions.

3. Teachers of Normal Training courses are interested in their graduates but have no definite way of following up their teaching work in rural schools.

SOCIAL VALUE IV. The rural-social experiences of Normal Training students and the prerequisites for entrance into the course.

1. Nearly two-thirds of the senior students of the Normal Training course were born in the country and prefer to live there.

2. Almost all Normal Training seniors have had some practical experience in the various domestic tasks common to town and country life. All enjoy outdoor sports.

3. Almost all Normal Training seniors have had some form of training in religious or social affairs.
4. There is little regulation, beyond certain scholar-
ship requirements, of entrance into the Normal
Training course.

CONCLUSIONS.-

From the preceding inferences and the data as a whole, the following conclusions regarding the four social values of the Normal Training course are deduced:

I. The program of studies of the present Normal Training course in high schools of Kansas is inadequate because it does not inform prospective rural teachers about rural social problems and rural school needs.

II. The present Normal Training course in the high schools of Kansas is not distinctly a professional course for rural teachers, since there are so many enrolled in the course who are not truly interested in rural teaching or rural life.

III. The present Normal Training course in the high schools of Kansas is ineffective in training students to have a sympathetic view of rural life, because no requirements of rural experience are made of instructors of subjects presented
in this course.

IV. The present Normal Training course in the high schools of Kansas is inefficient in two details:

1. No prerequisites of personality or rural and social experiences are necessary for entrance in the course.

2. No attempt is made to capitalize the rural and social experiences which students enrolled in the course already possess.
CHAPTER II.

RECOMMENDATIONS FOR THE SOCIALIZATION OF THE NORMAL TRAINING COURSE IN HIGH SCHOOLS IN KANSAS.

PURPOSE.- The purpose of the recommendations submitted is to attempt to meet the defects in the present Normal course in Kansas high schools as shown in the conclusions drawn from the study.

PRESENT PROGRAMS OF STUDIES.- The first conclusion is that the program of studies does not include subjects which inform students of rural conditions nor attract them to life in the country. A review of the studies prescribed will make this clearer. The present Normal training course for the first two years makes no more requirements of studies to be pursued by its students than does the general course of the high school, with the exception of Agriculture in the second year. English and Mathematics are the only other required studies of these two years. It is required that the following distinctly Normal Training work shall be done in the third year:
Civics, one unit, (1/2 unit accepted for 1918-1919)
Physiology, one half unit
Psychology, one half unit

The distinctly Normal Training work of the fourth year consists of these subjects:
Methods and Management with observation and training work, one half unit.
Review of Arithmetic, one half unit.
Review of other common branches, one unit.
Physics, one unit.
American History, one unit.

It is obvious that not one of these prescribed studies pertains more to rural life than to urban life. Methods and Management are referred of course to rural teaching.

For the remaining subjects of the fifteen units required for graduation, the prospective teacher may select from the high school subjects such other studies as he chooses. With the exception of Agriculture, the course requires no training that points particularly to rural life. In their suggestions for the improvement of the course, the county superintendents urge that Agriculture be made more
practical (See answer to Question 2, Part IV), stating that it is too theoretical for rural purposes. They suggest in reply to the question how they would change the course, that the course be built around rural life and problems. About a third of the superintendents desire a course in Rural Sociology or Rural Life Problems. They would also require courses in Home Economics, Manual Arts, Music, Drawing, Play and Games, and Primary Methods. They would also provide systematic practice teaching in the country. A few complained that grade teaching in town did not help a prospective rural teacher very much in conducting short recitations in the country school.

NEW PROGRAM PROPOSED.— For a basis of discussion and comparison, the following more socialized program of studies is proposed as a possible substitute for that of the present Normal Training course:

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<tr>
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<td><em>(Educational Measurements)</em></td>
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<td>History of Commerce</td>
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It is proposed that one week of continuous rural teaching during each semester of the junior and senior years be the minimum practice teaching requirement. Also or that observation in town/rural grade schools be made two or three times a month under the direct supervision of the high school instructor in methods and management.

In the first year, simple accounts takes the place of Algebra, since the amount of mathematics needed in ordinary life is so small. Courses in elementary Botany and
Zoology are offered to introduce the student to science and to sciences closely related to rural life. Incidentally they should prepare the way for a keener interest in Agriculture. A teacher trained somewhat in the scientific observation of plant and animal life would have at her command excellent methods of approach to rural children. At the same time her training in these subjects should lend dignity to the commonplace in the estimation of country children. Physical Geography with laboratory experiments should give a different view of most of the geography of this nature presented in rural schools.

It is proposed that the prospective rural teacher shall have sufficient training in Music and Drawing to be able to direct and arouse the interest of her district in these arts. A knowledge of the use made in these arts of rural themes should increase the enjoyment of country life for pupils and teacher. Ability to direct a community chorus would be a genuine social service.

An introduction to vocational guidance is made by a course in Occupations. The prospective teacher will learn of the variety of ways by which the world makes its living and also be trained to meet in a measure, the need for vocational information among rural pupils. The place of Agriculture and Teaching among the occupations should
add or decrease the interest of the student in these vocations.

A course in Library Methods is introduced in the first year to give the students knowledge of how to find books in a library and also how to catalogue and buy books; the course also includes a survey of magazines. The services a rural teacher can render a community in creating an interest in books and magazines is inestimable.

In the second year, the science training is limited to Practical Agriculture on a school farm, and a course in Household Arts. These courses should give an idea not only of the place of Agriculture and Home Making among the vocations of the world but also a knowledge of the fundamental principles of these sciences. A course in Health and Sanitation would include, so far as possible, laboratory demonstrations of sanitation and the laws of health. It is not proposed that a scientific study of these subjects be presented.

In social sciences a course in Recreation Methods would train a prospective teacher how to play and how to direct play. The course should center about supervised playground work and community recreation. A course in Rural Community Civics with training in simple social survey
methods would give knowledge of how to secure information about a community. It should also give a notion of one’s place in a group and his responsibility to it.

In the third and fourth years of the proposed course, the social sciences deal chiefly with Social Problems in general and Rural Sociology in particular. These courses should inform the prospective teacher of the problems which face the whole social world and give special attention to the problems which are peculiar to rural life. An intensive study of the rural problems of the county in which the Normal Training course is located should be a part of the course in Rural Sociology. For a preparation of an understanding of American History, a course in American Government dealing chiefly with the political questions of the United States, and a course in Modern European history are proposed. The latter course ought to show the place of American history in world history and give a broader meaning to it.

A course in Practical Manual Arts should give a knowledge of the use of tools in simple construction and repair work. A second course in Household Arts should give sufficient training to conduct simple courses in the rural school.

If Experimental Psychology is to have the meaning and application it deserves, it should be preceded by a course
in physiology with laboratory experiments. It is proposed that Methods and Management take on added meaning or give place to new courses including a study of Socialized Methods of Study, Educational Measurements, School Law, and a study/Rural Courses of Study. In the fourth year, history of Commerce and Rural Economics are introduced. The course in Commerce should give a knowledge of the world of commerce and the place agricultural products have in it. Rural Economics should reveal not only the economic problems of agricultural life and methods used to meet them, but should give the prospective teacher a deeper insight into the fundamental organization of rural life.

It will be noticed that reviews of the common branches are omitted in spite of the criticism that seniors of the Normal Training course do not know the three R's. No mention has been made of courses in English which are the same as required in the present state course. If reviews must be included, why not omit the third year of English?

The course proposed is of course fixed. It give the student no electives, but what electives has a law or medical student? This very laxity of the Normal Training course seems to be its extreme weakness.

The social values of the prescribed studies of the present course may be questioned. As has been said, so far
as training definitely for rural teaching, not one subject that is prescribed is rural in its bearing. All depends upon the direction given the studies by the instructors. This proposed course centers about those scientific and social studies which will make the prospective teacher better able to understand the agricultural world and its people and hence better able to make the students under her supervision respect and love it. The informational value of the proposed studies seems as great as that of the prescribed subjects of the present course. In addition, they tend definitely toward an understanding of rural life. Is it a vain dream to believe that some such a program of studies as is proposed, given to a carefully selected group of students would begin the training of men and women who would compose ultimately a stable group, known and admired as rural teachers?

SOCIALIZATION OF TEACHERS.- Of equal importance to the socialization of course of study is the selection of teachers of these courses in high schools, as shown in the third conclusion drawn from the entire study. Even though a course were ideal in its requirements, its real value would be dependent upon the attitude of the instructors giving the studies prescribed in it. If
these instructors understand rural life through personal experience as a resident of the country and a teacher in it, and have at the same time a sane view of the opportunities and joys of rural life, their enthusiasm and understanding could not help but be carried over to their students. For the right interpretation of such a course as is suggested, the following requirements are proposed for teachers of the Normal Training course in high schools:

1. Birth and rural education in the country.
2. Sympathy for and understanding of rural life.
3. College degree with courses in rural sociology and economics.
4. Two years teaching experience in the country schools after college course for instructors of those Normal Training studies which pertain strictly to rural life.

SOCIALIZATION OF STUDENTS.- Perhaps more important than the nature of the studies, or the attitude of the instructors, is the class of students who enter the Normal Training Course. The results of the study show that many students are enrolled in the course who do not intend to remain in the teaching profession and that
no requirements beyond scholarship are made for entrance. No systematic attempts are made to develop the social or rural experience or tendencies of those enrolled. Why should the Normal Training course be a catch-all for students who wish to make teaching a stepping stone to some other work, for those who do not know what they wish to do for a life work and so teach, and for those who feel quite certain that teaching will be their life work? Why are students in the course who do not wish to teach at all? Such a mixture of interests in students is most unjust to those for whom the course is evidently intended and most unfair to rural communities.

As a remedy for these conditions, the following requirements for admission to the course are proposed:

1. Birth and early education in the country.
2. Strong rural sympathy and interests.
3. Knowledge of teaching as a vocation.
4. Personality and social qualifications for teaching.
5. Particular interest in rural teaching.
6. Scholarship.
At first glance, the work entailed in securing this information from each student appears formidable. For the most part it can be secured by the head of Normal Training department, in a conference with the student before he enrolls in the course. Here his attitude toward rural life and his particular interest in rural teaching can be ascertained. His knowledge of teaching as a life work will in all probability be small, but his attention may be called to this defect and the opportunity to learn of this in the study of Occupations be pointed out. The question of the student's personality and of his social qualifications for teaching, will, of course, have to be answered by the personal opinion of the head of the department during the interview. The student's previous scholarship can be obtained from the records.

It is conceded that such a procedure as has been proposed will not eliminate all who should not take the course, but it should standardize the type of student entering, more than the present hap-hazard method.

SPIRIT OF SUGGESTIONS.- In these suggestions for the socialization of the Normal Training course, one idea has been dominant,—the desire to see the high schools of Kansas send into the rural schools of this great state, teachers who know their field of work, who love it, and are content and happy to render service in it.
CHAPTER III.

SUGGESTIONS FOR A STUDY OF THE RURAL
SCHOOLS OF A COUNTY

SOCIALIZED STUDY OF COUNTY SCHOOLS.— The data in this study show that no systematic attempt is made to study the rural schools in the county in which the Normal Training courses are given. Many things discourage such investigations,—time, distance, conveyance, methods of procuring information, are some of the problems to be solved in such an investigation. As a result of the study made in Douglas County, an intensive study of the schools of a county is suggested. In this way, rural social problems become concrete and of more interest because they are close at hand. In the Normal Training equipment in the high school, there should be a card index of all the schools in the county. Here should be recorded enough facts about each schoolhouse and the district in which it is located, to give the prospective teacher a knowledge of local conditions. Some such card as this might be used:
Normal Training Department
Blankville High School.

A report on the Social and Economic Conditions
of School Districts in Blank County, Kansas.

No. of District ______ Name of School ______

Location in County ________

General Appearance of Schools, Grounds and Buildings,

_____________________________________________________

Equipment of house and grounds _______________________

_____________________________________________________

Improvements needed______________________________

No. of pupils in district ______ Distribution
among grades ___________. Population of district____

Valuation of School District _______ School tax
of district ______. No. of landowners____

No. of renters _________ Nature of farming in
district __________________________________

Church in district ___________ Community Hall in
District ____________ Factions in district _______

Causes __________________________________________

General Social Life in district ____________________

Peculiar problems of district ___________________

________________________________________________
The data for these cards may be secured through the county superintendent, through former teachers in the district, or by personal visitation. In addition to the statistical data of the card, pictures of the school grounds, school buildings and of typical homes and barns of the various districts would contribute striking material for profitable discussion of methods of improvements, particularly where conditions were deplorable. Some such illustrative material was gathered in connection with the study made in Douglas County, Kansas.

ILLUSTRATIVE STUDIES.—In district D, which is located in the east central portion of the county, the school house, a small narrow two-story building, 24'x18', stands bleak on a rise of land on which there is not a single tree or shrub. It has stood thus for 41 years. Illustration No. 1 shows this building before an entrance was built on in July 1917.

No. 1.
Illustration No. 2 shows it with its most recent improvement. The yard is grown up in weeds. The second story is used for a community hall and is reached by a pair of rickety stairs in the rear. The gaunt belfry and slender chimney lean toward each other as if weary of their responsibilities. On the school ground is not one piece of play apparatus. The inside of this building in July 1917 was more desolate appearing than the exterior. The room had once been papered in a yellow flowered, cheap, bedroom paper, but which now hangs in dirty shreds from the walls and ceiling. Here and there, the torn paper is held in place by dirty chromos. The walls and woodwork are covered with inscriptions and with greasy, dirty splotches from hands of careless children. The desks, - seats to accommodate 31 pupils, crowded in the school room 18' x 15', - are dirty,
old and of different makes. Initials three and four inches long are cut in their surfaces. There are six small windows in the school room,—several window lights are broken out and coats and cloaks are used as substitutes. The teacher's desk is propped up to keep it from falling down, and its one drawer is about to lose all its motley contents of old quiz papers, pencil stubs, etc. This pleasing sight is in view of pupils constantly. The teacher herself seemed the proper jewel for such a setting,—untidy, careless, droning.

No. 3.
Illustrations No. 3 and No. 4 show interiors of this school building, but can in no way show the dirty, desolate appearance of this place where eight months in the year thirty children, five days a week, make their home. The pictures cannot show the old brown stove with its long battered stove pipe, nor the old torn curtains flapping at the windows, nor the unpleasant details of the dirty entry (No. 4) which pupils in the rear of the building can easily see. The equipment of this school room consists of an old wheezy - teacher's word - organ which cannot be used, a dictionary, a cupboard with library books not much used, and a chart on practical agriculture. A battered recitation bench in the front of the children's desks appears about to fall down.
In this district the teacher received, in 1916-17, $60.00 a month. She had enrolled 33 children whose work ranged from the primary to the ninth grade. She declared she did not care for school teaching and hoped to be a post office clerk. She was a graduate of the Lawrence High School but not of the Normal Training department.

The school tax in the district is 4-1/50 mills (1917) and the property valuation $149,230.00 (1917). All but two families own their farms.

Illustration No. 5 shows a home in this district within a stone's throw of the school house.
No. 6 shows a barn for horses and mules which looks down upon the school house three quarters of a mile away. The principal agricultural products are hay, corn, wheat and forage crops. One of the richest stock farms in Douglas County lies in this district.

In a social way, the families of the district are neighborly, there are no factions, at least not reported. There is no church in the district and the people make use of the hall above the school room for social gatherings. There is a sewing club among the women of this district, and a missionary society composed of young and old. The young people of the district have frequent parties to which the teacher reported she was occasionally invited.
When asked what improvements she would like to see made in the school or district, the teacher replied that she did not know of any improvements she could suggest!

In questioning the county superintendent with reference to the district just discussed, he said the principal thing needed in the district was a socialized, intelligent teacher, who could lead the patrons of the district to see the need of a new type of school. The problem is one of enlightening and making enthusiastic a group of people now indifferent. In connection with a study of local schools, such definite information and such a concrete problem as this ought to make profitable study for Normal Training students.

The following pictures tell the story of district G. in Douglas County. The old stone school house sits in a weed patch.

No. 7. "Man Made"
One-eighth of a mile away nature offers this setting.

No. 8.

One enters by these steps

and this is what greets his eye,—omitting the sickish green interior decoration covered with smoke and on the
walls next to the two rows of seats which are placed against the wall, innumerable greasy finger prints and numberless cracks in plaster.
The illustrations show all the equipment. Outside of the old wall map of Kansas and a dictionary, the teacher of this district last year had no tools to work with besides the text books in the hands of the 17 school children of the district. The property valuation of the district is $156,945.00, for the most part in the hands of two families who have no children. The majority of the families are renters. The teacher of this school received $55.00 a month in 1916-1917. The school tax is 2-24/100 mills. There is no district debt.

Within a half mile of this desolate building is this beautiful country home with large barns, presumably the home of one of the few land owners.
In this district the peculiar problem is how to overcome family jealousies and how to get the landowners who have no children, interested in their duty to the
poorer families and in education in general,—surely a
typical rural problem in Kansas and worthy the attention
of Normal Training graduates who, when they discover they
are in such districts, complain, "I wish I had known", or
"Had I known, I should have begun differently". These
were frequent comments heard in the investigation made in
Douglas County (Part III), in schools where factions exist.

No. 15.

Illustration No. 15 shows another problem of the
rural school. Discussions of ways and methods of overcoming
this sort of indecency ought to interest teachers who are
confronted all too frequently by it. A course in Sanitation
and Hygiene would discuss this and the drinking water problem
illustrated in No. 10, among its problems.

The use of definite rural data of schools in the county where prospective teachers from Normal Training courses intend to go, - and 76% of such graduates teach in the county in which they graduate, according to data from Douglas County (Part III), - is suggested as a possible beginning for the sort of information needed by teachers in order to deal concretely with rural problems.
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