

A STUDY OF COUNTY NORMAL INSTITUTES OF KANSAS

By


N. Wilmoth Clark

---  
B.S., Kansas State Teachers' College of Pittsburg

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Approved by:

  
\_\_\_\_\_  
Instructor in Charge

  
\_\_\_\_\_  
Head of Department

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W. C.

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## Chapter I

### INTRODUCTION

#### Definition and Historical Development

What is the County Normal Institute? This question calls up only vague abstractions in most people's minds. We know that such an organization exists, but we know very little about its actual purpose and work. It is necessary at the very outset, then, to have some understanding of the meaning and significance of the institute, in order that the findings herein contained may be most adequately interpreted.

The term "County Normal Institute", as used in this study, must not be confused with the normal school or other educational agencies. An accurate understanding of the term is reached only by tracing it through all its legal stages, since it is an organization prescribed by law, partaking of various natures under different provisions during its history. Thus, according to the present law,<sup>1</sup> we may define the existing Kansas institute as a session of school, supervised by the various county superintendents of the state, lasting from five to twenty days, and having as its purpose the instruction of teach-

<sup>1</sup> L. 1927, Ch. XXVII, Sec. 639.

ers and those desiring to teach. J. M. Greenwood<sup>1</sup> has given a general definition, as follows: "It may be defined as a special kind of Training School, organized for the benefit of the large class of teachers who have not been regularly instructed in how to teach and how to manage a school."

The Teachers' Institute is distinctly an American institution. It came into existence almost simultaneously with the first normal institute of the nation, which was established at Lexington, Massachusetts in 1839. The founder and earliest promoter of the Teachers' Institute was Henry Barnard, who introduced the plan in Connecticut. He was very enthusiastic in his support of the institute, furnishing personal financial aid and sacrificing in other ways for its support and extension. The original purpose of the institute, as Mr. Barnard saw it, was to provide opportunity for review of the common branches, to acquaint the teachers with successful methods of teaching, and to stimulate them with a desire for self improvement.

Prompted by Barnard's success in Connecticut, Horace Mann introduced the institute idea in Massachusetts. Later, Barnard carried the system into Rhode Island, in which state he had become the leading

<sup>1</sup> "Normal Institutes": Ed. Vol. 9, pp. 305-311.

educational administrator. Here also he inaugurated the plan of a demonstration school for the benefit of all the institutes of the state. By this plan a class of twelve pupils, under the leadership of a successful teacher, visited the various institutes and presented demonstration lessons.

After these early experiments the institute idea spread rapidly to all the states, becoming known by various names in different localities. As early as 1864 the state of Kansas placed upon her statutes an act authorizing the creation of the County Normal Institute.



## Chapter II

### THE PROBLEM

The specific problem of this study is to make a thorough investigation of the County Normal Institutes of Kansas, from their beginning to the present time. This problem evolves itself into four subsidiary problems, as follows: (1) a determination of the legal phase of the County Normal Institute; (2) an outline of the development of the County Normal Institute since 1907, by intervals of five years, including, in addition, the current year 1928; (3) ascertainment of the professional status of the conductors and instructors of the County Normal Institute for the year 1928; (4) a study of the present trends and practices and the general attitudes of the county superintendents toward the institute.

This study does not attempt to suggest remedial measures for whatever faults may exist, but merely to diagnose the situation at the present time. In this endeavor an effort is made to find answers to the following questions:

1. What are some of the changes that have taken place since the origin of County Normal Institutes?

2. Are the present means of supporting the institute sufficient?
3. What is the trend of enrollment in the institute?
4. What is the professional standing of instructors and conductors of the institute?
5. What are the present tendencies?
6. What are the outstanding weaknesses and merits of the institute?
7. Has the County Normal Institute outlived its usefulness?

In the search for a solution to these questions a statistical study of the survey type is made of the data collected from the records on file in the State Department of Education and from the returns to a questionnaire.

### Chapter III

#### SOURCES OF DATA AND METHOD OF PROCEDURE

The nature of the problem was such as to require the securing of data from three distinct sources. (1) The material for the legal phase of the study was secured from the Kansas Statute Books. (2) The statistical information was obtained from the annual reports of the county superintendents to the state superintendent, and the records of petitions for institute certificates, as found in the State Department of Education. (3) A questionnaire was sent out to the various county superintendents of the state to secure information that could not be obtained from other sources. An insufficient number of institute programs was secured to add materially to the study, due to the dates for holding institutes being late.

On account of the dearth of literature on the County Normal Institute and the narrowness of the information included in the county superintendents' reports of these institutes, it was necessary to use different methods of procuring the data for the study.

1. In order to secure the legal phase of the County Normal Institute, a careful analysis was made of

Kansas laws affecting this institution. To accomplish this it was necessary to trace the historical development of the state laws from the initial, or creative act authorizing their existence up to the present date.

2, In tracing the development of the institute since 1907, data were secured at intervals of five years.

These data were obtained from the original term or annual reports of the county superintendents to the state superintendent. The information secured from these reports was recorded on the form shown on page 13. All possible precaution was taken to secure accurate data, all questionable material being rechecked or discarded. The statistical method was used to present the data secured from this source, use being made of the median, the mean, the range, and the  $Q$ , or quartile deviation. Data are also presented by graphs.

3. The material for the professional status of the instructors and conductors was obtained for the year 1928 only, owing to the fact that records were not available for other years. The information concerning the instructors was taken mainly from the files of application for institute certificates for the year 1928. Data unavailable from this source were traced upward through records of earlier years.

Due to the fact that conductors not acting as in-

structors were not by law compelled to be certificated, the State Department of Education did not have on file records giving the professional training and experience of the county superintendents acting as conductors.

These data were secured from part 9 of circular letter number 69 of June 25, 1928, which was sent out from the office of the state superintendent to all the county superintendents of the state and from which returns from 92 counties were received. A copy of this letter is shown on page 14.

4. In order to show the present practices and trends the questionnaire was used. The questionnaire was mailed to each county superintendent of the state on July <sup>1</sup>~~2~~, 1928. A copy of the questionnaire is shown on page 15. By July 14 sixty-three completed questionnaires had been received. On July 15 a second questionnaire was sent to the county superintendents who had not responded to the first call, accompanied by the following note: "If you have not returned the questionnaire which I mailed to you July 2, will you kindly fill this one out and return it? Your report is necessary for the accuracy of my study." This second questionnaire secured returns from twenty-five additional counties, giving a total return of eighty-eight.

In collecting the data from the questionnaires only

those questionnaires were used which were sufficiently completed to add to the study.

#### Summary

Part of the data for this investigation was collected from the analyzation of the Kansas laws; part was obtained from the annual reports of the county superintendents to the state superintendent and from files of application for institute certificates; and the remaining part was taken from the returns of the eighty-eight questionnaires and institute programs received from the county superintendents.



STATE OF KANSAS  
DEPARTMENT OF EDUCATION

GEO. A. ALLEN, JR.  
SUPERINTENDENT PUBLIC INSTRUCTION

W. A. STACEY  
ASSISTANT SUPERINTENDENT

TOPEKA

June 25, 1928.

Cir # 69 - A

TO COUNTY SUPERINTENDENTS:

Dear County Superintendent:

Please give me the following information at your earliest convenience. This information refers to one-teacher schools only.

1. The average monthly salary of teachers in one-teacher schools 1927-28 -----.
2. Number of one-teacher schools in your county-----.
3. Average number from one-teacher schools in attendance at county associations-----.
4. Number from one-teacher schools enrolled in State Teachers Association in 1927-----.
5. Number of teachers who did the teachers' reading circle work in 1927-28-----.
6. Number of parent-teacher associations in one-teacher districts-----.
7. Number of teachers in one-teacher schools holding second-grade certificates-----first grade-----elementary state-----normal training-----sixty-hour-----others-----.
8. Number of school board members of one-teacher schools in attendance at school-board conventions-----.
9. County Superintendent's qualifications.  
Years experience-----  
High School-----  
College-----

You will not be embarrassed by answering these questions. This is for my personal use.

Sincerely,

Geo. A. Allen, Jr.,  
State Superintendent.

WAS LL



APPROVED FOR USE JUL 2 1928

UNIVERSITY OF KANSAS  
SCHOOL SERVICE AND RESEARCH BUREAU

Lawrence, Kansas

June 28, 1928.

6. Check the weaknesses of the present day County Normal Institute in the space provided:

- Insufficient funds ..... ( )
  - Insufficient time ..... ( )
  - Instructors' methods too dictatorial ..... ( )
  - Instructors' methods too entertaining ..... ( )
  - Instructors' poorly prepared for the subjects they teach ..... ( )
  - Instructors' failure to provide for student-response ..... ( )
  - Content of subject matter haphazardly selected ..... ( )
  - Content of subject matter taught arbitrarily selected ..... ( )
  - Haphazard arrangement of the daily schedule ..... ( )
  - Lack of interest and regular attendance on part of those enrolled ..... ( )
  - No minimum requirements prescribed by the state ..... ( )
  - Failure to cover subject-matter which students must teach ..... ( )
  - Credit not given for institute work in secondary schools and higher institutions of learning ..... ( )
7. Check the following which you consider as merits of the institute:
- Makes for better understanding among the elementary teachers of the county ..... ( )
  - Encourages the teachers to seek better teacher preparation ..... ( )
  - Tends to improve the education offered in the schools of the county ..... ( )
  - Unifies the educational program of the county ..... ( )
  - Training received in the institute is on a par with the training received at the higher institutions of learning ..... ( )
  - Gives the teachers perspective and vision ..... ( )
  - Provides training of a truly professional character ..... ( )
  - Stimulates a professional and a critical attitude on the part of those enrolled ..... ( )
  - Suggests to teachers devices and offers practical suggestions for handling school problems ..... ( )

Remarks: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name

Official Position

To the County Superintendents of  
Public Instruction of Kansas.

Dear Sirs:

With the approval of the Department of Education, University of Kansas, I am conducting a study of the County Normal Institutes of the State of Kansas. My purpose is to determine their status in regard to cost, professional standing, weaknesses, merits, present and future trends, etc.

In order to make my investigation complete, it is necessary that I secure from you the data asked for on the inclosed folder.

The answering of the inclosed questionnaire will require approximately **ten minutes** of your time, and your cooperation is earnestly solicited.

Please return the completed questionnaire as soon as possible; also enclose a **copy of your institute program** for the year 1928 and any previous programs which are available. These programs will be returned if desired.

Thanking you for your interest and cooperation, I am,

Yours truly,

WILMOTH CLARK.

Name of County \_\_\_\_\_

1. What is the enrollment fee for your County Normal Institute this year? \_\_\_\_\_ \$ \_\_\_\_\_
2. In the space provided, please enter the number of periods which each subject has received or will receive in your institute this year:

Subjects	Number of Periods	Subjects	Number of Periods
Spelling _____	( )	Agriculture _____	( )
Reading _____	( )	Physiology and Hygiene _____	( )
Writing _____	( )	General Science _____	( )
Arithmetic _____	( )	English Classics _____	( )
Grammar _____	( )	Music _____	( )
Geography _____	( )	Principles and Methods _____	( )
U. S. History _____	( )	Elements of Algebra _____	( )
Kansas History _____	( )	_____	( )
English History _____	( )	_____	( )
Civil Government _____	( )	_____	( )

3. In the following list, check those forms of entertainment which have been or will be provided in your institute program this year:

Picnics _____	( )	Music (voice and instrumental) _____	( )
Folk Dancing _____	( )	Drills (flag, calisthenic, etc.) _____	( )
Stunts _____	( )	Games (indoor, playground, etc.) _____	( )
Lectures _____	( )	Dramatics (home and professional talent) _____	( )
Movies _____	( )	_____	( )
Declamation _____	( )	_____	( )

4. Please check the following general topics for which special provision has been or will be made in your institute this year:

School library _____	( )	Teachers professional reading _____	( )
Text books _____	( )	Supplimentary reading material _____	( )
Health program _____	( )	Report to Parents _____	( )
Reports to County Supt. _____	( )	Tests and Measurements _____	( )
Plays and games _____	( )	Story telling _____	( )
Ethical training _____	( )	School exhibits _____	( )
How to conduct opening exercises _____	( )	Cirriculum construction _____	( )
Classroom management _____	( )	Selection and use of material _____	( )
_____	( )	_____	( )

5. Check or answer where space is provided.

1. What should be the length of the institute in days? \_\_\_\_\_ ( )
2. What should be the number of periods per day? \_\_\_\_\_ ( )

3. What should be the length of periods? \_\_\_\_\_ ( ) minutes
4. Should the institute be abolished? ( ) yes. ( ) no.
5. Should the institute be modified? ( ) yes. ( ) no. If answered yes, explain how \_\_\_\_\_

6. Should the institute be supported by fees alone? ( ) Yes. ( ) No. If answered No, what per cent should be supported by fees? \_\_\_\_\_ %.

7. If institutes are not to be supported by fees alone, should the County aid? ( ) Yes. ( ) No. If answered yes, what per cent? \_\_\_\_\_ %. Should the state aid? ( ) Yes. ( ) No. If answered yes, what per cent? \_\_\_\_\_ %.

8. Should the state prescribe minimum requirements for the County Institutes in:

- Qualifications of instructors? ( ) Yes. ( ) No.
- Courses of study? ( ) Yes. ( ) No.
- Length of term? ( ) Yes. ( ) No.
- Length of periods? ( ) Yes. ( ) No.
- Number of periods per day? ( ) Yes. ( ) No.
- Number of instructors? ( ) Yes. ( ) No.

9. Should the instructors be given unlimited choice in the selection of material presented? ( ) Yes. ( ) No. If answered no, how would you limit? \_\_\_\_\_

10. Should credit be given for institute work in Liberal Art Colleges? ( ) Yes. ( ) No. In Industrial Art Colleges? ( ) Yes. ( ) No. In Teachers Colleges? ( ) Yes. ( ) No. In Professional Schools? ( ) Yes. ( ) No.

11. Should those enrolled in the institute be given the opportunity to participate in:

- Selection of time and place of the institute? ( ) Yes. ( ) No.
- Preparation of the institute's daily schedule? ( ) Yes. ( ) No.
- Choice of instructor? ( ) Yes. ( ) No.
- Selection of types of problems in the institute program? ( ) Yes. ( ) No.
- Selection of types of exhibits for the institute? ( ) Yes. ( ) No.
- Demonstration lessons before the institute? ( ) Yes. ( ) No.
- Choice of entertainment for the institute? ( ) Yes. ( ) No.

## Chapter IV

## LEGAL PHASE

The County Normal Institute of Kansas had its beginning with the passage of the law of 1864 relating thereto. Chapter 101, Section 2 of this law reads as follows:

"The Superintendent of Public Instruction, with the County Superintendent, shall organize and hold a teachers' institute each year, in each senatorial district in the State: Provided, board shall be furnished free of charge to all teachers and members of the institute during its session, by the citizens of the place where the institute is held."

A later law<sup>1</sup> provided for annual normal district institutes to be held in each judicial district, the state superintendent making arrangements for the program and presiding at each institute. It further provided<sup>2</sup> that the time and place of each institute be published in the Kansas Educational Journal not later than the first of April, preceding the session.

Section 21 of the same law provided for the at-

<sup>1</sup> Kansas L. 1869, Ch. 86, Sec. 19.

<sup>2</sup> Ibid., Sec. 20.

tendance and participation of all county superintendents in their respective senatorial districts. It sought to provide means for securing the regular attendance of the county teachers.

This law also provided for the first real County Normal Institute, in addition to the district institute.<sup>1</sup> This was an institute of from two to three days to be held in each county maintaining as many as fifteen schools. Provision was also made for joint institutes.

The same law required the closing of all schools of the county during the county institute and made attendance of teachers obligatory by making their certificates depend on such attendance.<sup>2</sup> It also provided for payment of regular salaries to teachers of the county attending.

Five years later (in 1864), the law was so amended to make attendance at the county institute a duty and to do away with the payment of salary during attendance.<sup>3</sup>

Sections 19 and 20 of the law of 1869 were incorporated in a single section in the law of 1876,<sup>4</sup> the only substantial changes in the provision being that the latter law changed the time limit of publication to April 15 preceding the institute and placed no requirement as to

<sup>1</sup> L. 1869, Ch. 86, Sec. 22

<sup>2</sup> Ibid., Sec 23.

<sup>3</sup> L. 1874, Ch. 72, Sec. 6.

<sup>4</sup> L. 1876, Ch. 122, Art. 6, Sec. 2.

place of publication. It restated sections 21, 22, and 23 under sections 3, 4, and 5 respectively.

A sweeping change took place when the law of 1877 repealed all former laws relating to the institutes.<sup>1</sup> This law made provision for a County Normal Institute of four weeks in each county and made possible joint institutes. The second section authorized each county superintendent, with the advice and consent of the state superintendent, to determine the time and place of the institute and select the instructors. It also made provision for certification of all instructors, requiring that no instructor be paid from the institute funds who had not received a certificate from the state board of examiners.

The first provision for defraying the expenses of the institute was made in section 3 of the law of 1877, which required a one-dollar fee for each certificate issued and for each enrollment in the institute. It made optional with the board of county commissioners the payment of a sum not in excess of one hundred dollars for the support of the county institute.

Section 4 designated the fund thus created as the "county institute fund" and made the county treasurer the custodian.

Section 5 made provision for a monthly transfer of

<sup>1</sup> L. 1877, Ch. 86, Sec. 1.

funds by the county superintendent to the county treasurer, giving names of contributors and the amount of each contribution.

Section 6 made provision for the payment of fifty dollars by the state treasurer to each county institute fund, when the said county had enrolled and collected the registration fee from fifty members. It also provided for a \$3000 appropriation by the state to meet this payment.

Section 7 placed the county superintendent in active management of the institute fund, which was payable only to meet the expense of the institute.

The bonding of each county superintendent to the extent of \$1000 was provided for in section 8 to insure the faithful performance of his duties in connection with the institute.

Section 9 of the same law made provision for holding joint institutes when counties had less than three thousand inhabitants, provided that one of the county superintendents be selected to determine the time and place and to make all arrangements as to instructors and payment of expense. The counties included in such a joint institute, together with the state, were to transmit all funds for the counties concerned to the joint fund.

By the law of 1901 the board of county commissioners was compelled to contribute to the county institute fund

a sum not in excess of one hundred dollars, the amount necessary to be determined by the county superintendent.<sup>1</sup> Section 2 of this law decreased the necessary enrollment for state aid from 50 to 35.

In 1911 the law was amended, reducing the enrollment for state aid from 35 to 25.<sup>2</sup> The law also extended the right to hold joint institutes to counties having less than 12,000 inhabitants and provided for an equal distribution of any surplus of the joint institute fund in the institute funds of the counties thus united.<sup>3</sup>

In 1915 the term of the institute was made not less than five days nor more than twenty days.<sup>4</sup> In the same year the resources for defraying the expenses of the institute were increased by the addition of a fee of one dollar for each of the following: renewals, endorsements, and registration of certificates.<sup>5</sup> The amount of appropriation to be made by the board of county commissioners was to be determined by it and it could make a second appropriation, not in excess of one hundred dollars, to meet any deficit.

These revisions bring the legal history of the Kansas Normal Institute down to the present time, there having been no changes since 1915.

<sup>1</sup> L. 1901, Ch. 267, Sec. 1.      <sup>3</sup> Ibid.  
<sup>2</sup> L. 1911, Ch. 270, Sec. 1.      <sup>4</sup> L. 1915, Ch. 304, Sec. 1.  
<sup>5</sup> Ibid.

## Chapter V

### PRESENTATION OF DATA

The data collected for this study fall under three divisions: finance, enrollment, and professional training. These will be presented in the order named.

#### 1. Finance

Table I is a tabulation of the various lengths of institutes in days, recorded at five-year intervals for the period between 1907 and 1927.

The purpose of this table is to show the fluctuation in length of sessions. An examination of this table reveals little difference between the mean and median for the first two periods, while  $Q$  shows a high degree of concentration about the central tendency. Greater divergence between the mean and the median is shown in 1917, due to the size of frequencies near the extremes, and these measures affect the average. The same condition is found, to a lesser extent, in periods 1922 and 1927. The size of  $Q$  for the period 1917 is due to the bi-modal condition of the distribution, in which the two largest frequencies are found at or near the extremes.



Table I

## LENGTH OF INSTITUTE IN NUMBER OF DAYS

No. of Days	Number of Counties				
	1907	1912	1917	1922	1927
41-42					
39-40	2				
37-38		1			
35-36					
33-34					
31-32					
29-30	1				
27-28					
25-26		1			
23-24	1				
21-22	1		1		
19-20	92	94	38	11	5
17-18	7	8	3	2	2
15-16				2	1
13-14					
11-12			1		
9-10			10	9	5
7-8			1		
5-6			48	80	88
	<u>104</u>	<u>104</u>	<u>102</u>	<u>104</u>	<u>161</u>
Not reporting	1	1	3	1	4
True Range	18-40	18-38	5-21	5-20	5-20
Median	19.98	19.94	9.4	6.3	6.15
Mean	20.4	20.08	12.196	11.75	8.77
Q	.565	.555	6.83	.65	.575

Table II shows the variation in total cost of institutes in the various counties over the five periods. A study of the means and medians reveals an approach to normal distribution, as shown by the slight difference in their values.

The table also shows that the mean total cost of 1907 has not been reached at any later five-year interval. The years 1912 and 1917 show gradual decreases, while the years 1922 and 1927 show increases over the year 1917. The maximum total cost of any institute for the five period study was found to be \$960, in 1927, while the minimum total cost was \$45, in 1917.

The mean total costs are shown graphically in Graph I, page 25.

Table II  
TOTAL COST OF INSTITUTES

Total Cost	Number of Counties				
	1907	1912	1917	1922	1927
\$950-974.99					1
925-949.99					
900-924.99					
875-899.99					
850-874.99	1				
825-849.99					
800-824.99					
775-799.99					
750-774.99					
725-749.99					
700-724.99					
675-699.99					
650-674.99			1	1	
625-649.99			1		
600-624.99	1	3			1
575-599.99	2				
550-574.99	2		1		1
525-549.99	3				
500-524.99	6	4	3	1	1
475-499.99	8	6	1	3	
450-474.99	5	6	3	2	1
425-449.99	10	9	4	2	3
400-424.99	8	5	3	6	8
375-399.99	10	3	3	6	10
350-374.99	9	10	9	12	11
325-349.99	3	10	7	16	14
300-324.99	9	6	6	9	12
275-299.99	6	10	9	12	13
250-274.99	2	7	6	11	10
225-249.99	3	6	10	10	7
200-224.99	4	5	6	3	7
175-199.99	4	8	17	6	2
150-174.99	5	3	3	2	1
125-149.99	1	2	6	2	1
100-124.99	2	1	4		1
75- 99.99	1	1			
50- 74.99			1		
25- 49.99			1		
N	<u>105</u>	<u>105</u>	<u>105</u>	<u>104</u>	<u>105</u>
Not Reporting				1	
True Range	\$98.80-	\$80.00-	\$45.00-	\$121.00-	\$119.50-
Median	864.40	110.00	650.00	650.00	960.00
Mean	\$383.75	\$333.75	\$268.75	\$316.66	\$321.87
Q	\$372.74	\$336.07	\$283.69	\$316.11	\$327.26
	\$ 83.02	\$ 89.48	\$ 83.04	\$ 53.88	\$ 53.15

Comparative Mean Total Cost of Institutes



This graph reads:

The mean total cost of institutes in 1907 was \$372.74; in 1912, \$336.07; in 1917, \$283.69; in 1922, \$316.11; and in 1927, \$327.26

Table III is a record of the total salaries paid to instructors and conductors. The purpose is to show the general tendencies in the amount of expenditure for salaries of instructors and conductors.

A comparison of the mean total cost, as given in Table II, with the mean total salary cost reveals that the salary of 1907 was 85.6% of the total cost of institutes, while the corresponding percentages in 1922 and 1927 were 96.6 and 96.3 respectively. The percentages for the years 1912 and 1917 could not be determined, as the reports from which these data were taken failed to designate expenses other than salaries for these two years.

The maximum total salary, \$935, occurred in 1927, and the minimum total salary, \$45, was paid in 1917.

Graph II, page 29, represents graphically the mean total salary cost.

Table IV shows the distribution of other expenses. The absence of data under the years 1912 and 1917 indicates that reports for those years were unavailable. The table shows, for the year 1907, a range from zero to \$237.20, with a mean expense of \$53.80. These amounts represent the extremes for the whole table. The table reveals the fact that other expenses have decreased. These "other expenses" include such items as janitor fees, entertainment costs, rent, traveling expenses, etc.

Table III

## TOTAL SALARIES OF INSTRUCTORS AND CONDUCTORS

Salary	Number of Counties				
	1907	1912	1917	1922	1927
\$925-949.99					1
900- 924.99					
875- 899.99					
850- 874.99					
825- 849.99					
800- 824.99					
775- 799.99					
750- 774.99					
725- 749.99	1				
700- 724.99					
675- 699.99					
650- 674.99			1	1	
625- 649.99			1		
600- 624.99		3			1
575- 599.99					
550- 574.99			1		
525- 549.99	1				
500- 524.99		4	3	1	
475- 499.99	3	6	1	3	
450- 474.99	5	6	3	2	3
425- 449.99	6	9	4		2
400- 424.99	7	5	3	6	7
375- 399.99	10	3	3	6	5
350- 374.99	12	10	9	9	13
325- 349.99	7	10	7	14	13
300- 324.99	9	6	6	12	11
275- 299.99	9	10	9	9	15
250- 274.99	11	7	6	13	12
225- 249.99	2	6	10	10	6
200- 224.99	4	5	6	7	9
175- 199.99	6	8	17	5	3
150- 174.99	5	3	3	2	2
125- 149.99	3	2	6	4	1
100- 124.99	2	1	4		1
75- 99.99	2	1			
50- 74.99			1		
25- 49.99			1		

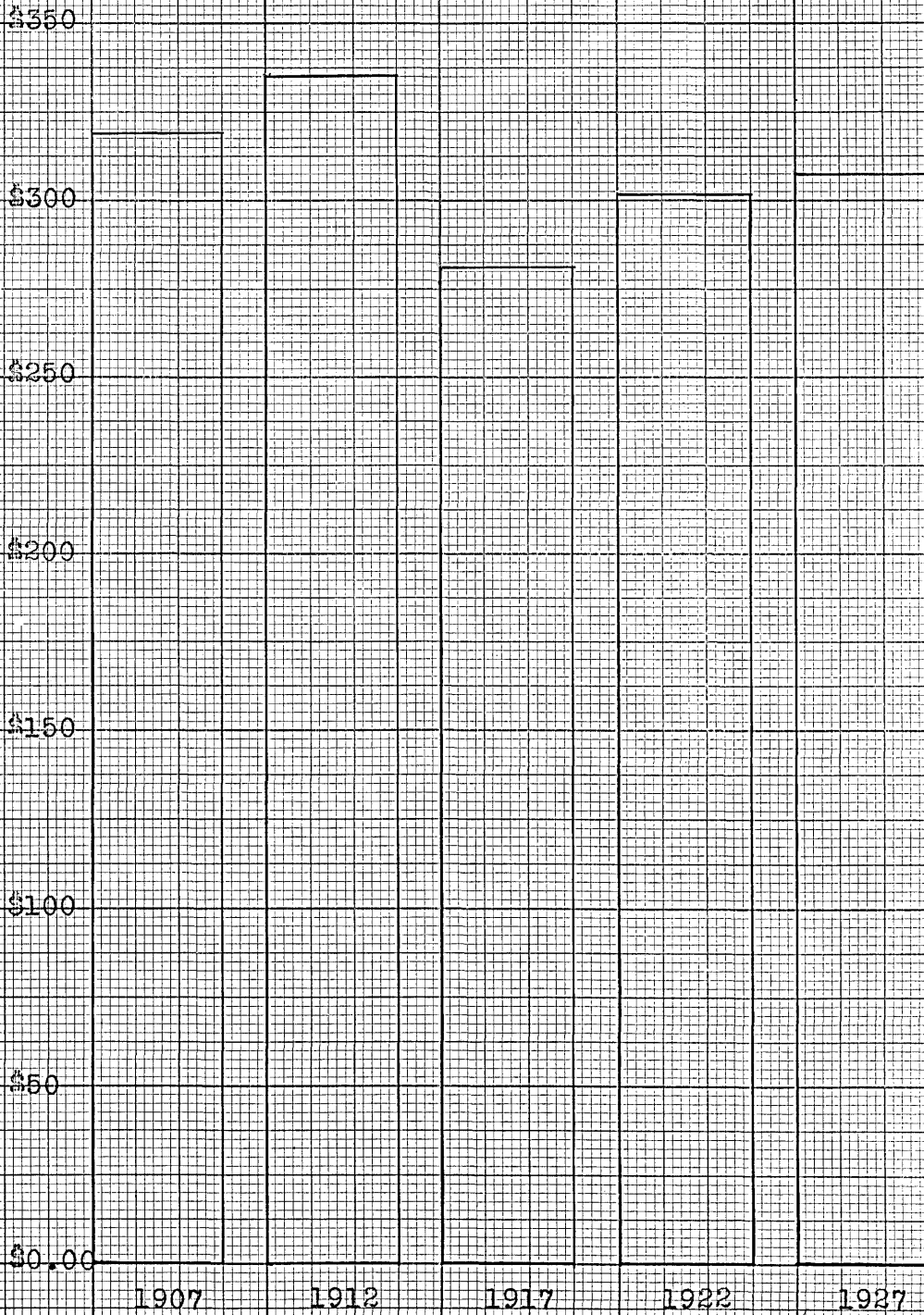
N	105	105	105	104	105
Not Reporting				1	
True Range	\$75- \$730	\$80- \$160	\$45- \$650	\$130- \$650	\$110- \$935
Median	\$323.61	\$333.75	\$268.75	\$304.17	\$307.95
Mean	\$319.17	\$336.07	\$283.69	\$305.53	\$315.36
Q	\$68.38	\$89.48	\$83.04	\$55.28	\$51.11

Table IV

## EXPENSES OTHER THAN SALARIES

Expenses	1907	Number of Counties			1927
		1912	1917	1922	
\$230- <del>\$239</del> .99	1				
220- 229.99					
210- 219.99					
200- 209.99					
190- 199.99					
180- 189.99					
170- 179.99				1	
160- 169.99	1				
150- 159.99	1				
140- 149.99					
130- 139.99	4				
120- 129.99	1			1	
110- 119.99	1				
100- 109.99	1				
90- 99.99	4				1
80- 89.99	4				
70- 79.99	7				
60- 69.99	11			1	2
50- 59.99	7			1	3
40- 49.99	13			2	4
30- 39.99	12			6	6
20- 29.99	17			6	8
10- 19.99	10			20	18
0- 9.99	5			5	8
N	<u>100</u>			<u>43</u>	<u>50</u>
Not Reporting	5	105	105	62	55
True Range	\$0- <del>\$237</del> .20			\$0- <del>\$175</del>	\$0- <del>\$96</del> .30
Median	\$44.61			\$18.25	\$19.44
Mean	\$53.80			\$27.79	\$25.80
Q	\$22.06			\$ 9.61	\$11.67

Comparative Mean Total Salary Cost of Instructors and Conductors.



This graph reads:

The mean total salary paid to instructors and conductors in the Normal Institutes in 1907 was \$319.17; in 1912, \$336.07; in 1917, \$283.69; in 1922, \$305.53; and in 1927, \$315.36.

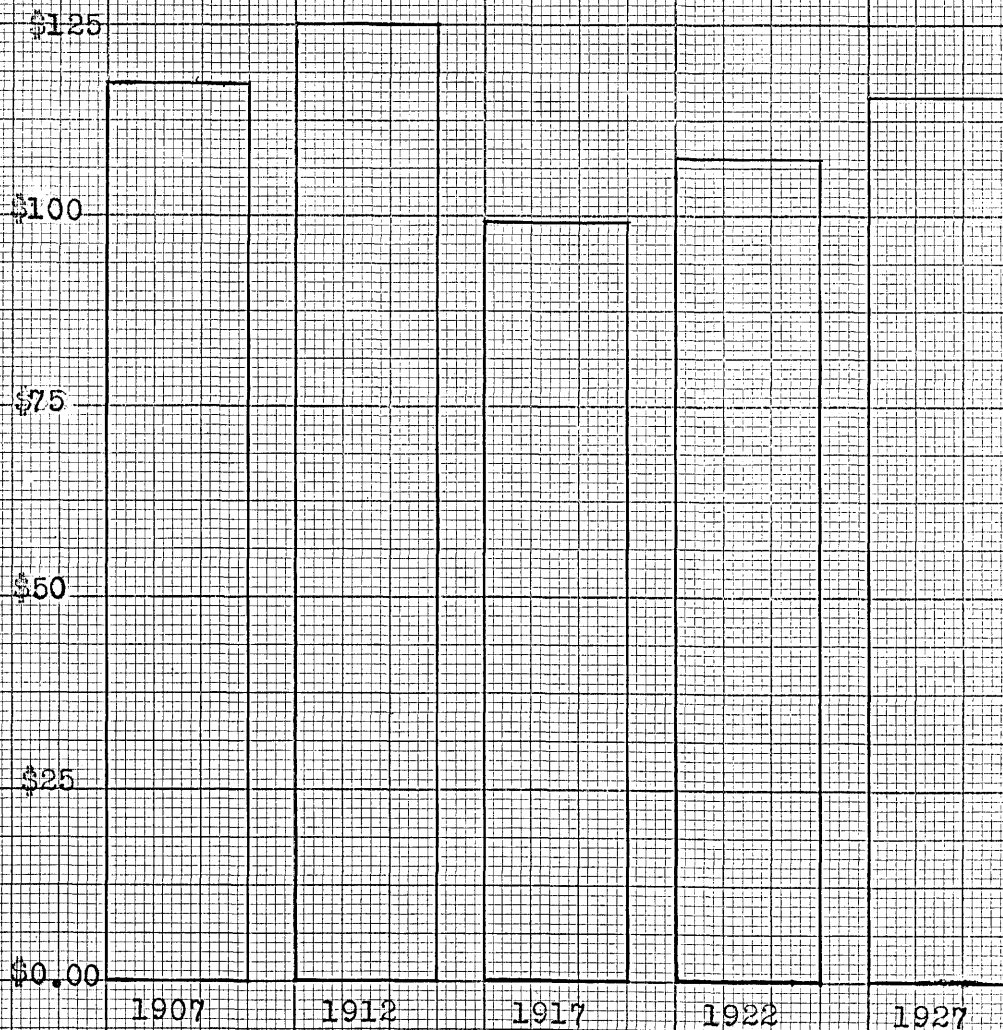


Table V shows the distribution of conductors' salaries. In all periods represented the lower limits are found to be zero, while the highest limit of any period is \$175. It is interesting to note that there is an increasing tendency for conductors to receive no salary remuneration. Graph III, page 32, shows graphically this tendency.

Table V  
CONDUCTORS' SALARIES

Salaries	Number of Counties				
	1907	1912	1917	1922	1927
\$170-\$179.99		1		1	1
160- 169.99			1	1	1
150- 159.99	7	5	4	2	3
140- 149.99	4	7			
130- 139.99	4	3		1	
120- 129.99	16	17	5	2	3
110- 119.99	12	6	2		1
100- 109.99	23	9	10	3	6
90- 99.99	4	1	4		
80- 89.99			2	3	
70- 79.99	2		6	3	2
60- 69.99				1	
50- 59.99			4		
40- 49.99			1	1	
30- 39.99			1		
20- 29.99		1			
10- 19.99					1
N	<u>72</u>	<u>50</u>	<u>40</u>	<u>18</u>	<u>18</u>
Receiving no					
Salary	33	55	65	87	87
True Range	\$0-150	\$0-175	\$0-160	\$0-175	\$0-175
Median	\$115.83	\$124.71	\$102.00	\$103.33	\$110.00
Mean	\$118.47	\$125.00	\$ 99.75	\$107.78	\$116.11
Q	\$ 11.45	\$ 14.10	\$ 21.67	\$ 28.33	\$ 24.58

## Comparative Mean Salaries of Conductors.



This graph reads:

The mean salary for conductors for the year 1907 was \$118.47; in 1912, \$125; in 1917, \$99.75; in 1922, \$107.78; and in 1927, \$116.11.

## 2. Enrollment

Tables VI to X inclusive are tabulations of discrete series. In treating the data of these tables, I have made use of the mean and range only, since the median and the  $Q$  (quartile deviation) break down in cases of discrete measures.

Table VI shows a tabulation of the number of elementary teachers in the various counties. The means of this table show a gradual increase in the total number of elementary teachers. It is to be noted that the tabulation includes, in addition to rural teachers, city teachers teaching in the elementary grades. The range of this table is significant, since it will be used in connection with Tables IX and X.

Table VII gives the distribution of female elementary teachers, city and rural. Due to the predominance of female elementary teachers there is a decided similarity between this table and Table VI. To avoid confusion in these two tables it seems advisable to explain that the number of frequencies in the lower part of Table VII may exceed those corresponding in Table VI. The converse, however, could not be true. This condition is not due to error in tabulation, but to the fact that frequencies of Table VI include those of Tables VII and VIII.<sup>1</sup> The means of Table VII show a steady increase throughout the five periods.

<sup>1</sup> E.g. in 1907, according to Table VI, there were 597 elementary teachers in one county, but only 552 of these were females. This explains the shift of frequencies downward.

Table VI

## TOTAL NUMBER OF ELEMENTARY TEACHERS IN THE COUNTIES

No. Teachers	Number of Counties				
	1907	1912	1917	1922	1927
580-599.99					
560-579.99					1
540-559.99					
520-539.99					
500-519.99				1	
480-499.99					
460-479.99					
440-459.99					
420-439.99			1	1	1
400-419.99					
380-399.99			1	1	
360-379.99					1
340-359.99		1	1		1
320-339.99		2	1		
300-319.99				3	1
280-299.99	3	1	1		
260-279.99		2			1
240-259.99	2		1	2	2
220-239.99	1	1	3	1	1
200-219.99	3	3		1	1
180-199.99	6	1	7	6	6
160-179.99	11	8	5	8	10
140-159.99	9	12	16	17	14
120-139.99	15	18	17	10	16
100-119.99	13	14	13	16	14
80- 99.99	12	12	8	10	6
60- 79.99	6	10	12	11	12
40- 59.99	9	10	9	5	8
20- 39.99	9	8	7	11	9
0- 19.99					
N	<u>105</u>	<u>105</u>	<u>105</u>	<u>105</u>	<u>105</u>
True Range	6-298	15-359	15-420	16-500	22-579
Mean	116.66	118.76	125.62	129.24	131.90

Table VII

TOTAL NUMBER OF FEMALE ELEMENTARY TEACHERS  
IN THE COUNTIES

No. Female Teachers	Number of Counties				
	1907	1912	1917	1922	1927
560-579.99					
540-559.99					1
520-539.99					
500-519.99					
480-499.99				1	
460-479.99					
440-459.99					
420-439.99					
400-419.99				1	1
380-399.99			1		
360-379.99					
340-359.99			1	1	
320-339.99		1	1		1
300-319.99		1			1
280-299.99		1	1	2	
260-279.99	1			1	1
240-259.99	1	2	1		1
220-239.99	1		1	1	2
200-219.99	1	1	1	2	1
180-199.99	3	3	2	2	1
160-179.99	4	3	4	5	4
140-159.99	9	6	8	11	12
120-139.99	11	13	18	17	17
100-119.99	11	19	14	12	16
80- 99.99	18	15	15	15	12
60- 79.99	17	11	14	12	12
40- 59.99	9	12	12	9	11
20- 39.99	10	13	7	11	9
0- 19.99	9	4	4	2	2
N	<u>105</u>	<u>105</u>	<u>105</u>	<u>105</u>	<u>105</u>
True Range	4-268	10-325	12-380	15-480	19-552
Mean	93.81	100.48	108.29	115.71	116.09

Table VIII is the tabulation of male elementary teachers, city and rural. It shows characteristics similar to those of Table VII, with the exception that the means for the male teachers show a decline between the years 1907 and 1922 and an increase in 1927.

Table IX is a tabulation of all elementary teachers with no experience. An examination of the means shows a decrease of inexperience in 1922, followed by a slight increase in 1917 and a marked increase in 1922. The increases in the two latter periods might be explained as effects of the World War, which drew many experienced teachers into other fields. The decline in number of inexperienced teachers, as represented by the year 1927, is probably explained by increased standards and recovery from war conditions.

A comparison of this table with Table VI yields the following percentages of inexperienced teachers among all elementary teachers: 1907, 23.6%; 1912, 16.4%; 1917, 16.3%; 1922, 22.2%; 1927, 16%.

Table X gives the distribution of the enrollment in County Normal Institutes. This table shows that the greatest number of teachers enrolled in any one county institute (257) was in the year 1927. The minimum enrollment occurred in 1917. By referring to Table VI it will be found that the minimum enrollment in county

institutes for these five periods was, in some cases, greater than the actual number of elementary teachers in the county. This might be explained in one of two ways -- either that students attended from adjacent counties or that enrollment was solicited of individuals outside the teaching profession, in order to secure the minimum enrollment necessary for state aid.

Table XI is a tabulation of the average daily attendance in institutes. It shows a general decrease in average attendance. The percentages of attendance, based on enrollment and found by a comparison of the means in Tables X and XI, are as follows: 1907, 83.8; 1912, 88.2; 1917, 94.1; 1922, 91.4; 1927, 91.9.



Table VIII

## TOTAL NUMBER OF MALE ELEMENTARY TEACHERS IN THE COUNTIES

No. Male Teachers	Number of Counties				
	1907	1912	1917	1922	1927
50-54	2	1	1		
45-49	3	1			2
40-44	3		1		
35-39	9	2	1		1
30-34	17	8	5	4	2
25-29	15	11	15	5	7
20-24	16	15	13	8	10
15-19	11	16	22	19	20
10-14	11	34	18	28	27
5- 9	13	14	19	31	29
0- 4	5	3	10	10	7
	—	—	—	—	—
N	105	105	105	105	105
True Range	3-51	1-52	2-51	0-34	3-49
Mean	23.59	18.02	16.93	13.21	14.64

Table IX

## TOTAL NUMBER OF ELEMENTARY TEACHERS WITH NO EXPERIENCE

No. Teachers	Number of Counties				
	1907	1912	1917	1922	1927
95-99					
90-94	1				
85-89	1			1	
80-84					
75-79	1			1	
70-74	2	1		1	
65-69	3	2		1	
60-64	2	1		1	1
55-59	3	2	2		1
50-54	2		2	5	1
45-49	5	2	2	5	1
40-44	12	2	2	6	3
35-39	4	3	7	10	5
30-34	8	4	10	16	13
25-29	12	9	12	10	9
20-24	11	24	13	12	16
15-19	6	12	16	7	15
10-14	10	14	17	13	17
5-9	8	11	7	7	14
0-4	11	6	7	2	6
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
N	102	100	97	98	102
Not Reporting	3	5	8	7	3
True Range	1-91	1-70	2-59	1-85	0-62
Mean	27.5	19.5	20.4	29.64	21.18

Table X

## ENROLLMENT IN THE COUNTY NORMAL INSTITUTES

No. on Roll	Number of Counties				
	1907	1912	1917	1922	1927
250-259		1			1
240-249			1		
230-239					
220-229	2	1			1
210-219	2	1			
200-209	3	1			
190-199	3		1	1	
180-189	3	1	3		
170-179	6	3		1	2
160-169	2	4	1	1	4
150-159	1	2		3	2
140-149	5	6		2	3
130-139	6	5	4	3	4
120-129	5	7	4	3	2
110-119	7	10	6	3	6
100-109	7	8	10	8	10
90- 99	14	7	8	6	9
80- 89	4	8	12	7	14
70- 79	3	4	9	11	10
60- 69	5	5	7	6	1
50- 59	5	5	6	9	6
40- 49	8	9	5	17	7
30- 39	13	15	9	9	9
20- 29	1	2	13	13	6
10- 19			3		
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
N	105	105	102	103	97
Not Reporting			3	2	8
True Range	26-225	25-251	14-240	21-193	25-257
Mean	106.71	97.29	79.31	73.16	90.05

Table XI

## AVERAGE DAILY ATTENDANCE AT INSTITUTES

A. D. A.	Number of Counties				
	1907	1912	1917	1922	1927
250-259					1
240-249		1			
230-239					
220-229			1		
210-219					1
200-209	3				
190-199	1	2	1	1	
180-189	3		2		
170-179	1	2			
160-169	4	2		1	2
150-159	1		1	1	4
140-149	2	4		2	1
130-139	6	1	3	2	1
120-129	5	9	2	1	4
110-119	4	3	4	3	2
100-109	6	9	7	5	5
90- 99	12	12	7	5	10
80- 89	7	4	9	8	13
70- 79	9	7	13	9	9
60- 69	5	2	8	8	4
50- 59	6	9	5	7	1
40- 49	6	7	4	11	9
30- 39	6	8	10	10	9
20- 29	11	7	6	13	5
10- 19	3	3	8	3	2
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
N	101	92	91	90	83
Not Reporting	4	13	14	15	22
True Range	14-209	11-246	8-220	13-191	12-253
Mean	89.46	85.76	74.67	66.89	82.83

### 3. Professional Status of Instructors and Conductors

Table XII is a tabulation of the number of instructors in the various institutes. This table shows that the largest number of instructors employed was during the year 1907, while in each year the minimum number is one.

The data for Tables XIII, XIV, XV, XVI were secured from the record of the applications for institute certificates, and they are all based on the year 1928. These tables are self-explanatory.

The purpose of Table XIII is to show any tendency which exists for instructors to teach in more than one institute.

Table XIV shows the distribution of experience in professional work. The minimum experience shown by this table is six years, the amount required by law.

Table XV shows that 43 of the 170 instructors for the year 1928 had received less training than four years of college work.

The certification of teachers is made by law a function of the state board of examiners. The present policy of the state department is to grant certificates only to those who have two years of college work, or have previously held institute certificates.

Table XVI shows a predominating tendency to select as instructors city superintendents, elementary school teachers, and college professors.

Table XVII needs no explanation except that the "years of experience" refer to years of actual engagement in school work, such as teaching, administrative work, or experience as county superintendent.

Table XVIII tabulates the professional training of county superintendents for the year 1928. Since the results from the questionnaire were reported either in college hours or in weeks attended, one week's work was taken as equivalent to one college hour in this tabulation.

Table XIX tabulates the number of lectures delivered in various institutes and shows the tendency toward the use of the lecture method in institute teaching. Six counties reported that their institutes were conducted solely on the lecture basis.

Table XII

## NUMBER OF INSTRUCTORS IN DIFFERENT INSTITUTES

No. Instructors	1907	1912	1917	1922	1927
9			1		
8			1	1	
7		2	5	1	1
6		1	9	4	1
5	2	9	13	8	10
4	31	33	23	29	23
3	35	31	26	37	38
2	22	18	14	23	22
1	14	10	10	1	6
	—	—	—	—	—
N	104	104	102	104	101
Not Reporting	1	1	3	1	4
True Range	1-5	1-7	1-9	1-8	1-7
Mean	2.86	3.23	3.27	3.39	3.16

Table XIII

NUMBER OF INSTITUTES TAUGHT IN BY SAME  
INSTRUCTOR

No. Institutes	No. Instructors 1928
9	2
8	
7	2
6	2
5	4
4	5
3	18
2	30
1	107
	—
N	170
True Range	1-9
Mean	1.29

Twelve instructors for the year 1928 acted also in the  
capacity of conductor.



Table XIV

YEARS OF EXPERIENCE IN SCHOOL WORK OF INSTRUCTORS FOR  
1928

Years of Experience	Number of Instructors
48	1
46	
44	1
42	
40	3
38	
36	1
34	4
32	4
30	10
28	9
26	7
24	6
22	8
20	19
18	10
16	8
14	15
12	18
10	11
8	18
6	13
N	<u>166</u>
Range	6-48
Median	18
Mean	19.14
Q	6.79

Table XV

PROFESSIONAL TRAINING OF INSTITUTE INSTRUCTORS  
FOR YEAR 1928

Degree or Certificate Held	Number of Teachers
Ph.D.	8
M.S.	4
A.M.	31
LL.B.	1
PH.B.	3
B.Ped.	1
B.S.	44
A.B.	31
Life (2 years of college, or more)	22
Special (less than 60 college hours)	21
	<hr/>
N	170

Table XVI

## POSITIONS HELD BY INSTRUCTORS IN INSTITUTES OF 1928

Positions	Number of Instructors
College and university presidents	4
College and university professors	21
Deans of colleges or universities	3
Superintendents of schools	45
Principals of high schools	15
Principals of junior high schools	3
Assistant principals of high schools	1
Principals of elementary schools	3
Supervisors of high schools	3
Supervisors of elementary schools	4
Rural supervisors	1
Training school supervisors	2
High school teachers	15
Elementary school teachers	26
Graduate students	2
College students	3
Music teachers	5
Private tutors	1
County superintendents and assistants	3
Lecturers and writers	1
Persons not teaching (housekeeping or business)	9

Table XVII

EXPERIENCE IN SCHOOL WORK OF COUNTY SUPERINTENDENTS  
FOR YEAR 1928

Years of Experience	Number of Superintendents
46	
44	1
42	
40	1
38	1
36	1
34	1
32	
30	1
28	2
26	1
24	3
22	3
20	5
18	7
16	7
14	8
12	9
10	13
8	7
6	9
4	7
2	4
0	3
	<hr/>
N	94
Range	0-45
Median	12.89
Mean	14.57
Q	5.43

Table XVIII

PROFESSIONAL TRAINING OF COUNTY SUPERINTENDENTS  
FOR YEAR 1928

Training	Number of Superintendents
Working on A.M.	4
4 years college (120 hours)	16
3 years college (90 hours)	12
2 years college (60 hours)	21
1 year college (30 hours)	22
4 years high school	13
3 years high school	
2 years high school	2
1 year high school	1
No high school work	7
	—
	98
Range	No high school work -- work on A.M.
Median	2.19 years college
Mean	1.52 years of college work
Q	1.279 years of college

Table XIX

## NUMBER OF LECTURES DELIVERED IN THE INSTITUTES

No. Lectures	Number of Counties				
	1907	1912	1917	1922	1927
44 and above			5	2	3
42					
40			1	2	4
38			1	1	1
36				1	2
34			3	1	4
32			1	2	1
30			5	7	15
28			1		1
26					1
24			3	2	3
22			3	2	2
20			3		7
18			2		1
16			2	1	
14		1		1	4
12	1		3	1	3
10	1	2	4	5	3
8	1	4	3		2
6	2	1	6	6	1
44	5	14	9	3	2
2	34	37	16	9	3
0-1.999	61	46	33	59	37
N	—	—	—	—	—
	105	105	104	105	100
Using lecture method only			1		5
True Range	0-13	0-14	0-150	0-52	0-55
Mean	2.24	2.92	11.38	8.62	16.06

Chapter VI  
QUESTIONNAIRE STUDY

The questionnaire method was used in order to secure data for the year 1928 and to supplement the study, since literature on the subject is lacking. A summary of the returns from the questionnaire follows.

In reply to the first question, 'What is the enrollment fee for your County Normal Institute this year?' the following answers were received:

Fees	Counties
\$1.00	77
\$1.15	1
\$1.25	4
\$1.50	1
Discarded or failed to report	5
	—
Total returns	88

It will be noticed that, while the state requires an enrollment fee of one dollar, six counties charged a fee in excess of this amount.

Table XX is the tabulation of the results obtained from section 2 of the questionnaire and shows the number

of periods given to each subject. The range is found to vary from 15 to 60 periods, with Kansas History, English History, and English Classics receiving the smallest amount of attention. The subjects were given consideration in fifteen institutes, while Grammar, which received the greatest range of attention, was taught in 60 counties.



Table XX

NUMBER OF PERIODS GIVEN TO EACH SUBJECT  
IN INSTITUTES OF 1928

No. of Periods	Subjects																
	Spelling	Reading	Writing	Arithmetic	Grammar	Geography	U. S. History	Kansas History	Eng. History	Civil Govt.	Agriculture	Phys. & Hygiene	Gen. Science	Eng. Classics	Music	Prin. & Methods	Art & Drawing
1	16	4	9	10	14	8	10	8	7	10	5	6	6	4	5	9	2
2	8	6	5	10	12	9	9	1		5	3	15	2	1	7		
3	1	2	3	8	5	8	2			2		2	1	2		2	
4		4	3	4	2	1						1		1	1	1	
5	4	28	6	22	22	23	7	3	4	8	5	10	3	4	26	26	3
6		1	2												1	1	
7		1															
8		1															
9																	
10	1	11		3	2	3	1	1	1	1	1	1	1	1	6	8	
11																	
12																	
13																	
14			1		1	1	1			1	1	1	1		1	1	
15			1			1	1		1			1	1				
16				1	1	1	1		1	1		1	1	1		1	
17																	
18																	
19	1	1	1					1		1	1	1	1	1	1		
20																	
21																	
22																	
23																	
24																	
25					1												
26																	
27																	
28																	
29							1										
30				1		1		1	1							1	
31	50	31	59	60	56	33	15	15	29	16	38	16	15	49	51	5	

Table XXI requires little explanation. It furnishes an idea of the range and variety of entertainment provided under the supervision of institutes.

Table XXI

## FORMS OF ENTERTAINMENT PROVIDED FOR INSTITUTES OF 1928

Entertainment	Number of Counties
Picnics	45
Folk Dancing	13
Stunts	29
Lectures	69
Movies	6
Declamation	16
Music	63
Drills	9
Games	51
Dramatics	16
General Program	1
Basket Ball	1
Readings by Instructors	1
Dinner by Rotary Club	11
Parties	1
Counties reporting no form of entertainment	7

Table XXII shows the tabulation of replies to section 4. The purpose is to show the frequency of the various general topics which were presented in the different county institutes. It reveals the tendency to lay more stress upon professional reading and health programs than on any other topics. A comparison of this table with Table XX would indicate that equal if not greater emphasis is placed upon general topics of a practical nature than upon academic subjects.

Table XXII

GENERAL TOPICS FOR WHICH PROVISION WAS MADE  
IN INSTITUTES OF 1928

Topics	Number of Counties
School Library	59
Text Books	58
Health Programs	60
Reports to County Superintendent	58
Plays and Games	51
Ethical Training	20
How to conduct opening exercises	29
Class room management	31
Teachers' professional reading	68
Supplementary reading material	53
Reports to parents	24
Tests and Measurements	38
Story Telling	39
School Exhibits	34
Curriculum Construction	14
Selection and use of material	21
Magazines and periodicals	1

In reply to section 5 answers were received as follows:

1. What should be the length of the institute in days?

Length in Days	Number of Counties
3	4
4	2
5	64
7	2
9	1
10	2
14	1
18	1
20	5
	—
Total	82

2. What should be the number of periods per day?

Number of Periods	Number of Counties
2	1
3	1
4	2
5	9
6	22
7	20
8	9
10	4
12	1
15	1
	—
Total	70

## 3. What should be the length of periods?

Length of Periods in Minutes	Number of Counties
30	7
35	6
40	29
45	32
50	3
60	1
	<hr/>
Total	78

## 4. Should the institute be abolished?

Yes	6
No	66

## 5. Should the institute be modified?

Yes	59
No	13

In answering "yes" to the question, 'Should the institute be modified?' various county superintendents offered explanations as follows:

<u>Suggestions</u>	<u>No. Suggesting</u>
More emphasis should be placed upon fundamental subjects.	16
Lecture work should be abolished and more work given in methods.	5
Lectures should be substituted for reviews.	2
Course of study should be more definite.	5

Program should be more definite and uniform. 2

Institute should be strictly professional and inspirational. 1

High school teachers should be required to do professional work in the institute. 1

More team work should exist between the county superintendent and the teachers attending. 1

A short-term institute should be held during the first part of the regular school term. 14

A two to three day session should be held just before school opens. 1

A five day institute should be held in all counties. 1

A ten day institute should be held in all counties. 1

Joint institutes, combining three of four counties should be adopted. 1

Attendance of county institutes should be made compulsory. 11

Teachers should receive pay for attendance. 4

College credit should be given for work done in the institute. 3

The term and employment of instructors who can approximate the work offered in a summer college should be extended. 1

Enrollment fees should be increased. 1

The predominating sentiment seems to be in favor of a short term institute, with compulsory attendance and greatest emphasis upon fundamental subjects.

6. Should the institute be supported by fees alone? To this question the following answers were received:

Yes	6
No	76

To the question, 'What per cent should be supported by fees?' the following distribution was shown:

Per cent	Number of Counties
0	3
10	2
20	4
25	17
33 $\frac{1}{3}$	6
35	2
37 $\frac{1}{2}$	1
50	24
60	1
75	1
100	6
	—
Total	67



7. If institutes are not to be supported by fees alone, should the county aid? The following replies were received:

Yes	78
No	4

To the question, 'If answered yes, what per cent?' the following percentages were given:

Per cent	Number of Counties
5	1
10	3
12 $\frac{1}{2}$	2
15	3
20	2
25	22
30	2
33 $\frac{1}{3}$	5
37 $\frac{1}{2}$	1
40	1
50	7
	—
Total	49

The returns from questions 6 and 7 of section 5 show that a great majority of county superintendents do not favor the support of institutes by fees alone. The greatest number of those answering in the negative to question 6 favored 50% as the portion to be supported by fees. Of those favoring county and state aid the greatest number favored 40% as the amount to be borne by county aid and 25% as the amount to be provided by state aid.

8. In answer to the question, 'Should the state prescribe minimum requirements for the county institute, etc.' the replies were as follows:

	<u>Yes</u>	<u>No</u>
Qualifications of instructors	80	3
Courses of study	60	20
Length of term	60	17
Length of periods	36	41
Periods per day	28	46
Number of instructors	23	53

These results show a preponderance of sentiment in favor of one form or another of state supervision. The outstanding revelation of the report is that which shows 80 county superintendents to be in favor of the state's prescribing minimum requirements for qualifications of instructors, as opposed to only three against such prescription.

9. To the question, 'Should the instructors be given unlimited choice in the selection of material presented?' twenty-seven answers were in the affirmative and fifty-six were negative. Those answering "no" offered suggestions for limitation as follows:

<u>Suggestions</u>	<u>Number Suggesting</u>
Material presented should conform to the needs and demands of county teachers.	38
Material should be selected through cooperation of teachers and instructors.	5

Choice of material should be made to fit the program of the county superintendent.

2

Choice of material should be guided by state requirements, laid down by a prescribed course of study.

1

Subjects should be mapped out before instructors are selected.

5

Freedom of instructors to select material for presentation should depend on their qualifications.

5

The large number expressing themselves as opposed to giving instructors unlimited choice in selecting material for presentation indicates a tendency to plan courses of study with definite aims in mind. The majority of those reporting negatively to question 9 believe that material for instruction should have immediate application to the needs of those attending.

10. In answer to the question, 'Should credit be given for work, etc.' the following replies were received:

	<u>Yes</u>	<u>No</u>
Liberal Art Colleges?	24	27
Industrial Art Colleges?	19	21
Teachers' Colleges?	56	21
Professional Schools?	33	28

In this case sentiment is pretty evenly divided, with a slight margin in favor of some college credit for work done in the institute.

11. The following replies were received from the question, 'Should those enrolled in the institute be given opportunity to participate in, etc.'

	<u>Yes</u>	<u>No</u>
Selection of time and place of institute?	36	38
Preparation of the institute's daily schedule?	37	36
Choice of Instructors?	24	42
Selection of types of exhibits for the institutes?	59	13
Demonstration lessons before the insti- tute?	60	9
Choice of entertainment for the insti- tute?	63	7

The margin of sentiment as here expressed is inclined toward student participation in institute plans.

A tabulation of section 6 reveals the following deficiencies:

Insufficient funds	64
Insufficient time	35

Instructors' methods too dictatorial	12
Instructors' methods too entertaining	13
Instructors poorly prepared for the subjects they teach	13
Instructors' failure to provide for student response	40
Content of subject matter haphazardly selected	20
Haphazard arrangement of daily schedule	6
Content of subject matter taught arbitrarily selected	7
Lack of interest and regular attendance on part of those enrolled	29
No minimum requirements prescribed by the state	35
Failure to cover subject matter which students must teach	51
Credit not given for institute work in the higher institutions of learning	48
A check of section 7 brings forth the following advantages of the institute:	
Makes for better understanding among elementary teachers of the county	80
Encourages teachers to seek better teacher-preparation	66

Tends to improve education offered in  
the schools of the county 64

Unifies the educational program of the  
county 74

Training received in the institute is  
on a par with the training received at the  
higher institutions of learning 30

Gives teachers perspective and vision 63

Provides training of a truly profes-  
sional character 44

Stimulates a professional and crit-  
ical attitude on the part of those enrolled 48

Suggests to teachers devices, and offers  
practical suggestions for handling school  
problems 75

Voluntary remarks offered by various superintend-  
ents point out additional faults and merits of the in-  
stitute. Some of the outstanding statements in praise  
of the institute are:

"Summer school does not take the place of the in-  
stitute."

"Teachers say they receive more helpful instruc-  
tion in the institute than at summer school."

"The institute supplies, as no other institution  
can, what would be a deficiency in meeting local con-  
ditions."

"The institute organizes the teachers' work for the year."

"Teachers cooperate better and learn each other better, causing better results in the county."

Some of the less complimentary statements are:

"Institutes are becoming Chautauquas rather than schools."

"The institute is too often the Superintendent's institute, rather than the teachers' institute, as it should be."

"Instructors ask too much money for the work they give."

"Too often instructors have stock form lectures -- of no value to the teacher in the primitive rural district."

"We need outlined courses of study, and persons of experience to prepare teachers' examination questions."

These remarks throw light upon the present status of institutes as regarded by county superintendents. They also reveal some actual conditions.

## Chapter VII

### SUMMARY AND CONCLUSIONS

The County Normal Institute has undergone numerous changes since its first organization, in 1864. Chief among these are changes in length of term, in means and sources of support, and in conditions necessary for holding joint institutes. In its early existence the length of term varied at the will of the county superintendents, while at present the law limits the term to between five and twenty days. Means of support have varied from strictly local sources, used at the discretion of the county superintendent, to sources fixed by law, making possible both state and county aid. Joint institutes have been permitted by law since the institute began, although little advantage has been taken of the privilege. The minimum population requirement for counties combining has changed from 3000, required by the law of 1877, to 12,000, which is the present requirement.

The present county institute has emerged from the past facing new conditions and adopting new aims and methods. In fulfilling a definite function it has managed to continue, despite the handicaps which threaten to destroy it.



Two conditions which threaten to force the institute from existence are the lack of sufficient funds and the rivalry of the higher institutions of learning.

An approximate check may be made upon the financial situation by comparing the mean total cost of institutes with the maximum receipts from enrollment and county and state aid. Considering the five periods included in this study, for instance, we find in all cases but one, that of 1907, that the mean total cost exceeds the sum total amount received from enrollment fees, from maximum county appropriation (\$200.00), and from possible state aid (\$50.00). This comparison, however, ignores the fees received from registration of certificates, diplomas, etc., which undoubtedly yield considerable support each year. Unfortunately, the state department does not require a report of this source of funds, and an accurate check is therefore impossible. Still, the data secured from the questionnaire indicate that a general shortage of funds actually exists.

Summer work offered by the higher institutions tends to reduce the enrollment of the institute, thereby diminishing its means of support. Table X shows a steady decline in the mean enrollment between the years 1907 and 1922, with an abrupt rise in 1927. The latter phenomenon is probably due to a rally on the part of the institutes in the adoption of new methods and aims.

The professional standing of instructors and conductors is a matter closely associated with finance. County superintendents complain that they cannot always secure the best instructors with the funds at their disposal. There is an increasing tendency, however, to secure teachers with high qualifications where possible. This tendency is revealed by the questionnaire study.

Several new practices are being adopted throughout the state which are tending to increase the efficiency and independence of the institute. Among these are short terms, held at times when they do not conflict with the summer sessions of other institutions; the adoption of professional rather than academic training, with special emphasis on the problems of the rural school; and the practice of circuit institutes, which make possible the employment of better paid instructors. The circuit institute is a plan whereby adjoining counties holding institutes at the same time may interchange instructors.

Notwithstanding these efforts for improvement, the County Normal Institutes still have weaknesses. Weaknesses which exist are often traceable to unskilled supervision, by county superintendents who are poorly prepared for their positions, or to the lax requirements placed by the state department for certification of instructors. Table XVIII reveals that only sixteen out

of the ninety-four county superintendents reporting have fulfilled the requirements for graduation from college, while twenty-three have taken no work above the high school, and of these seven have received no high school training.

The chief merit of the institute is that it meets local needs. It is generally admitted by those acquainted with the situation that the higher institutions of learning provide teachers' training mainly for urban positions. This condition has resulted from the better social and financial inducements offered in the city schools. Until adequate salaries can be paid and the people educated to recognize the need of well trained teachers for the rural school, this condition will continue to exist. Since the County Normal Institute is the only educational institution to concentrate wholly upon the problems of the rural teacher, it is an organization worthy of continuance and support.