OREGON NORMAL SCHOOL BULLETIN
MONMOUTH, OREGON

PUBLISHED QUARTERLY BY THE BOARD OF REGENTS OF NORMAL SCHOOLS

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WITH
SURVEY OF THE OREGON NORMAL SCHOOL AT MONMOUTH

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INTRODUCTORY

For some time past, the Board of Regents has contemplated setting forth in a published report a statement on the Oregon Normal School at Monmouth with suggestions to the legislature and to the people of the State as to what is needed for the further development of the school; and, in the light of its experience with this school, has deemed it best to suggest what would be desirable conditions under which normal school facilities of the State should be further extended as the educational development of the State may demand in the future.

The basis for the survey was (1) a pamphlet issued by the United States Bureau of Education, entitled, “Problems involved in standardizing state normal schools,” and (2) a report of the Board of Public Affairs of the State of Wisconsin on the needs of Wisconsin normal schools.

Such a report is especially timely, as it is the end of a five-year period for the school under a reorganization and new conditions; also, because the United States Bureau of Education has just published a pamphlet on normal school standards compiled by the Director of the School of Education of the University of Chicago, and the Dean of the College of Education of the same university, entitled, “Problems involved in standardizing state normal schools.” This publication considers the essential points in normal school location and administration and affords a standard for measuring the efficiency and adequacy of any normal school system. The Board of Public Affairs of the State of Wisconsin has also recently issued a report on the condition and needs of Wisconsin normal schools; this report gives a complete survey of the normal schools of Wisconsin, with recommendations for improvement and changes, and is probably the most comprehensive work on normal schools ever issued in our country. With these two documents in hand for study, the members of the Board of Regents have arrived at conclusions in regard to the Oregon Normal School situation with more confidence in their conclusions because of the feeling that they are guided in the survey and in standards by the best expert opinion of the country.

SURVEY OF THE OREGON NORMAL SCHOOL AT MONMOUTH

In the survey of the Monmouth Normal School since its reorganization, the committee considered the following points: 1. History and growth of the school; 2. cost of the school and its equipment; 3. the need and further cost to the State for perfecting the institution; 4. the limitations of the school; 5. the service of the school to the State; 6. the future normal school development of Oregon.
I. History and Growth of the School

The initiative bill which was passed in November, 1910, established a normal school at Monmouth, with annual named maintenance appropriation of one-twenty-fifth of a mill. The amounts raised for the school under this millage each year have been as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1911</td>
<td>$33,795.50</td>
</tr>
<tr>
<td>1912</td>
<td>$35,625.77</td>
</tr>
<tr>
<td>1913</td>
<td>$36,290.47</td>
</tr>
<tr>
<td>1914</td>
<td>$38,171.30</td>
</tr>
<tr>
<td>1915</td>
<td>$37,296.52</td>
</tr>
<tr>
<td>1916</td>
<td>$37,379.80</td>
</tr>
</tbody>
</table>

The income from tuition fees each year has been as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>1911-12</td>
<td>$1,163.30</td>
</tr>
<tr>
<td>1912-13</td>
<td>$2,765.60</td>
</tr>
<tr>
<td>1913-14</td>
<td>$4,959.90</td>
</tr>
<tr>
<td>1914-15</td>
<td>$6,132.99</td>
</tr>
<tr>
<td>1915-16</td>
<td>$6,048.22</td>
</tr>
</tbody>
</table>

The tuition at the opening of the school was $12.00 per year. In 1915, this was decreased to $8.00 per year per pupil, as it was thought best for the schools of the State to make the cost of professional training for teachers as low as possible. To this end the dormitory was built, thus attracting to the school numbers of students who would attend only if offered the living conditions which such a building affords and low rate of cost; it has always been entirely self-supporting, and no part of the maintenance fund or of the appropriations except those made for the purpose, has ever been used to meet dormitory expenses.

The property of the school consisted of ten acres of ground in Monmouth; and one building built in 1871, which was in bad condition and called for an immediate expenditure for repairs, before being available for use. There was also an old building used for gymnasium purposes, which has since been removed from the campus. The accumulation of the income for the few months before the school was opened made it possible to put the building into proper condition for use and to add the necessary equipment for beginning work. The President, immediately upon his election, visited normal schools throughout the country in order to observe methods, study conditions, and engage members of the faculty.

The school reopened in September, 1911, with a faculty of seventeen, and an attendance of sixty. From the beginning it has been a "standard normal school," as such a school is defined in the resolutions passed by the convention of State Superintendents of Public Instruction held at Salt Lake City in 1910, which definition is as follows: "A standard normal school is one having a professional course of not less than two years beyond the completion of a four-year high school course. It was thought best to make the minimum entrance requirements the completion of the first year of a high school course and this requirement was continued through the first year, when the entrance requirement was advanced one year, or the completion of the second year of a high school course, and this requirement was continued through the fourth year. The Board has now passed a resolution providing that, beginning with 1916, the completion of the third year of a standard high school will be required, and in 1917 completion of the fourth high school year.
The growth in attendance at the school is given in the following tables:

ATTENDANCE AT SCHOOL 1911-1916 (REGULAR SESSIONS)

<table>
<thead>
<tr>
<th></th>
<th>Students from Oregon</th>
<th>Students from Outside of Oregon</th>
</tr>
</thead>
<tbody>
<tr>
<td>1911-12</td>
<td>130</td>
<td>8</td>
</tr>
<tr>
<td>1912-13</td>
<td>193</td>
<td>6</td>
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<tr>
<td>1913-14</td>
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<td>22</td>
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<tr>
<td>1914-15</td>
<td>299</td>
<td>15</td>
</tr>
<tr>
<td>1915-16</td>
<td>441</td>
<td>19</td>
</tr>
</tbody>
</table>

ATTENDANCE AT SUMMER SESSIONS

<table>
<thead>
<tr>
<th></th>
<th>Students from Oregon</th>
</tr>
</thead>
<tbody>
<tr>
<td>1912</td>
<td>133</td>
</tr>
<tr>
<td>1913</td>
<td>261</td>
</tr>
<tr>
<td>1914</td>
<td>443</td>
</tr>
<tr>
<td>1915</td>
<td>508</td>
</tr>
<tr>
<td>1916</td>
<td>827</td>
</tr>
</tbody>
</table>

The increased attendance is explained, first, by the demand of school boards and patrons for trained teachers; second, by the ambition of teachers to improve their professional qualifications; third, by the adoption of a new certificate law for the State, which provides that "no certificate to teach in any elementary school shall be issued to any person unless such person has completed an elementary teachers' training course, or its equivalent."

The faculty consisted of seventeen members at the re-opening of the school and but two members have been added, though classes which were formerly of normal size, now have more than one hundred students. It is obvious that the best class work cannot be done under such conditions.

II. Cost of the School

The annual millage tax appropriations have been given. Aside from this amount, which was found barely sufficient for maintenance, and afforded nothing for buildings and equipment, the following appropriations have been made to the school by the legislature:

- 1911—For dormitory $50,000.00
- 1913—For purchase of grounds, for furniture for the dormitory, and for improvement of grounds and buildings $15,000.00
- 1915—Training School building $50,000.00

Total $115,000.00

III. The Needs of the School—Further Cost

1. The training school building is large enough to meet the future needs of the school, as the number of children in the immediate vicinity is limited.

2. The dormitory equipment is inadequate. The quadrangle which was originally planned, should be completed. Living conditions, such as are offered at the dormitory, attract students, aid discipline, and effect an important part of the educational work of the school. It is estimated that $50,000.00 is needed to give the minimum space required for dormitory purposes.
3. Assembly Hall. The assembly hall is insufficient. During the regular session practically every seat is occupied, and, during 1916 summer school, standing room was at a premium. For commencement exercises and school entertainments it is entirely inadequate for the students, so much so that the general public cannot be invited. It is estimated that approximately $25,000.00 is needed for enlarging the building to give sufficient space for this purpose. This amount will provide at the same time sufficient lockers and dressing room space which is much needed as an addition to the new gymnasium.

4. Improvement of streets and grounds. For paving the streets about the grounds, and the general improvements of the grounds necessitates $5,000.00.

On the basis of these figures, the total additional investment needed to equip the school adequately in order to serve 500 students in actual attendance is $80,000.00.

In suggesting a maximum attendance limit of 500 the Board has in mind that the number of children in Monmouth and vicinity is not sufficient to afford practice teaching to a normal school with an attendance of more than 500 students. There are possibilities, however, of securing schools for practice purposes in the vicinity of Monmouth which might be secured and operated by the State as practice schools, provided an additional appropriation were made for this purpose.

The Board realizes that conditions of population fix the natural limit of the school, and feels that it can safely state that the equipment for this school, exclusive of repairs or of money needed for possible emergencies or unforeseen extensions, will be completed, with these additional appropriations amounting to $80,000.00, and $3,000.00 annually for adequate training school pupils. It must, however, emphasize the fact that a maintenance tax of one-twenty-fifth of a mill does not provide, and will not for some years provide, for the necessary increase of the faculty, and appropriations must be made for this purpose, or a larger millage rate must be provided if the standard of the school is to be maintained. As has been stated before, classes are too large but the Board has no funds with which to provide additional members of the faculty. The objection is frequently made that a school which is supported by fixed millage is imposing on the people when it asks for further appropriations. It was thought that the assessed value of the State's property would so increase as to meet the needs of a rapidly growing school, but such is not the case, and there is no reason to believe that the amount available from the millage tax will greatly increase in the next few years. The classes are too large for the good of the school, and the Regents have found in the administration of the school that a minimum rate of one-twenty-fifth of a mill will not adequately provide for a school with a maximum attendance of 500 students; that it will not provide the faculty for such a school, and will not provide the necessary amount for up-keep.
The practice work facilities offered at Monmouth are limited to 160 children, at best, and the last senior class which was graduated from the school had a membership of 146. It is obvious that the most serious limitation of the school is in the matter of offering adequate practice work. It is like a medical school without a hospital or a clinic. If it were possible to utilize the schools in surrounding places and the few rural schools, 500 children would be available. This would necessarily cost more for administration, as it would necessitate transportation of teachers and pupils, and is impossible with the present maintenance fund.

The fact that there is a definite limit to the number of pupils who can be accommodated in the Monmouth school is not necessarily disadvantageous, inasmuch as that limit may be 500 students, under the best conditions, with the use of the schools of the surrounding territory for practice work. It is undoubtedly true that no school having more than this number of students is as effective as is the smaller school in giving the necessary personal direction to the work of the students. In larger institutions, much that is of essential value in education, and which is important to preserve in a professional or vocational school is necessarily lost. It must be continually borne in mind that the one-twenty-fifth of a mill is not sufficient for maintenance for a school of 500 students.

IV. The Limitations of the School

The limitations of the school are first, those placed upon it by the Board in order to make it a standard school with work of high quality; second, the limitations necessitated by lack of financial support; third, limitations caused by conditions of population.

The Board from the first strictly limited the school to the work of training teachers for the elementary graded schools and for the rural schools of the State of Oregon. There has never been any attempt to train for high school work, nor to train teachers of special subjects. The high school teachers of the State are trained at the University, the teachers of special subjects—domestic science and manual training—are prepared for their work in the Oregon Agricultural College. Duplication of work has been avoided.

The limitations of the school from a financial standpoint have been dwelt upon in the previous section.

The limitations caused by the lack of pupils for the training school are the most serious because most difficult to meet. The first essential for a good normal school is adequate training school facilities. Teachers cannot be trained by the lecture method alone, nor by the lecture method combined with observation alone. They must have practice work under normal, average, school conditions, and the most important point in the location and development of a normal
school is to secure a public school system in which the teachers may gain this practice. Most normal schools conduct training schools. The head of the training school is a member of the faculty of the normal school; the training school teachers are paid partly by the normal school and partly by the local school board. This secures a much better grade of teachers for the local schools, gives the normal school control of the school in which its practice work must be done, and secures critic teachers of ability and wide experience. The city of Monmouth levies a seven mill tax for the support of its elementary schools, and one and one-half mills for the support of its high school, and turns the elementary schools over to the normal school for its practice school. Monmouth High School is maintained by the city in a separate building not in any way connected with the normal School. The building in which the Monmouth public school is housed was built by the State, as it was necessary to provide a much larger and more expensive building than the city would need or could afford, and one especially adapted to training school work.

There are about 160 elementary children in Monmouth available for practice purposes; but as has been pointed out a sufficient number might be secured if their securing could be financed. The bulletin of the Bureau of Education has the following in regard to practice work:

As estimated a number of times in this bulletin, the organization of practice teaching probably constitutes the most important single phase of the actual training of teachers by normal schools. (P. 87.)

Where an existing normal school is unfortunately located so that the limit of adequate practice-teaching facilities is reached, the State authorities should take cognizance of this fact, place a limit on the attendance at the normal school and a proportionate limit on the funds devoted to its maintenance; so restrict its zone or district so that the latter will be adequately served; and proceed to establish a new normal school, so located that it may always provide adequate practice facilities for the area it is to serve. (P. 47.)

Practice teaching conditions should approximate real conditions. To take up the question of conditions first, it is generally admitted that the closer these approximate the real situations as they exist in local schools, the better. This means from forty to sixty children in a room divided into not more than two sections. A further condition is the possibility of placing a practice teacher in charge of this situation for a somewhat continuous period—for example, every morning from four to eighteen weeks. This does not mean that all the practice teaching in a given normal school need be done under these conditions, since a student may profit a great deal from teaching much smaller groups of children for a half hour a day for several weeks. But to get the best results, the more continuous practice under typical school conditions should also be provided. It is provided in a great many situations; hence, it can be provided, and all normal schools should be so located as to make possible such provision. As long as it is easily possible to secure the best conditions, there is no justification for being satisfied with inferior provisions.

Artificial training school plus subsidy of local public schools.—The two types of conditions described above, namely, small groups of children under somewhat artificial conditions for initial practice teaching plus regular full rooms for longer continuous teaching under real public school conditions, are secured by constructing a large training or practice school under the direct charge of the normal school, and making arrangements with the local city authorities for practice teaching in the regular public schools. Such an arrangement is usually effected by State subsidy of some form to the local public schools. This subsidy may take a variety of forms; for example, it may involve the normal school's paying an increase of salary to certain of the teachers who act as critic teachers, or paying all of the salaries of the critic teachers, or increasing the salaries of all teachers, etc. In addition to the subsidy, the normal school sometimes furnishes gratis expert supervision for part or all of the activities of the public schools that are used for practice teaching. In a few cases the public schools are placed entirely under the direction of a normal school officer. (Pp. 48-9.)
This system of training embodies to a remarkable extent the recommendations of the "Report of the committee of fifteen on the training of teachers." After the first preliminary teaching in the observation school, student teachers are trained, not by making them assistants or substitutes or by giving them small groups of children, but by placing them in charge of regular schools under such conditions as they will meet after graduation. Here, during the five months of training, they are thrown on their own resources to a large extent. They learn to master the work of one grade and to teach with due regard for the development of the children; and they gain that close contact with child life, so essential to a good teacher, which can be gained only by one who is in charge of her own children. (P. 51.)

The examples given above are typical of the arrangements made in normal schools to secure desirable conditions for practice teaching; namely, conditions that approximate as closely as possible the real public school conditions that will confront the new teacher when she secures a position. This discussion of conditions was introduced in connection with the attempt to secure some standard by which the practice-teaching facilities of a locality could be measured. The other factor entering into the determination of this standard is the amount of practice teaching to be required of each student. To simplify the calculation we shall assume that this is the amount to be provided for each graduate in a two-year normal course for high school graduates. * * * To begin our analysis we need a fairly representative minimum and a fairly representative maximum of the amounts of practice teaching that would be considered necessary by normal school authorities. * * As maximum and minimum amounts of practice teaching, then, we would have the following figures as the amount of practice teaching to be required of each graduate: Maximum—eighteen weeks of half days, equivalent to nine weeks of full days. Minimum—eight weeks of half days, equivalent to four weeks of full days. (P. 52.)

On the basis of these assumptions, with the standards obtained above, the following table is secured showing the number of practice teachers which a given number of children may accommodate annually:

Special Training-School Buildings: Twenty children to a group, each group accommodating two-thirds times four to nine practice teachers annually, two-thirds of the teaching being done by practice teachers.

The number of children which will accommodate annually certain numbers of practice teachers in special training-school buildings are as follows:

<table>
<thead>
<tr>
<th>Children</th>
<th>Practice Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>13 to 30 teachers</td>
</tr>
<tr>
<td>200</td>
<td>27 to 60 teachers</td>
</tr>
<tr>
<td>300</td>
<td>40 to 90 teachers</td>
</tr>
<tr>
<td>400</td>
<td>53 to 120 teachers</td>
</tr>
<tr>
<td>500</td>
<td>67 to 150 teachers</td>
</tr>
<tr>
<td>600</td>
<td>80 to 180 teachers</td>
</tr>
<tr>
<td>700</td>
<td>93 to 210 teachers</td>
</tr>
</tbody>
</table>

Regular Public-School Building: Forty children to a group, each group accommodating one-half times four to nine teachers annually, one-half of the teaching being done by practice teachers.

The numbers of children which will accommodate annually certain numbers of practice school teachers in regular public school buildings, are as follows:

<table>
<thead>
<tr>
<th>Children</th>
<th>Practice Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>120</td>
<td>6 to 14 teachers</td>
</tr>
<tr>
<td>160</td>
<td>8 to 18 teachers</td>
</tr>
<tr>
<td>200</td>
<td>10 to 23 teachers</td>
</tr>
<tr>
<td>240</td>
<td>12 to 27 teachers</td>
</tr>
<tr>
<td>280</td>
<td>14 to 32 teachers</td>
</tr>
<tr>
<td>320</td>
<td>16 to 36 teachers</td>
</tr>
<tr>
<td>400</td>
<td>24 to 54 teachers</td>
</tr>
<tr>
<td>640</td>
<td>32 to 72 teachers</td>
</tr>
<tr>
<td>800</td>
<td>40 to 90 teachers</td>
</tr>
<tr>
<td>1,280</td>
<td>64 to 144 teachers</td>
</tr>
</tbody>
</table>

V. Service

The Normal School is training people for the immediate service of the State in a professional and public capacity. It is essentially a vocational school and a professional school. It is sending its students into the public service for which standards are fixed by the State. It must meet these standards, and upon its interpretation of them, and upon its ideals,
depends the excellencies of the schools of this State. The service of the Normal School to the State is not limited to training, as the members of its faculty serve the various counties and communities of the State so far as they are able by giving instruction at institutes and other educational meetings.

Some consideration should be given to the attendance at the school by county or section of the State, and to the distribution of the students by locality. A normal school generally serves its immediate locality first, not only in the matter of training the teachers who desire such training, but in the distribution of teachers. The following tables will show, first, the attendance from Oregon each year by county; second, the distribution of graduates each year by county. It is impossible to give in this limited space the record of the people who have attended the school for summer and other limited periods, and have gone forth to teach in the State. This summary should indicate somewhat clearly, first, the need for schools in other localities in Oregon; and, second, the demand for trained teachers in Oregon, and it will be especially interesting in view of the next section of our report.
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<tbody>
<tr>
<td>Oregon</td>
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<td>32</td>
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County not given, 32.
VI. The Future Normal School Development of Oregon

The necessity for additional normal school facilities in Oregon is apparent. The attendance at the Monmouth Normal School for the summer of 1916 was over 800 students. This exceeded the accommodations for class work. It has been emphasized in this report that any normal school is limited by its practice work facilities. The number of teachers who should have training in Oregon cannot be accommodated in a school which has but 160 children available for practice work.

In the location of other normal schools, the people of the State should consider, first, the number of people in the locality needing training; second, the number of schools in the locality needing teachers each year; third, and most important of all, the number of children available in the public schools for practice teaching. The State or its authorized board should exact a pledge that the local elementary school system should be under normal school management for training school purposes. Next, there should be an adequate maintenance appropriation or millage tax provided, to be fixed by the possible attendance at the school, but to yield an annual income of not less than $50,000.00 a year, if the school shall accommodate a maximum number of 500 students for standard normal school work during a two-year course. Next, sufficient appropriation
for adequate equipment for a maximum of 500 students. The estimated cost of necessary buildings, exclusive of site, but fully equipped for normal school work, is $295,000.00 as a minimum, providing administration building ($160,000.00), dormitory ($60,000.00), gymnasium ($20,000.00), training school building ($50,000.00) (which is desirable even when the public school system is available) for practice work, and the necessary heating plant, and equipment.

In estimating the maintenance cost, the expenditures for the local school system are placed entirely with the locality, with the exception of the fact that the critic teachers in the normal training school building, or in one building to be selected by the Board of Regents, may be partially paid by the Normal School, as they are members of the normal school faculty. It is understood that the head of the training school shall be appointed by the Board of Regents with the approval of the local board, and shall be a member of the normal school faculty. The President of the normal school should be ex officio local superintendent of schools. The cost of upkeep of normal schools in different parts of the State, that is, the expenses for light, heat, water, janitor services, etc., must be determined to a certain extent by local conditions. The estimate of $50,000.00 as a minimum for 500 students in attendance is not far from the actual necessity. Other conditions to be considered in the location of another school are: local provisions of suitable site, and adequate railroad connections so that the school may serve a large surrounding territory.

The Bureau of Education has to say in regard to the location of normal schools:

The normal schools do not exist for the sake of the young people whom they educate; they are organized for the purpose of training teachers for the public schools. Their further development must be controlled by consideration as to what will prove the most effective and most economic means of training an adequate supply of teachers for the commonwealth as a whole. (P. 22.)

There are many instances of normal schools which have been unfortunately located, owing to lack of foresight or to the temporary strength of local political influences, and these unfortunate locations are infrequently referred to and discussed by State authorities who take an objective view of the needs of the whole State. Among the most important considerations in locating most normal schools are the following: (1) Each one should be so located as to serve a well-defined area of population. (2) It should be centrally located in the area, which usually should have a radius of about fifty miles from the normal school as a center. (3) It should be located in the most convenient railroad center in this area. (4) It should be located in a town large enough to provide more than adequate practice-teaching facilities for any number of teachers that the area might need at any time in the future.

Needless to say, not all these conditions could be completely satisfied in locating every normal school. Number (2) must often be violated when there is a large metropolitan area located on the edge of the State. In such a case, however, the location of the school on the edge of the area is usually compensated for by the fact that the city is an excellent railroad center. All these conditions have been violated in the establishment of some normal schools. In fact, it is not uncommon in normal school catalogs to find idealized descriptions of the location of the school in question in a small town far from the distractions and temptations of city life. While this monastic seclusion may have some obvious advantages, the disadvantages of such a location for a school that is to serve a large area of the State most economically and effectively are of much greater importance. Sometimes a state normal school which is supposed to serve a large, well-populated area is located in a town of only 2,000 to 5,000 population on a single railroad, when only a few miles away is a city of over 20,000 located on several railroads. (P. 23.)
The multiplication of normal schools to serve the several districts of the State has, however, certain disadvantages when carried too far. These disadvantages are those which result from the maintenance of a number of very small schools, instead of a few which are large enough to permit the economical employment of an adequate faculty. It is necessary to balance these factors against the arrangements for localizing the services of the normal schools in order to determine the number of schools that any state ought to undertake to maintain. (P. 28.)

In some states the normal schools quickly outgrow their facilities. In some such cases the schools continue to try to take care of all comers, with resulting deterioration in the quality of the instruction provided. Other states place limits on the number of students that may be accommodated in the schools. In order to keep the schools from being filled up entirely by students from the immediate vicinity, an equitable allotment of students to the several counties in the normal school district is sometimes provided. (P. 30.)

In addition to the requirements in regard to location of normal schools, as set forth by these specialists, there is the further very specific and urgent need for practice work in rural schools. Associated with every normal which the State now has or may have, outside of the City of Portland, should be a sufficient number of rural schools to provide practice facilities for at least one-half of all normal students who will do practice teaching. These rural schools should be provided for as to critic teachers and supervising principal in all particulars as are the grade rooms of the regular training department. This is true because even now more than one-half of all students who go out from the Monmouth Normal School annually to teach, as graduates or under-graduates, go to work in the rural schools. Furthermore, in other states, where there are two or more normal schools, nearly all recent graduates work first in the rural schools. Justice to the country child and taxpayer demands that the teacher be especially trained in the work of the rural school.

It is obvious that a popular vote cannot determine the suitability of any locality for normal school purposes, and it is strongly recommended by the Board that the legislature should give to the Regents of the Normal Schools of Oregon the power to locate the schools which shall be established in the future, and that provision shall be made for the support of such schools only on condition that the Board shall secure from communities which seem to offer desirable locations, pledges of site, training school facilities, and other necessities and conditions outlined above; that this data shall be submitted to the Board, or other competent authority, in order that schools shall be located for the best service of the State. Until the Board has this authority, granted by legislation, all those citizens in the State who are interested in the welfare of normal schools, should insist upon these pledges being given to the Board of Regents of Normal Schools before they give their support to any pending measures for the establishment of a school.

The Board realizes, however, that all these ideal conditions in regard to the location of schools may possibly never be met, that political necessity calls for local initiative and that this initiative, only, will conduct the vigorous campaign necessary to secure votes for any new tax or any new institution, but it believes that public opinion should be so educated in regard to this matter that it will be essential that any community asking the people of Oregon for the endorsement of a proposed normal school
should win the votes of the people only when the measure has been submitted to the Board of Regents of Normal Schools, and has been drawn up with their cooperation and approval.

It is apparent to anyone who has studied the situation that there is need for additional normal school facilities in Oregon. The Monmouth school, alone, cannot care for the number of students who desire to be, or who should be, enrolled in normal schools within the next two or three years, and it will be necessary to send Oregon students to Washington and California for their training—a practice which is not only economically disadvantageous to the State, but highly disadvantageous from the standpoint of professional and school spirit throughout the State, as students in other states are not specially trained to meet Oregon standards, to work under the Oregon course of study, and to fit into the Oregon school system.

The Carnegie Foundation is engaged in an extended survey of the normal schools of Missouri and Indiana. The reason for devoting attention to this survey is given as follows:

Little by little the states of the nation are realizing the oneness of the educational undertaking which faces them and are discovering that they can expect to cope successfully with it only by creating a skillful and mobile central authority to operate and control the entire undertaking. Of this great single educational enterprise in each state, the portion that is most vital, that overtops all else in its decisive importance, is that of selecting and training teachers. The solution of the State's problem as a whole is measured largely by the solution of this portion of the problem. It is emphatically a State task today and will doubts permanently remain so.

LAWS GOVERNING OREGON NORMAL SCHOOLS

4296—Designation of

The Oregon Normal School at Monmouth, Polk County, Oregon, the Ashland College and Normal School at Ashland, in Jackson County, Oregon, and the Eastern Normal School at Weston, in Umatilla County, Oregon, are hereby declared to be State normal schools of the State of Oregon.

4297—Regent; Their Terms and Vacancies

The Governor of the State shall, on or before the first Monday in July, 1907, nominate and appoint, by and with the advice and consent of the senate for the government of the normal schools established, and which may hereafter be established, and for the performance of the duties prescribed to them, a board of nine regents, called "the board of regents of normal schools," composed of the State Board of Education as ex officio regents, and of six appointed regents. The term of office of the appointed regents, commencing with the first Monday in July in the year in which appointed, shall be six years and until the appointment and qualification of their respective successors; except that the regents first appointed under this act shall be divided into six classes of one each, and the term of office of said classes so first appointed shall be respectively one, two, three, four, five, and six years and until their successors are
appointed and qualified, and their successors in office shall continue so divided into six classes of one each, so that the term of office of one regent shall expire each year, and not more than one member of the board shall reside in each county in which is or shall be located a normal school. The Governor shall fill all vacancies by appointment. The appointment shall be for the residue of the term only.

4298—Power of Regents

The board of regents and their successors in office are constituted a body corporate by the name aforesaid, and may purchase, have, hold, control, possess and enjoy in trust for the State for educational purposes solely, any lands, tenements, hereditaments, goods and chattels of any nature which may be necessary and required for the purpose, objects and uses of the State normal schools authorized by law, and none other, with full power to sell or dispose of such personal property, or any part thereof, when in their judgment it shall be for the interest of the State, and shall possess all other powers necessary or convenient to accomplish the objects and perform the duties prescribed by law. The board of regents shall not sell, mortgage, or dispose of in any way, real estate, nor borrow money without the express authority of the legislature; nor shall they contract indebtedness nor incur liabilities to exceed at any time, in aggregate, the amount of money which has been appropriated under the provisions of law.

4299—Normal School Fund; Money and Tuition Collected to Constitute

The proceeds of the sale of any real or personal estate, and all moneys received and tuition collected under this act shall be paid to the State Treasurer to be placed in the fund known as the "Normal School Fund." The entire income of the normal school fund shall be placed at the disposal of the board of regents of normal schools; provided, that when any one normal school collects tuition the same shall be kept in a separate fund for the use of such school.

4300—Board of Regents; President of

The officers of the board shall be a president and secretary, who shall severally hold office for the term of one year, and until their successors are elected and qualified. They shall be elected by the board at their annual meeting, and shall perform the duties incidental to their several offices, and such other duties as may be prescribed by the board. In the absence of the president, any member of the board may be elected president pro tempore. The secretary shall be chosen by the board. No member of the board shall be selected as secretary.

4301—Expenses of Members; Compensation

No member of the board of normal school regents shall receive any salary or fee for his services, with the exception of traveling expenses to
and from each meeting. The secretary shall be allowed such compensation as may be determined upon by the board of normal school regents, to be paid as other salaries are paid.

4302—Orders on State Treasurer; How Signed

The Secretary of State shall audit all claims authorized by said board certified to by the secretary and president of the board of normal school regents, and draw his warrant on the State Treasurer for the amount found due thereon in favor of the person entitled thereto, and no money shall be paid out of the treasury for the use of the normal schools of the State except upon verified claims in the manner herein provided; provided, that the salaries of instructors may be paid to the president of the school or person designated by the board of normal school regents upon payroll approved by the Secretary of State.

4303—Meetings; Quorum

The said board shall hold an annual meeting at the capitol on the third Wednesday in June in each year, or at such time as they may designate. Special meetings may be called by the Governor or by the president of the board on a petition signed for that purpose by any three regents. A majority of the regents shall constitute a quorum for the transaction of business; but a less number may adjourn from time to time.

4304—Removal of Regents; Disqualifications of Officers, Etc.

Any regent may be removed from office for cause upon a reasonable notice by a vote of two-thirds of all the regents. No regent or officer, trustee or person appointed or employed in any position or capacity connected with normal schools, shall at any time be interested in any contract for erecting or furnishing any building, or furnishing any supplies or act as agent of any author or publisher of or dealer in school books, maps or charts, or school library books, or school furniture or apparatus, or become interested directly or indirectly in the publication, manufacture or sale of any such agent or otherwise, except solely as author or inventor, and for a violation hereof any regent shall be expelled from the board by a majority vote of the regents; provided, that the purchase and use of books and appliances written or invented by persons connected with any of the schools shall not be deemed to be prohibited.

4305—Accounts; How Made, Etc.

All payment for the erection, repairs, and enlargement of any normal school building, or for fixtures or furniture therefor, and all disbursements from the normal school fund, income or appropriation made by the legislative assembly, including expenses of boards of visitors of normal schools, shall be made as prescribed by section 4302 and not otherwise; and in case of a donation no such warrant shall be issued for any part thereof until the sums donated and prescribed shall have been paid into
the State treasury, nor in any case until the work shall be done, the services rendered, buildings erected, or fixtures or furniture purchased under the direction of said board, pursuant to a contract made with it.

4306—Object of Schools

The exclusive purposes and object of each normal school shall be the instruction and training of persons, both male and female, in the theory and art of teaching, and in all the various branches that pertain to a good, common school education, and in all branches needful to qualify for teaching in the public schools; also to give instruction in the fundamental laws of the United States, and of this State, in what regards the rights and duties of citizens.

4307—Powers of Board as to Schools

The said board shall have the government and control of all the normal schools, and shall have power therefor:

1. To make rules, regulations, and by-laws for the good government and management of the same and each department thereof.

2. To appoint a president and assistants and such other teachers and officers, and to employ such other persons as may be required for each of said schools; to fix the salary of each person so appointed or employed, and to prescribe their several duties.

3. To remove at pleasure any president, assistant, or other officer or person from any office or employment in connection with any such school.

4. To purchase any needful and proper apparatus, books, or articles to assist in instruction, and to provide for all necessary fuel or supplies for the conduct of such schools.

5. To prescribe a uniform course of study and the various books to be used in such school, such books to be adopted and selected by the State Text-Book Commission acting under the State text-book law.

6. To cause notice to be given of the opening of such schools and the several terms thereof.

7. To prescribe rules and regulations for the admission of students; but every applicant for admission shall undergo an examination to be prescribed by the board, and shall be rejected if it shall appear that he is not of good moral character or will not make an apt or good teacher.

8. To require any applicant for admission who shall, prior to admission, sign and file with said board a declaration of intention to follow the business of teaching common schools in this State, to pay or to secure to be paid such fees, if any, for tuition as the board may deem proper and reasonable, no applicant to be admitted to such schools until he or she shall have signed such declaration of admission.

9. To cause lectures on any art, science, or branch of literature to be delivered in any such school on such terms and conditions as they may prescribe.
10. To confer by by-laws upon the presidents of the several normal schools the power to suspend or expel pupils for misconduct or other cause prescribed in such by-laws.

11. To confer diplomas on such persons as the faculty may recommend for graduation.

4308—Board of Visitors

After any State normal school shall have commenced its first term, and at least once each year thereafter, it shall be visited by three suitable persons not members of the board, but to be appointed by the Governor, who shall examine thoroughly into the condition, organization, and management of the school, and shall report to the said Governor their views in regard to its success and usefulness and any other matters they may judge expedient. Such visitors shall be appointed annually, and their report shall bear date the thirtieth day of June, and cover the year preceding such date.

4309—Model School

The board of normal regents shall have power to organize in connection with each normal school such model schools as they may deem expedient for the illustration of the best methods of teaching and government.

4310—Board Not to Exceed Appropriations

It is hereby made the duty of the board of regents of normal schools to limit the number of teachers and their compensations, and all other annual expenses thereof, to the amount appropriated by the legislature for that purpose; and all expenditures made by said board, in excess of the sums so appropriated, are hereby declared to be unlawful and void, and shall be deemed a malfeasance on the part of said board, for which the members thereof can be removed from office by the Governor; provided, that this section shall not be construed to apply to the members of the State Board of Education.

4311—Vacancies in Membership of Present Members

All members of the board of regents of the State normal schools serving at the time of the passage of this act shall continue to hold their respective offices as such members until the first Monday in July, 1907, at which time the office of said members shall become vacant.

Weston School

The act of 1893, providing for the normal school at Weston is entitled "An act to amend an act entitled an act providing for the establishment of State normal schools in Oregon, approved October 26, 1882; also an act entitled an act to amend an act entitled an act providing for the establishment of State normal schools in Oregon, approved February 26, 1885." The act, however, does not conform to this title. It does not in
terms amend either of the acts named in the title, but enacts as follows: "Be it enacted," etc.: "Section 1. The act of the legislative assembly of the State of Oregon, entitled an act providing for the establishment of a State normal school at Weston, in Umatilla County, Oregon, approved February 26, 1885, be and the same is hereby amended to read as follows." There never was such an act as that last described. It was probably intended to amend the act of 1882, as amended by the act of 1885, but it is difficult to give the act the effect of such an amendment, since the act of 1882, as amended, provides for the Monmouth and Ashland normal schools, as well as the Weston school, and the words "said normal school" and "said State normal school," in the act of 1893, apply as well to one school as another.

4312—School Created

Said normal school is hereby created and established upon the terms and conditions hereinafter mentioned and provided in this act. The school is hereby permanently located at Weston, Oregon.

4313—How Designated

The Ashland College and Normal School, at Ashland, Jackson County, Oregon, shall hereafter be known as the "Southern Oregon State Normal School." The Drain Normal School, at Drain, Douglas County, Oregon, shall hereafter be known as the "Central Oregon State Normal School."

4314—Drain Normal School Abolished

The Central Oregon State Normal School, at Drain, Douglas County, Oregon, is hereby abolished, and the board of regents of normal schools is hereby authorized to convey the real property belonging to said normal school at the time of the passage of this act to the public school district in which the same lies, free of charge, for educational purposes.

RULES AND BY-LAWS FOR THE GOVERNMENT OF THE 
BOARD OF REGENTS

Adopted by the Regents, July 18, 1907
Amended June 30, 1908

1. The officers of the board shall be elected annually, by ballot at the regular meeting in June, and their duties shall be such as may be prescribed by law, or from time to time by the board.

2. The following standing committees, of three members each, shall be appointed by the president, for one year:

An executive committee.
A committee on finance.
A committee on teachers.
A committee on libraries.
A committee on courses of study.
The Executive Committee.—The president of the board shall be ex officio a member of the committee and chairman. The committee, at any regular or special meeting, all members being notified, a majority thereof being present, may exercise and perform the general duties and powers of the board during a recess thereof, but all such actions must be reported to the board at its first meeting thereafter for its adoption or rejection.

4. The executive committee shall have charge and oversight of all the real and personal property acquired by the board; of the erection of buildings, and of changes, repairs, or the enlargement of the same, determined by the board for execution during the interim of the board meetings; of all improvements, purchases of apparatus, furniture, fixtures and supplies, not otherwise provided for. They shall audit all bills filed with them for expenditures made, by authority of the board, and all bills incurred by them for repairs while the board is not in session and shall file all bills audited by them with the secretary of the board, for record; they may grant leaves of absence to presidents and members of the faculty and for these purposes shall meet at least once each month, which meeting shall be held on the first Wednesday after the first Monday, unless otherwise specially directed by the chairman.

5. All bills must be itemized, receipted, duly verified and prepared as follows for approval by the committee:

(1) Bills for building and extraordinary repairs must be certified to by the superintendent of construction, if any, and delivered to the secretary.

(2) Bills for fuel, light, water, and the monthly payrolls must be certified by the president of the school and delivered to the secretary.

(3) Bills for the reimbursement of expense of appointed visitors must be certified to by the president of the school and delivered to the secretary.

(4) Bills for salaries and expenses of the secretary's office must be certified to by the secretary and delivered to the chairman of the committee.

(5) Bills otherwise contracted by authority of the board must be certified to by the member authorized by resolution to certify to the same, and delivered to the secretary for audit by the committee.

(6) In order to have no delay in payments, claimants should comply strictly with these instructions, and all bills except payrolls must be filed with the secretary at least five days before the meeting of the committee to insure immediate consideration.

6. Committee on Finance.—The Secretary of State shall be ex officio a member of the committee and chairman of the committee on finance. The committee shall make and present at each annual and semi-annual
meeting, a full report of receipts and disbursements of the board during
the preceding year, together with an estimate of the probable income and
expense for the ensuing year.

7. Committee on Teachers.—It shall be the duty of the committee on
teachers, acting conjointly with the respective presidents of normal
schools, to select teachers and to recommend them to the board. Vacancies
in teachers' positions occurring in the intervals of the sessions of the
board may be filled by the committee under the advice of the respective
presidents, and the committee shall immediately report the action to the
secretary. The committee shall make a careful inspection of the work of
the teachers in the several schools, at least once each year, shall appoint
temporarily, with the approval of the respective presidents, such teachers
as are necessary to meet unusual demands upon the instructional forces,
and shall determine the rates of compensation for services so rendered.
The committee, shall, through its chairman, execute a written contract, in
duplicate, with each teacher appointed by themselves, or by the board,
which shall be in the form prescribed by the board; they shall advise with
the presidents of the several schools, in the assignment of teachers to
duty, and may discontinue the services of a teacher upon the conditions of
the contract. The committee shall report at each regular meeting of the
board, all their proceedings. At each annual meeting the report of the
committee on teachers shall state the name of each teacher employed by
the board, the duties performed, and the rate of salary paid. This report
shall be printed in full in the secretary's report.

8. Committee on Courses of Study.—The Superintendent of Public
Instruction shall be ex officio a member of the committee, and chairman
of the committee on courses of study. The committee on courses of study
shall call the attention of the board to needed modifications in the
courses of study and shall thoroughly inspect the administration of the
same and report to the board any deficiency in the scholastic and
professional conduct of the schools which may need attention.

9. Committee on Libraries.—The committee on libraries shall have
general supervision and direction of the libraries, both text and reference
libraries, and is authorized to supervise and control the purchase of books,
pictures, and statuary for the several schools. It shall be the special duty
of the committee to approve the purchase of all reference books before the
order for the same is placed by the school.

10. The school year of each normal school shall consist of two semesters,
of twenty weeks each. There shall be one vacation of two weeks at the
Christmas holidays.

11. All persons attending in any department, or pursuing any work
whatever therein, shall before registering or entering any class, pay to the
president an incidental or matriculation fee of $4.00 for each semester,
students entering after beginning of semester to pay at the same rate to
the end of that semester, and the amounts received by the president from
said fee, shall be paid monthly to the secretary of the board, and by him
paid to the State Treasurer, to be placed in the fund known as the
“Normal School Fund.” There shall be levied in addition, such student-
body tax and laboratory fees in the several departments as the president
and head of the department may provide. The student-body tax shall
be disposed of as the rules and regulations governing the student-body may
prescribe; provided, that no tuition nor student-body fee shall in any
case be refunded.

12. The secretary shall be the business agent of the board; he shall
keep in particular books, provided for that purpose, full and accurate
accounts of the receipts and disbursements of the normal school, which
account shall show in detail the following facts: The amounts received
and due from tuition and the amounts disbursed for apparatus and cabi-
nets, furniture, light, miscellaneous, printing, reference books, repairs,
salaries, stationery, text-books, water rent, minor and unclassified expendi-
tures, and any other facts that the board may demand, and make a report
thereof to the president of the board at the annual meeting, or oftener if
required, and to any member of the board at any time when requested.
He shall have charge of and look after all requisitions, see that they are
properly prepared and presented to the executive committee for allowance
and approval. All supplies to any school will be furnished only through a
requisition from the president of the school to the secretary of the board,
and it shall be the duty of the secretary to approve all such requisitions
and present them to the executive committee for its approval. He shall
keep complete and accurate minutes of the transactions of the board, as
well as the transactions of the executive committee, issue all notices of
meetings and perform such other duties as may be required of him by the
board or executive committee. He shall at the annual meeting submit
a full and complete account of all the financial transactions of the board,
and such other matters as he may deem pertinent.

15. The secretary of the board shall prepare all vouchers for claims
payable by warrants of the Secretary of State in duplicate, one of which
he shall file in his office and forward the other to the Secretary of State.

16. He shall keep an account with all special appropriations made by
the board which shall show the date and amount of each appropriation, the
date when, and the purposes for which made, the persons to whom and
the purposes for which disbursement from such appropriations are made.

17. He shall furnish the president with the necessary material for his
biennial report, and shall perform such other duties as the board may
require.

18. The salary of the secretary shall be $1,800 per annum, payable in
twelve monthly installments, and he shall be reimbursed for necessary
expense for postage and for travel incurred in the service of the board, and for other necessary cash outlay for the board. He shall certify for audit and payment bills of all kinds for the expense of his office.

19. All purchases and contracts for and on behalf of a normal school or any of its departments shall be made under the direction of the executive committee, except where the board otherwise specially directs, and all contracts shall be signed by the president and the secretary of the board. Purchases to an amount of $50.00 shall be made by contract, after competition, unless the character of material or articles renders competition impracticable and excepting books purchased of the dealer who is under contract to supply same to the public schools of the State. Any person violating these regulations shall be held personally responsible, and the amount of purchase or contract incurred by any such person shall be charged to and deducted from his salary or wages.

20. Necessary telegraph and postage or other emergency expenses may be paid by the president of the school and will be adjusted by the board upon proper bills being presented.

21. A president's contingent fund of $400.00 per year is hereby established, which may be expended by the president in visiting schools and teachers' institutes, fully itemized bills for which shall be rendered by him and audited and paid by the executive committee in the usual manner and charged to the miscellaneous account of the school.

22. The board of regents shall adopt a uniform course of study for normals schools and it shall be the duty of the president of each school to see that such course is followed, and each school shall use as the basis of its work in the training department the State course of study; and the text-books used both in the normal department and the training school shall be those adopted by the State Text-Book Commission for use in the public schools of the State; provided, that this shall not preclude any instructor from using other books for supplementary work.

23. The faculty of each normal school shall be elected at a regular meeting of the board, and shall consist of the president of the faculty, and such other persons as the board of regents may from time to time elect. It shall have the immediate government and discipline of the normal school and the students thereof, and may make and enforce all necessary rules and regulations therefor, a copy of which shall be filed with the secretary of the board. Regular meetings of the faculty shall be held at least once a month during the session of the normal school, and a record shall be kept of the proceedings, which shall be open to the inspection of the board, or its authorized officers, at any time. The members of the faculty and other employees of the normal school shall hold office during the pleasure of the board, unless otherwise specially provided.

24. The president of the faculty shall be the general administrative and executive officer of the school and the certified medium of communica-
tion between an employe, individually or collectively, in all matters involving the administration. He shall call and preside at all meetings of the faculty, appoint such committees thereof as it may prescribe, or as in his judgment may be necessary, and his consent shall be necessary to every faculty action affecting the administration of the normal school. He shall confer frequently with the members of his faculty concerning their duties and work, and shall have a general supervision over the affairs of the normal school. He shall from time to time give to the board information in writing of said normal school, and recommend to its president of the board such measures as he shall deem necessary or proper. He shall see that the laws, rules and regulations and orders of the board for the government of the normal school are observed. He shall make a monthly report to the board on blanks prepared for that purpose of the enrollment, attendance, classification, studies pursued by each pupil, and such other data as the board may from time to time prescribe. He may suspend any member of the faculty for insubordination, misconduct, or a violation of the rules of the school. In case of a suspension, the cause thereof must be at once reported to the committee on teachers, who shall investigate any charges preferred, and if sustained, such teacher shall be dismissed.

25. It shall be the duty of the president of the faculty to examine and select teachers and recommend the same to the committee on teachers for employment. Each teacher shall be under the general direction of the president; provided, however, that no teacher shall be transferred, permanently, from the position to which he was elected or appointed, without approval by the chairman of the committee on teachers.

26. Leaves of absence for not more than five days in any year may be granted teachers for proper cause by the president of the school, and a statement of the absence for any cause whatever during the month, and the cause, shall be filed by the president with the payroll. The general construction shall be that "proper cause" for absence shall involve a fair prospect of reflex benefit to the school by way of offset for absence, except that serious illness or death in a teacher's family, or immediate relative, shall be deemed a proper cause of absence.

27. The inability of members of the faculty to meet their classes and to conduct their regular work shall be promptly reported to the president of the school, and permission for absence from the school during the session of school shall be obtained from the president of the school.

28. The president of the school shall make a payroll of the teachers and other salaried employes, and shall forward the same to the secretary for audit and allowance by the executive committee, said payroll to be accompanied by a report of the president of the school as to irregularities in attendance of faculty or employes.

29. The president of the school shall appoint the janitor and employ such assistance as circumstances may require. He shall have authority
to terminate according to its terms, the contract with any employe at his school, which contract shall be signed in duplicate by him and the original filed in the office of the secretary of the board. He shall receive all money for tuition, book rents, and sales, make all necessary regulations for collecting the same, and pay the same to the secretary of the board, as required by law, and the regulations made by the board; and the accounting for receipts at the semi-annual meeting shall be for the first half of the school year, and like accounting at the annual meeting shall be for the last half of the school year.

30. It shall be the duty of the president, at the close of each school year, to make an annual report of all text-books, apparatus, cabinets, desks, and all other appliances belonging to the school, which have been purchased, sold, or have become valueless during the year, in accordance with the form prescribed by the board; and the president of the school may call upon teachers to furnish necessary statements relating to the same.

31. Any teacher or students who shall feel aggrieved by the management of the school and shall desire official action upon the grievance shall first present the matter in writing to the president of the school who shall use his best endeavors for the satisfactory adjustment of the matter, and if he fails therein, he shall then at once refer the complaint, accompanied by his report thereon, to the president of the board for action, under the rules.

32. As the efficiency of the normal school depends largely upon harmonious actions of the faculty, the regents will hold the president to a strict, but reasonable accountability for the fidelity, ability and efficiency of all employees, and to that end it will depend upon him to recommend suitable persons only for such office, and to recommend such promotions and changes in salary as he may think advisable, and report promptly any insubordination, inability, misconduct or neglect on the part of any member of the faculty and to recommend dismissals when advisable.

33. As the time of each member of the faculty belongs to the normal school, no such member shall receive any compensation for work performed outside of the school during the school year, nor shall he enter upon nor engage in any work or enterprise outside his particular school work, of a kind or amount likely to lessen his full efficiency within the normal school. Besides the general oversight and management of the normal school under his charge, including teaching and practice with classes, the president shall interest himself in increasing the attendance of students from the district in which the school is located, and to that end he may visit schools and attend teachers' institutes.

34. Every member of the faculty of the normal school shall at the time of his or her election have at least two years approved experience in
public school work, and also be a graduate from a four years' normal school course, or of some institution of collegiate or university grade; provided, that this provision shall not apply to teachers of music, physical training, drawing, nor manual training.

35. A book shall be kept by and under the direction of the head of each department or person in charge of any apparatus or movable property of the normal school, in which shall be entered as soon as convenient, a complete list of such apparatus or property now on hand, or such as may hereafter be purchased from time to time, with the itemized cost thereof, and such memoranda in relation thereto as may be proper. With the aid of this book, a complete inventory shall be made at the close of each year, and filed with the president of the school.

36. No room and no part of the normal school grounds shall be used for any purpose other than State normal school work, without permission of the president of the normal school.

37. At the close of each year, the president shall make a full report in writing to the board of the conditions, prospects, and needs of the school under his charge. The president shall attend, at the request of the board, any meeting of the board, and by permission, be heard upon matters pertaining to his school, and his necessary expenses shall be allowed by the board, and paid from the normal school fund income. The president of the faculty shall not be absent from his duties for more than five days, unless ill; permission, however, may be granted by the president of the board for longer absence.

38. All members of the faculty shall furnish the president of the school from time to time, as often as requested, such information as he may desire, concerning the progress, standing, work or conduct of any students under their charge, and shall at the end of each semester make out on blanks provided for that purpose and file in the president's office, a report of the work of the term, accompanied with such suggestions as they may desire to make. Such reports shall be submitted to the board for its consideration, and be subject to the inspection of any members thereof at any time.

39. The president of the school is hereby authorized and directed on behalf of the board to institute and prosecute criminal proceedings against any and all persons wilfully injuring or defacing buildings or other property of the normal school, and it is hereby made the duty of the faculty to expel immediately from connection with the normal school any student or other person guilty of wilfully defacing or otherwise injuring the property thereof.

40. All pupils attending a normal school shall be of good moral character and conduct themselves in accordance with the rules of the board of regents and the faculty; to be polite and respectful in their bearings
toward their fellow students and the faculty and to be prompt, diligent, and attentive to their work. Students on arriving at the school shall report at once to the president who will make all arrangements for their entrance. Students from other normal schools, colleges or universities must bring certificates of good conduct from the faculty of the schools from whence they come, if so required by the president. Reports of absence or misconduct will be handed to the president every morning and students will be required to answer during the next day, for said absence or misconduct and the president will assign such punishment or discipline as the case justifies. Contempt of authority by disobedience and insolence may be punished by suspension or less severe penalty, at the discretion of the president. Defacing or injuring the school property, gambling, drunkenness, fighting, obscene or profane language, indecency, the entering of drinking or gambling saloons may be punished by suspension or less severe punishment, at the discretion of the president.

The drinking of intoxicating liquors while attending school is strictly prohibited. The use of tobacco in any form while in the building or on the campus, and the use of cigarettes is strictly prohibited while a student of the school, and the carrying of concealed weapons is prohibited.

The president shall report all suspensions to the executive committee, and if such suspension is sustained, the scholar shall be expelled.

In case the president advises any scholar to withdraw from the school and he refuses to do so, he shall be expelled.

41. Each member of this board is hereby authorized and empowered under the law, to certify his own personal bills wherein he appears as a claimant under oath.

42. Any student who enters a normal school shall be required to pursue at least four branches of study and among these shall be included professional subjects embraced in the year of the course pursued by such student.

43. All books owned by any normal school, and those purchased hereafter, shall be recorded, arranged, and catalogued, according to the system determined upon by the Oregon Library Commission, and under the direction of the commission, the local librarian being instructed by a representative of said commission.

All purchases of books, unless the amount should be $50.00 or over, which are included in the State school library list shall be made through the dealer who is under contract to supply same to the public schools of the State. Children's books for the model school library shall be chosen from this list. No books nor apparatus shall be bought from agents, members of the faculty, nor of the board.
The school shall arrange with the commission annually for a course of instruction on the selection, care and use of school libraries.

44. Order of business:

1. Read call for the meeting.
2. Reading of minutes for previous meeting.
3. Reports from special committees.
4. Reports from standing committees.
5. Report from executive committee.
6. Report from president of the faculty.
7. Election of members of the faculty.
8. Election of officers of the board of regents.
9. President's report and recommendations.
11. Good of the school.
12. Reading and approving of the minutes of the meeting.

In all parliamentary questions, Cushing's Manual shall be authority.

45. These rules may be suspended by a two-thirds vote of the members present, or amended by a written notice being offered and lying over for one day, or to a succeeding meeting.
OREGON NORMAL SCHOOL FACULTY

Note.—The names of the faculty are arranged in accordance with their years of service in the Oregon Normal School.

Ackerman, J. H. (State Normal School, Milwaukee, Wisconsin; Honorary Degree, Oregon Agricultural College)
President

Butler, J. B. V. (Christian College and Oregon Normal School)

Department of History and Civics

Evenden, E. S. (Leland Stanford Junior University; Oregon Normal School)

Department of Education

Ostien, H. C. (Ohio Normal University; Illinois Wesleyan University; Nebraska State University)

Department of Mathematics

Parrott, Rosa B. (University of Arizona; University of Chicago, Summer School)

Department of English

West, Mabel G. (Knox College, Galesburg, Illinois; University of Illinois, Library School)

Department of Libraries

Butler, Myra H. (Brown University, Providence, R. I.; Teachers' College, Columbia; University of Nebraska)

Department of Domestic Science and Domestic Art

Gilmore, L. P. (Lehigh University, South Bethlehem, Pa.)

Department of Science

Hoham, Mary (Oberlin College and Conservatory; American Institute of Normal Methods, Harvard Summer School)

Department of Music

Kennon, Laura H. (University of Oregon)

Assistant in English

Pittman, Marvin S. (Millsap's College, Jackson, Miss.; Tulane and State Universities of Louisiana)

Department of Rural Schools and Institute Instructor

Taylor, Laura J. (Normal Training School, Tacoma, Wash.; University of Washington; Teachers' College, Columbia University)

Department of Physical Education

Greene, Alberta Mae (Thomas Normal Training School; University of California, Berkeley; Montana State Agricultural College)

Department of Art
Training School Department

Gentle, Thomas H. (Illinois State Normal University, and University of Jena, Germany)
Principal of Training School and Professor of Pedagogy

McIntosh, Alice A. (State Normal School, Whitewater, Wisconsin)
Critic—Grades Seven and Eight

Arbuthnot, Katherine (Des Moines High School; Columbia University, Summer School; Oregon Normal School)
Critic—Grades Five and Six

Dinius, Lillian (Manchester College, Indiana State Normal; Indiana State University; Chicago University)
Critic—Grades Three and Four

Riecker, Elizabeth C. (Alma College, Alma, Michigan; City Training School, Detroit, Michigan; Valparaiso University, Valparaiso, Indiana; Teachers College, Columbia University, New York City)
Critic—Grades One and Two

Todd, Jessica S. (Geneva College, Beaver Falls, Pa.)
Dean of Women

Macy, Katie Dunsmore
Clerk and Registrar

Scott, John
Head Janitor

Respectfully submitted,

JAMES WITHYCOMBE, Governor,
BEN W. OLCOTT, Secretary of State,
J. A. CHURCHILL, Superintendent
of Public Instruction,

CORNELIA MARVIN,
HENRY J. MAIER,
E. E. BRAGG,
H. G. STARKWEATHER,
C. L. STARR,
W. C. BRYANT,

BOARD
OF
REGENTS