WHAT THE OREGON NORMAL SCHOOL HAS DONE

TOWARD THE PREPARATION OF RURAL TEACHERS

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This bulletin has been prepared by M. S. Pittman, head of the rural department of the Oregon Normal School, at the suggestion of President J. H. Ackerman. Its purpose is to make clear what the normal school is doing and hopes to do to make a good rural Oregon better.

This bulletin will try to answer four questions:

1. WHAT HAS THE OREGON NORMAL DONE TOWARD THE PREPARATION OF RURAL TEACHERS?
2. WHAT IS IT DOING NOW?
3. WHAT SHOULD IT DO?
4. HOW CAN IT DO IT?
CHAPTER I
What the Normal Has Done

What has the normal done in the past toward the training of rural teachers?

The report of the country life commission made public in 1908 revealed a serious national situation and exposed a desperate rural need. Awakened, if not shocked, by this report, educational administrators and writers turned their attention to this long-neglected field. Agencies were created for the special study of and service to the rural school and community and the great wealth of literature that has appeared since that date dealing with the special problems of this field of education shows what has been accomplished in this brief time. The results are encouraging though not satisfying. The Oregon Normal early felt its duty in this field and in 1913 answered the call by establishing a department of rural education.

Modest was its beginning. It had to be so. Knowledge in this new field was lacking, precedent was wanting, workers in this line were untrained and, what was even more distressing for the Oregon Normal, funds were lacking. Only one instructor was employed and his was to be a general utility position, a sort of a roustabout job. He was to be institute worker for one-fourth of the year, a high school visitor for one-fourth, a community worker to meet with school boards, parent-teacher meetings, etc., for another one-fourth and instructor for the last fourth of the regular session and during the summer term. This extensive and varied field of experience was a good beginning for the work. It revealed to the instructor the real situation and need in Oregon and it helped to advertise the work that was to be offered in rural education. As an indication of the unawakened public interest in this new field at that time it is interesting to know that only thirty-seven students out of a possible three hundred twenty-five enrolled for work in the first classes offered in the Oregon Normal, even though classes dealing with rural school problems, rural sociology, rural economics and rural school supervision were offered. Teachers had come to feel that the rural
school was a thing to be avoided and that a normal school course was for the purpose of helping to get away from it. This is believed to be the reason for the little interest shown in the first work. This was the general attitude of the public toward the country, had been for three decades; why should it not be the teachers' attitude also? But this attitude of the teacher has changed in Oregon. One-half of all the students enrolled at the Oregon Normal since the first year it was offered have taken rural work and more than one-half of all the teachers who have gone out annually from the Oregon Normal to teach in the schools of the state have gone to teach in the rural schools.

As the work of the rural department has developed the time of the instructor has been given more to the class work and less to the field, though for the rural department to do its biggest and best work in the normal school it should always keep in close contact with the field in order that the situation may be known and that a personal relation may be developed between the people of all of the rural sections of the state and the workers engaged in the training of rural teachers.

Up to the present year no rural work has been required of the students of the Oregon Normal. In order to make the work popular great interest, boundless enthusiasm, a good many showy devices, together with a promise of a good position have been necessary. Some of the devices used might be of interest. Three will suffice:

1. All who were enrolled in rural education were divided into two teams. Each team was to be divided into three groups and one of the groups was to submit miniature rural school houses of the long ago, another was to show the model rural school houses of the present, while group three was to present the ideal rural school of a decade hence. The other team was to do the same. An exhibit day was appointed and judges selected. Some forty houses were exhibited. The work called for a most careful study of the past, the present, and a prophecy of the future rural school buildings. It demanded clear visioning, painstaking construction and patient effort. The exhibit was visited by hundreds and the thrill to the contestants was easily observed by all.
2. A second device was quite similar. An ideal or standard rural community was the problem. The classes were divided into families—twelve in number—and a thirteenth whose duty was to serve in the capacity of community inspirers and builders. Each family had about the same number in it. A beautiful piece of ground was selected on the campus on which to locate the community which was to be known by the delightful title of Sunshine Valley. It was the problem of each of the twelve families to build a model farm, barn, and farm house and the business of the thirteenth to provide ideal community buildings and grounds. The study of agriculture was motivated as rarely before. All farms were of the same size, but where should the house be located? where the barn? where the fences? where the pasture? where the lanes? what crops should a Sunshine Valley farmer grow? how much of each? how much livestock should he have with a farm of the size he had? how could he get the greatest service, convenience, and beauty out of all of his buildings for the least cost? and a thousand other questions of like nature demanded solution before a peg could be driven. Volumes were read on animal husbandry, architecture, farm planning, drainage, house beautification. Midnight oil was burned and genius used to make a miniature community that would meet the approval of the expert judges selected from professional landscape gardeners, farm planners, and home economic specialists. Practically all members of the class were heard to exclaim: "My! I didn't know it did take so much sense to farm!"

3. These games above described were of a local nature and the state profited only by whatever benefit the teachers may have gained from the study and experience. But another device was of a different and more far-reaching nature: The Rural School Week which was observed by the normal during the year 1916-17. The work of the previous years had convinced those who were studying the problem most closely that rural teachers could not be trained by studying about rural schools any more than farmers could be trained by studying about farms without ever seeing one, or a doctor trained by reading a book about his work but never seeing or doing any of the real work. For this reason, early in the year a Rural School Week was
planned in which everybody who was taking the course would really go out and spend the time in a real rural school for one entire week. Five counties cooperated—Washington, Yamhill, Polk, Marion and Benton. County superintendents, teachers, school boards, and people, including the children, entered into the spirit of the game. Everybody was prepared for the week before it started. The student teachers were met at the station by some interested person, they were royally entertained by somebody in the community, were dined and “socialized” throughout the week, permitted to teach some, given the privilege of helping with a Washington birthday program at the close of the week, and with a handshake with all of the people of the community and a God-bless-you when they left. On Saturday of the week a county round-table was conducted by the county superintendent. To this meeting came the student teachers, the regular teachers, a member of the normal school faculty, and three members of the class in rural school supervision. These aspiring supervisors had been visiting the schools during the week with the county superintendent. They had had practice in observing the shortcomings and “wrong goings” of the teachers during the week, in making happy little speeches to the schools, and now they were to have the experience of helping to conduct a little institute. The week ended with this little love feast of all who had been a part of the new work in that county, and the unanimous verdict of the students was: “We now know what a real rural school is.” The results were several: All became convinced that real practice work is necessary for the training of rural teachers and that practice should be done in as nearly a normal and natural situation as possible. The normal and the state came closer together than ever before and hundreds of people after this began to see that the normal school was really trying to get at the heart of the problem of the rural school.

The rural department soon discovered that the rural teachers of Oregon feel that they are orphaned. They do not feel that they belong to a system as do the teachers of a city. Their county superintendent or supervisor, however good he may be, can not serve as a father, a professional helper and inspirer as can the city superintendent. The machinery does not admit
of the same kind of service. It was felt that the thing that was most needed in Oregon to help teachers in service was something that would bring an expert to them at definite times with definite help in a form that was usable. With this in view, a careful study was made and experiments were tried in a number of the counties of the state for the purpose of evolving a plan that would remove the distance in the rural schools between teacher and teacher, teacher and supervisor, teacher and library, college, normal, and educational department. The result of this effort which extended over a span of three years was the Zone Plan of rural school supervision.

Under the zone system the supervisor divides his county into zones or districts. The most convenient division is about five in number, making it possible for the supervisor to visit every teacher under his supervision once within five weeks. He groups his teachers according to the topography of the country, and convenience. There should be from ten to fifteen in each district, preferably ten. In this way it is possible for the supervisor to spend a half day observing each school. Upon each visit to the school the supervisor specializes upon one subject. He does this throughout one entire tour. In this way every teacher under his supervision is specializing in the study and practice of one subject. On Saturday, after the supervisor has visited all the teachers of one zone, he calls them together for conference upon the subject which is the major interest of that tour. He has two teachers teach classes, demonstrating how they teach that particular subject. After the discussion on that subject is finished he himself teaches two lessons on the subject which will be made the major interest for the next five weeks. With this demonstration and with special assignments made for work, the teachers return to their schools to study for five weeks longer until his next visit and the next zone meeting. The result of this work is obvious—definite growth of the supervisor, stimulating, progressive work on the part of all teachers, with the clear understanding of the public of the work they are trying to do.

Something like fifty young people have been trained for this work in the rural supervisory classes at the Oregon Normal. Not all are suited by disposition for the work but a number are.
Of this number two of the most worthy are now doing work under this plan: Mr. Floyd D. Moore of Polk county, who has been doing the work for two years, and Mr. W. C. Hoppes of Marion, who has been doing the work for one year. Both of these young men have done most successful work and have shown what could be accomplished by this plan. Below is given what each of them think of the plan: Mr. Moore, who was the first to use the plan, says:

Two years ago the zone system of supervision was brought to my attention by the rural department of the Oregon Normal. After studying the plan carefully I decided to try it in my work in Polk county. It had not been used before and naturally I undertook it with some misgivings. It demanded of me as supervisor a definite plan, a definite schedule and a definite piece of work for every hour of the year. My schedule had to be just as definite as that of any teacher in the county. I divided the county into five zones and spent one week in each zone observing a particular subject in all schools throughout the week and on Saturday holding a meeting with all the teachers I had visited. Two teachers would present a lesson in the subject observed for the week, around-table would be held on that subject and then I would teach two lessons on the new subject to be emphasized for the next five weeks.

The chief benefits as I have seen them are: It tends to make the supervisor expert in methods of teaching. He knows definitely what all teachers are doing in at least one subject per month. It stimulates teachers to study and experimentation with a definite purpose, it makes teachers’ meetings pleasant and profitable, and supervision seems to really help the schools.

Mr. Hoppes says:

Judging from a faithful trial of the zone system of supervision, I think it has at least three marked advantages over other plans: First, it provides a very definite plan of work for the supervisor, teacher and pupils. The zone plan enables the supervisor to base his work on the fundamental problems of teaching reading, history or language. Teacher and children realizing the specific purpose of the supervisor’s next visit are stimulated to do their very best work and so the effect of the visit lasts not for an hour but from one visit to the next. A definite plan leaves no room in the minds of parents or school directors for any such question as, “What does a supervisor do, anyway?”

Second, the zone meetings promote a professional feeling among the teachers. A small group of people meeting several times during the year to discuss the problems of their work develop a consciousness of kind and a spirit of emulation which promote progressiveness. Taking part in a program of a zone meeting encourages a teacher to do her very best work.

Third, the zone system makes the most of the supervisor. When one has sixty or seventy-five teachers and their several hundred pupils expecting a certain piece of work to be done, he can not well afford to disappoint them. He must grow to meet the responsibilities of his position.
It would perhaps be of interest to know what the county superintendents in whose counties this system has been used think of this plan. Mr. Crowley of Polk county, has the following to say:

For several years I was opposed to the rural school supervision because I could not see where the work of the supervisor was helping to improve conditions in the schools. Their plan of procedure and work attempted seemed to be too indefinite, haphazard and unsystematic. The result accomplished did not justify the expense.

In 1916 I began to watch with interest the work of Supervisor Floyd D. Moore of Polk county, who is the pioneer zone man. His work under the zone plan has vitalized the rural school work in this county. It has changed the attitude of the people from that of indifference and antagonism to that of loyal support.

This plan of supervision will pull the rural teacher and school out of the ruts; providing an energetic and capable man is in charge, but I believe this or any plan will fail if not motivated by a live wire.

Mr. Smith of Marion, says:

The zone system of rural school supervision was put in operation in Marion county, Oregon, last September by Supervisor W. C. Hoppes. He divided his territory into zones so that he could visit all of the teachers in a zone during a week. On the Saturday following his visits he held a meeting of the teachers at some central school in the zone. Before the beginning of the rural schools the teachers of the county were called in for a conference for the purpose of planning the year's work. The teachers worked out a daily program to be used in the rural schools. The first visit of the supervisor was given largely to aiding the teachers in adapting this program to the conditions prevailing in their schools. At each subsequent visit the supervisor made a special study of some school subject. Reading was the first one that was emphasized. The supervisor heard the different classes read and in nearly every case taught one or more classes. At the zone meeting the supervisor taught two or more lessons in reading before the teachers. Pupils from the district where the meeting was being held were used for the purpose. At the next meeting one or more teachers taught lessons in reading. After the children were dismissed around-table discussion was conducted by the supervisor during which every phase of the teaching was criticized and discussed.

I consider this system valuable for the following reasons:

1. Secures cooperative attitude on the part of the teachers.
2. Teachers know the plan of the supervisor and when he expects to visit her school.
3. Meetings in small groups give largest opportunity for professional and technical growth.
4. Supervisor must be wide-awake and abreast of the times.
Mrs. M. L. Fulkerson, a member of the county board of education of Marion county and editor of the rural department of the Oregon Teachers Monthly says:

The zone plan of rural school supervision was the “way out of the woods” for the rural schools of Marion county.

Rural teachers, school directors and citizens have been equally enthusiastic in their praise of the results of the work where it has been used.

Thus far this bulletin has dealt with what the Oregon Normal did during the first four years of the existence of its rural department.
CHAPTER II

What the Normal Is Doing

What the normal school is doing now is a question of more interest perhaps, and of more importance than what it has done. As was shown in the foregoing discussion, every thing the normal did led more definitely and unalterably to the conclusion that rural practice schools were necessary for anything like adequate training of rural teachers. So firm was this conviction that the board of regents at its June session in 1917, authorized the opening of three rural training centers for the session of 1917-18. Acting with this authority a contract was entered into with the Oak Point and Elkins districts in Polk county and the Mountain View district in Benton county, whereby those schools would be used for training purposes during the year. The districts were to pay the same amount that they usually paid toward the support of this teacher and school and the normal was to pay whatever other amount was necessary to secure the sort of a supervising teacher necessary in order that the work might be done in keeping with the normal school purposes.

The first year is now over and we are in a position to look back and appraise the work of the year and from this arrive at some fair guide for our plans and conduct in the future.

Before the beginning of the school year the head of the department and the supervisors agreed upon these three purposes:

1. Give to each of the communities the very best school possible.
2. To provide the best training of rural teachers that the time and facilities would admit.
3. To be alert to discover the chief difficulties to rural training and to add whatever was possible to rural theory and practice.

Oak Point is located five miles from Monmouth, has twenty pupils and the elementary grades represented. Miss Florence Hill is the supervisor of that school. Miss Gladys Carson is the supervisor of the Elkins Center, located five miles south of Monmouth. It has twenty-five pupils and the elementary
grades. Mountain View, situated twenty miles south of Monmouth on the Southern Pacific Electric, is a much larger school, sixty pupils and nine grades enrolled. Mrs. Nellie G. Tirrell was the first supervisor of that school. The three schools are all located in excellent communities that are composed of people who have the vision of better rural schools and are in sympathy with the efforts of the normal.

The plan of practice work in the schools for the first year has been as follows:

![Elkins Ladies Hem Curtains for Their School Room](image)

Three student teachers were kept in the Oak Point school all of the time, six in the Elkins school and six at Mountain View. The student teachers each remained in the school for three weeks, one-third of whom entered upon their work each week. In this way one-third was working their first week, one their second week, one their third week. In this way there was never a break in the work. The student teacher was given responsibility in the school as she was able to cope with it. The first week was spent chiefly in getting acquainted with the pupils, the people and the details of the school work. By the second week the practice teacher was ready to assume some of the teaching of the school. The work was always shared between the supervisor and the student teachers in
such a way as to preserve the efficiency of the school and at
the same time to give practice to the beginning teacher. A
large amount of community work was done by the young
teachers, much practice in meeting people and participating in
the activities.

In each of these communities the school has been the real
center. As a proof of this fact there have been a great number
of meetings at the school houses of various sorts and each of
these communities has done much work for its school, with
love and enthusiasm and without charge. Grounds have been
beautified, buildings erected and made attractive, conveniences
provided and everything done that a loyal and prideful people
could do to make its school the best. The following facts will
show something of the interest taken in each of these
communities:

Number of visitors to the school during the year: Oak Point, 345;
Elkins, 444; Mountain View, 470.

Value of work done by children, teachers and people without cost
to the school district: Oak Point, $345.80; Elkins, $412.20; Mountain View,
$460.55.

Among other events of the year observed in each of the
schools that stimulated community interest and pride were:
Rural School Week and Inspection Day. Rural School Week was
observed during the week of Washington's birthday. At this
time the regular order of the school was changed somewhat and
the attention of every one in the three communities was directed
to things distinctly rural. Reading, arithmetic, language,
history, geography, music, art, everything was done in terms
of country life with the purpose of stimulating rural interest
and pride. Two days were set aside for public meetings in
each community to which all of the people came. Regular
school days they were but everybody in the community—young
and old—came. The Oregon Agricultural College, the county
agent, the home demonstration agent, the county superintendent,
and the state superintendent of education were all
drafted into service. What the people of these communities
thought of the event is well shown by the following resolution
passed by the Mountain View community at the close of the
program on the second day:

Whereas, the rural department of the Oregon Normal School under
the direction of M. S. Pittman, is using the Mountain View school as one
of the training centers for rural teachers for the State of Oregon; and,
Whereas, the week of February 17 to 23, designated by the rural department of said school as Rural Life Week; and,
Whereas, the program which was rendered at the Mountain View school during the 18th and 19th of February has proved such a decided success and has served such an inspiring and enlightening influence educationally to all the people of the community, the adults as well as the children,

Therefore, be it resolved, that we the people of the Mountain View district and patrons of the Mountain View school do hereby unanimously and enthusiastically extend our appreciation: First, to the Oregon Normal School and particularly the rural department for conceiving the idea and putting it into effect; second, to our progressive school board who encouraged and cooperated in making the rural program a success;

third, to Mrs. Nellie G. Tirrell under whose able supervision the children's part of the work was done, and to the six young lady student-teachers, who so ably assisted her; fourth, the Oregon Agricultural College which cooperated with the normal school by providing some of the ablest instructors and field agents to participate in the program; fifth, to the state department of education and county school superintendent and all others who in any way participated in, or helped to make this rural life program such a distinct success.

Be it further resolved, that the week of Washington's birthday be permanently established as the rural life week for the Mountain View school district and that we give our unqualified support to the rural department of the normal school in its efforts for the training of rural teachers and the general improvement of service to the rural schools of Oregon.

(Signed) MRS. S. L. COLEMAN,
MRS. I. A. ASHBY,
MR. WALTER LOCKE.
Inspection Day came toward the close of the term. Its purpose was to stimulate each school to put its plant and grounds in the best condition possible. A committee consisting of Miss Cornelia Marvin, a member of the board of regents of the Oregon Normal, Mr. I. L. Patterson of Polk county, and Miss Jessica Todd, dean of women of the Oregon Normal, visited all the schools. An interested community greeted the committee. What they found was interesting: Toilets had been screened and vines planted, play sheds and barns, fences and trees had been whitewashed, old desks had been overhauled and made attractive, grass had been mown, trees trimmed, and beauty, sanitation, good taste and community pride and loyalty were everywhere manifest. Men and women who had no children in the school along with those who did have devoted days and in some cases even a large part of the night working for their school.

From the foregoing it will be possible to get some idea of the interest, pleasure and success that has attended the training of rural teachers during the first year of the work at the Oregon Normal. The following statements from school board members of Oak Point, and members of the parent-teacher association at Elkins will show what they have thought of the work:

The rural training center here has stimulated the social, educational, and industrial life of this district to a very definite and helpful degree this year. Thirty-five young women have worked in the school during the year. Their experience has been such that we believe it will do much to prepare them to go into schools of their own and do good teaching. The experience was varied and intensive. The pity is that it could not be more extensive—ten instead of three weeks.

Ed Rex, Chairman,
Gus Sperling,
Allen Chase,
Bert Wolfe, Clerk.

A few of the statements from members of the Elkins Parent-Teacher Associations are:

The rural training school has not only been a great benefit to the children but to the community as well.—Mrs. Joe Tetherow.

The rural training school is certainly a definite step forward. It means progress and advancement for the rural communities of Oregon.—Mrs. Edna Tetherow.

The training of rural teachers by the Oregon Normal School is in its infancy. Its results thus far have been most satisfactory—giving excellent training to the boys and girls in the rural communities in which
the schools are located and a most valuable experience to the teachers who are to teach in the rural schools of the state. The possibility and necessity of more thorough training for our rural teachers are evident.—Mrs. Frank Loughary.

The students who have had practice in the rural schools this year were asked to state what they had received from their short experience. The following are typical:

Without any previous experience my three weeks at Oak Point has served as a foundation for the application of theories and methods which would otherwise have lost their full force. But greater than this academic value has been the growth of vision that comes from working with enthusiastic leaders in education and with a progressive rural community. —Minnie L. Nolen.

The rural teaching helped me greatly to decide the type of work I should prefer to do. It also broadened my view of rural life and showed me the big opportunity of the rural teacher. My esteem for farm life was strengthened besides giving me a genuine love for a properly taught rural school.—Wanda Sain of Washington county.
I gained three very important things for a teacher who has never taught: 1. Self-confidence that was inspired by the patience and sympathy of the critic, that I could manage an entire room even though there were several grades. 2. Familiarity with all the subjects of the course of study. 3. Experience in teaching children of all ages.—Nora Maclay of Columbia City.

There is no better way for a teacher to get the atmosphere or community and to get the full knowledge of how to work out a daily program for such a school than to teach in a one-room school under the supervision of a critic.—Alice Echells of Multnomah county.

I enjoyed my three weeks in the Elkins school very much. Miss Carson, the critic teacher, is very kind and is always ready to give assistance and suggestions. While in this school I got a very good idea of the many duties of a rural school teacher and of the importance of an efficient teacher in such a position.—Mary Donaldson of Coos county.

The work as seen by these whom we have quoted is somewhat different from that of the teachers and the director of the department. Practically all of those quoted have been comparing the work as now done with what was formerly done in these directions. The reader will observe that the teachers, when asked about the work, are thinking more of the future than of the past. They seem to say that what we have is good but they can imagine something that will do the work better:

It has been wonderful this year to note the awakening of our student teachers to the life and problems of a rural school and community but all the while I have been feeling that we should be able to keep them longer and give them an opportunity to use their newly acquired vision by solving some real problems.—Florence Hill, supervisor of rural training, Oak Point Center.

The system of rural training as worked out by the Oregon Normal this year is surely a step of progress in the rural education of the state. It affords the practice teachers an opportunity to meet directly the problems of the rural community, of learning first hand the organization of a rural school so that the greatest good of the greatest number may be served. The student teacher sees the opportunity of a home-like atmosphere in the rural schools and finds that many means may be used to motivate and vitalize the work. Possibly the greatest idea that the student teacher gets in her limited practice is that the rural school may be the community center.

The two most fundamental changes needed in the system are: The practice should be of longer duration and the student teacher should have a more thorough knowledge of the subject matter of all of the grades.

The system demands perfect cooperation of parents, children, critic teacher, student teachers and the normal school. With this cooperation wonderful possibilities are in store for the rural schools of Oregon.—Gladys Carson, supervisor of rural training Elkins training center.
CHAPTER III

What the Normal Should Do

But what should the normal do in the training of rural teachers is a very different thing, bigger thing, more far reaching in the judgment of the writer, than what it has done. The foregoing has been given simply to show the reader that something has been attempted. But the work thus far has shown chiefly how inadequate it has all been. The purpose of a health board is to protect and instruct the public in the matter of self-preservation. The chief purpose of an agricultural college is to instruct the state agriculturally, not just to do the assigned task, but also to reveal agricultural needs. It is the duty of the executive not only to enforce the law but also to advise the public of needed legislation which his experience has revealed. So, in the judgment of the writer, it is not only the function of the normal school to train elementary teachers for the schools but to guide the public in the evolution of its elementary school system. The normal should be something of an experiment station, a laboratory, and its discoveries should become the property of the public.

For half a century normal schools have been engaged in training teachers for the graded schools of town and city. For a century we have been evolving the course of study for the town and city school. But for less than one decade the attention of America has been turned upon the biggest of all our educational problems—the rural school, and even in that time we have not done very much. We have played with the subject as if it either did not amount to much or else that it is impossible. Hear what some of our leaders in this field say:

The schools are held responsible for ineffective farming, lack of ideals and the drift to the town. This is not because the rural schools as a whole are declining, but because they are in a state of arrested development, and have not yet put themselves in consonance with the recently changed conditions of life.—The Country Life Commission.

The country people have a right to insist that the country schools shall fit their boys and girls for country life, inculcate in them a genuine love for the country and an appreciation of rural values, with the natural expectation that most of them will be needed on the farm. Even if a third of the pupils should ultimately go to the city, it is unjust to the majority and to the community to make the country simply a preparation for city life.—Walter Fisk in “The Challenge of the Country.”
The education given to country children has been invented for them in the town, and it not only bears no relation to the life they are to lead, but actually attracts them toward a town career.—Sir Horace Plunkett.

The city curriculum has been adopted whole—contrary to all reason. The teaching material often, instead of being connected with the farm, echoes the distant city's surging life. It deals with stocks and bonds and commerce, rather than the problems of the dairy, the silo, and the soil.—Walter Fiske.

In many respects rural life and rural institutions have lost ground. Relatively speaking, they are not so efficient as they once were. Before the growth of cities the rural school had almost as good a chance to employ the best available teachers as the village or small town school. The opportunity has greatly changed under modern conditions. The country school can not attract the best trained teachers. It recruits from the least efficiently trained, and it rapidly loses the most capable and more brilliant teachers, who are promoted first to the villages, then to the town, and finally to the great city system where pay, tenure, pensions, and the graded school attract them.—Henry Suziallo, president of Washington State University.

In any case our rural schools are much poorer and much less effective than they ought to be. Under a better form of organization and management it is possible to make good schools in the country and in villages, as well as in towns and cities, but the changes needed are far more fundamental than are usually proposed.

The distribution of taxable wealth has changed greatly since the principle of general taxation for public education was first established. Sixty years ago there were few cities of any consequence; the wealth of the country was largely agricultural; the railroads of the country were just beginning to be built and represented but little taxable property; there were few corporations; the natural resources of the country were almost unworked, and in large part undiscovered; and there were few people who were classed as rich. Wealth and property were still somewhat evenly distributed; undertakings of all kind were small; and the pooling of effort on any large scale was unnecessary. There is need today in most of the state for a reconsideration of the whole question of taxation for education, and the apportionment of school funds, with a view to a better equalizing of both the burdens and advantages of education.—Ellwood P. Cubberly in "The Improvement of Rural Schools."

It is left for the rural school to join hands with the farmer and offer the farm boy and girl a better education that the town can give them—better in that it is adapted to their needs and prepares them for their duties. And the rural school will rise to its opportunities. It is already rising; indeed it has already risen in many places.—Betts and Hall in "Better Rural Schools."

We shall never solve the farm problem so long as the most energetic and ambitious leaders of the country live are being forced into the city to provide educational advantages for their children. The defects of the present rural educational system just cited are the permanent ones for which no remedy can be provided without a fundamental change of the system.—Mabel Carney in "Country Life and the Country School."

It is undoubtedly true that the professional schools in charge of the preparation of teachers and our general educational leadership have been slow to appreciate the need for specific training for rural schools. There
are still those among us who insist that any one who has taken a good
general academic and professional course in a college or normal school
should be able to teach satisfactorily in rural districts. Fortunately for
the future of American agricultural life, these beliefs no longer bear
the weight they used to have, and men argue with good reason that its
kindergarten teachers and teachers of English and history must have
special preparation for their work, then, why not also the rural teachers
who come face to face with the increasingly difficult problem of reshaping
rural community life! The average rural teacher in the United States
today has little specific preparation for his work.—Harold W. Foght in
“The Rural Teacher and His Work.”

The chief difficulties that have confronted the Oregon
Normal in its effort to train rural teachers have been:
1. The seemingly impossible task of one teacher doing in a
satisfactory way in a rural school what eight teachers are doing
with only reasonable success in a town school—viz: Teaching
eight grades at one time.
2. The accidental and haphazard manner in which rural
teachers secure their positions and the absence of any definite
system whereby rural teachers are encouraged to better equip-
ment and longer tenure of position. The rural plan contrasted
with the town plan is always to the detriment of rural training
experience.
3. The very limited facilities of the normal for providing
sufficient number of courses to really give a rural insight and
background sufficient for efficient teaching in a rural school.
4. Excellent as has been the work done in the three rural
training centers, the work has been far from satisfactory to
those who were directing it. The normal preparation before
practice was insufficient and poorly adapted to the work to be
done. The time of practice was too short. The number of
practice teachers—172 for the year—was too great for the
number of schools used for practice purposes.

What the normal should do in rural education may be stated
in three sentences:
1. It should help to secure an efficient system of admin-
istration and supervision of the rural schools of the state to the
end that every rural child may have the best possible rural
school and that every dollar invested in rural education may
buy a dollar's worth. Rural school administration is the first
and most important need.
2. It should help to discover and evolve a course of study
that is particularly suited to the present impossible one-teacher
rural school. (Oregon will have the one-room school for a
long time and it should not be neglected longer.)
3. It should devote itself in un stinted fashion to the train-
ing of teachers for these most difficult of all schools.
CHAPTER IV

How the Normal Gets Results

How can the normal do this is the problem that lies just ahead and which the State of Oregon and the normal school should solve at once.

Oregon can do this by having the proper facilities provided for making the experiments, giving the rural teachers the proper preparatory knowledge and experience, and by providing the proper facilities of making known to the state what is needed and what is being done.

Of what will this equipment consist? is the natural question. The ideal would be much but the immediate necessity is:

First, one experiment school in which an expert will be employed to do laboratory work in rural education to discover what is needed and what is practical for a course of study in a one-teacher school. Our present course is what one hundred years of experiment and trial by all of the teachers of a nation have shown to be best for an eight-teacher school.

Second, ten schools, like the three the normal now has, in which practice may be done by teachers getting ready to teach in the one-teacher schools as we now have them and must keep them until some better plan has been discovered and proved practical.

Third, further study and experimentation in this field may reveal the fact that a peculiar and specialized type of academic training is necessary for teachers of one-teacher schools. The writer now believes this to be true but further very careful study is desired before the state is asked to incur this additional expense. But in order that the work of the normal as now done may be summed up and presented to the prospective teachers in rural schools from the rural viewpoint, at least one more regular teacher is needed for that purpose as a regular member of the normal school faculty.

Fourth, for the purpose of administering the work in these rural training and experiment schools, for paying the salary of the head of the department, providing for traveling expenses, and purposes of correspondence and publicity, and for the purpose of providing for the much-needed extension work,
needful in connection with the professional training of rural
teachers throughout the state, the state should make financial
provision.

Here is set forth a statement of the facilities to start the
work of really paying an obligation to the rural communities
of Oregon through its rural schools. A very small amount
indeed is this for such a large need. But this would provide
for the training of two hundred fifty teachers per year
for one-room country schools. Think of what two hundred
fifty teachers each year who have been especially inspired,
informed, and trained for the work of the one-teacher school
might do for the two hundred fifty most remote rural schools
in Oregon! The city of Portland requires normal school grad-
uation and two years of experience of teachers, who enter its
city system. There one teacher teaches only one grade, there
is an expert principal in every building and supervisor for
every subject. Should not the one-teacher rural school have
some guarantee of expert service?

A teacher that is especially trained for this work, a system
that will locate the right teacher in the right place and pay her
for her preparation, her service and her sacrifice is now
the paramount educational need. Let us rise to this need in the
same patriotic spirit that we have risen to other needs, sparing
no means and tied by no prejudices and traditions. Oregon has
gone “over the top” in every patriotic cause, let it prove itself
first as usual, in meeting the great national crisis of the one-
teacher rural school and lead the nation in providing for trained
educational leadership in the most remote and inaccessible
places. Oregon has the finest spruce, the tallest fir, the best
apples, the most beautiful scenery and the most homogeneous
people on earth. That wealth and that reputation demand that
its teachers be as well suited to their task and environment as
are its fir to its mountains or its fish to its streams.

The statement of needs which are herein set forth are not
the request of the Oregon Normal School, but rather an appeal
from the one-room schools of the State of Oregon.
THE IDEAL

To train rural teachers properly would involve much more than the foregoing statement would indicate. A standard of professional equipment equal or superior to that now required by the town should be set up for the country buildings and course of study especially designed for the training of rural teachers at our normal schools. A model farm and farm home and other farm buildings and equipment should be a part of the rural training laboratory of the normal school so that the many farm situations and problems may be made concrete to the prospective teacher; a rural faculty force sufficient to present every school problem from the rural viewpoint—this would mean a force as great as that now engaged in presenting subjects from the viewpoint of the city graded schools. The N. E. A. Educational Bill now before congress provides fifteen million dollars for the training of rural teachers and looks toward such an ideal as that set forth above. Whether the bill becomes federal law or not the rural school need is just as great and the state's duty just as clear.

Will you, gentle reader, do your part to give the remote rural district a chance? Then work for two things: A system of administration that will make it possible to put the right teacher in the right place and the equipment such that the teacher may be properly trained before going.