THESIS

Training Teachers for the Elementary Schools through the Normal Schools.

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Submitted by

Gertrude M. Drew.

The status of the public school teacher constitutes the most important problem in American education. Our slogan is "All must be educated." The state undertakes to carry out this dictum by compelling all the children to attend school. All the children includes the dullard as well as the bright. Hence the problem becomes greatly complicated.

Now is it too much to ask that every American child should have a competent teacher? The carrying out of this requirement rests upon the belief that there is such a thing as professional knowledge that a teacher needs, just as there is a medical knowledge that the doctor needs, and legal knowledge that the lawyer needs and engineering knowledge that the engineer needs. The consciousness of these facts has given rise, in countries of progressive standards, to schools maintained at public cost for the purpose of giving young men and women preparing for teaching, such instruction in principles, methods and devices, and such practice in their application as will enable them to begin the work of teaching with some degree of certainty of success.

The United States has done less for the preparation of its teachers than other countries in proportion to expenditure for education and to numbers of children in school. This thesis has for its aim the setting forth of the problem of training teachers for the elementary schools through the Normal Schools. Through the Introduction we wish to show the difficult task that is imposed upon the teacher because of universal education. Also the condition that confronts the schools because of the large number of immature, transient and ill-trained teachers.

America has been called "The melting pot of the world." This idea is in question today, but if there is any one institution of society that will make the insoluble lumps soluble, that institution is the school. Take for example, our own city Buffalo. The 1924 report on the different nationalities as registered in the elementary schools is as follows:

1. U. S.	29,603	21. Hungarian	1.027
2. African	397	22. Irish	534
3. Albanian	19	23. Italian	9,431
4. Arabian	--	24. Jugo-Slovakian	12
5. Armenian	16	25. Lithuanian	43
6. Austrian	661	26. Mexican	4
7. Bohemian	38	27. Norwegian	97
8. Bulgarian	55	28. Polish	7,987
9. Canadian	2,022	29. Roumanian	108
10. Chinese	12	30. Russian	3,044
11. Croatian	5	31. Ruthenian	76
12. Czecho-Slovakian	52	32. Scotch	502
13. Dalmatian	--	33. Servian	37
14. Danish	87	34. Spanish	46
15. English	1,502	35. Swedish	216
16. Finnish	63	36. Swiss	80
17. French	205	37. Syrian	29
18. German	3,192	38. Turkish	23
19. Grecian	122	39. Ukranian	108
20. Hollandish	81	40. Other Nationalities	107
			61,622

We see that by comparison U. S. is but 48% of the whole.

Mr. H. A. L. Fisher, former Minister of Education in England, who has lately returned home from a tour of inspection of our system of education, said in an address which he recently delivered in London, "One of the reasons which confirms the American in his faith in education is that he recognizes in schools and colleges a unifying force which makes out of the heterogeneous amalgam of races a single people, a single national consciousness."

"Education is the great harmonizer, the nation-maker, the essentially American thing." "The more numerous the immigrant races, the more essential becomes the task of the educator."

They say figures talk. Let us consider some of them. Statistics tell us that there are 22,000,000 children in the public schools of America. When we add to that the number of those who attend colleges and take other educational courses, we find that one third of the population of the country is engaged in education. Now education depends on one thing - the quality of the teacher. The process of education is the action of the teacher's mind, soul and character, on the minds, soul and character of the pupils. We may have wonderful buildings, equipment, laboratories, and gymnasiums and still have a bad system of education. Therefore let us turn to figures again and survey the teaching personnel in the public schools of our country. From the reports of the United States Commissioner of Education, we learn that at the present time, more than one-half of the public school teachers of the United States are immature; they are shortlived in the work of teaching; their general education is inadequate; their professional equipment is deplorably meager. Out of approximately 600,000 public school teachers in the United States, it has

been estimated by competent authorities that 100,000 are seventeen, eighteen and nineteen years old; 150,000 are not more than twenty-one years old; 300,000 are not more than twenty-five years old. As to length of service 150,000 serve in the schools only two years or less; 300,000 serve in the schools not more than four or five years.

As to education 30,000 have had no education beyond the eighth grade of the elementary school; 100,000 have had less than two years' education beyond the eighth grade; 200,000 have had less than four years education beyond the eighth grade, 300,000 have had no more than four years' education beyond the eighth grade. As to professional preparation 300,000 have had no special preparation for the work of teaching. In the aggregate the boys and girls now having their schooling at the hands of immature and untrained teachers will constitute at least fifty per cent of the next generation of American voters.

Of the 22,000,000 boys and girls in our public schools today, it may be conservatively estimated that 1,000,000 are being taught by teachers whose education has been limited to seven or eight years in the elementary schools; 700,000 are being taught by teachers who are scarcely more than boys and girls themselves and whose appreciation of their responsibilities must, in consequence of their youth and inexperience, be extremely slight; 10,000,000 are being taught by teachers who have had no special preparation for their work and whose general education is quite inadequate.

The opinions of leading superintendents of education throughout our United States are most interesting and telling. Francis J. Blair, State Superintendent of Public Instruction for Illinois, said before the regional citizen's conference in Chicago on November 29, 1920, that not more than 44 per cent of the teachers in Illinois have more than an elementary school edu-

cation. More than 63 per cent have never finished college or normal school. A great number are willfully incompetent, uncultured, and untrained. He also said that it was possible in a session of the State legislature to raise the standard required for veterinary doctors; to raise the standard for dentists to pull and fill teeth; but it was impossible to raise the standard required for the teachers to education the children, to train them in citizenship and ideals. D. B. Waldo, president of the Western State Normal School, Kalamazoo, Michigan, has reported that there are 6,638 teachers in Michigan who have not graduated from high school and that there are 1.514 more who have finished the elementary school only. J. M. McConnell, Commissioner of Education for Minnesota, feels that the danger which the country confronts in the matter of teacher supply is not that the schools will be without teachers, but that they will be taught by those who are incompetent. Schools will not be closed except in isolated instances. The public demands that they be kept open and is often satisfied when that task is accomplished. Evidence is not lacking within the year, in Minnesota at least, that boards have been frightened by the specter of teacher shortage and hastened to employ even inferior teachers at the price of good ones. Therefore, the opinion of Dr. P.P. Claxton, in the light of the foregoing testimonies of prominent officials in educoation, is worthy of thoughtful consideration. He says that the two greatest educational needs of the United States are immediate increase in the number of professional teachers professionally trained and an immediate increase in the number of normal schools.

As a country we do not seem to be aware of the low rank that we hold among the civilized nations with respect to the preparation of our public school teachers. Before the war began two- thirds of the elementary teachers

in England were professionally prepared for their responsible work. That is, their teachers had had a preparation that would be equivalent in this country to graduation from a four-year high school plus two years of normal school training. In the United States not more than one-fifth of the elementary teachers have had so extended a preparation.

England is not satisfied with her past efforts in teacher-training, but is trying to place it on a still sounder basis. In a very recent book on "The Training of Teachers" by Lance Jones, we find this outline:

/ a. The education and training of teachers for all grades of school is one problem and not several distinct problems and the same principles throughout.

b. Teacher-training is a national rather than a local concern, responsibility for which should be divided between the Universities and the State.

c. If teaching is to become a Profession, in fact as well as in name, it is necessary that:

1. Teachers should play a prominent part in determining standards of education and training.

2. Their standards should be high and should rise steadily with the standard of education of the community.

3. The present system of subsidies to intending teachers should give way to an extended provision of facilities for secondary and university education open to all.

d. Training courses should have a clear aim and to this end should follow rather than proceed concurrently with general education.

e. The intending teacher should be associated as long and as fully as possible with students preparing for other walks of life.

1. The Training of Teachers in England & Wales. Lance Jones, Oxford Press, 1924. Chap. XV. pp. 387-388

In an exerpt from the London Times, we read that Mr. Trevelyan, the new Minister of Education, in an address before the Independent Labor Party very recently said that all teachers should have a university training, but not in the sense that every teacher in a primary school should go to Oxford or Cambridge at the public expense, but that training colleges should be affiliated to the universities and that their students should receive a more liberal education, calculated to qualify them for all grades of the teaching profession, instead of their being at present, trained for one particular branch and for nothing else.

The Minister of Public Education of France is most clear as to the special purpose, however, which Normal Schools shall strive for as is set forth in the following words, ..."...at no time from the time of the entry of the student until he leaves will his instructor forget that he is to become a teacher. His professional education should be their chief care and should begin on the first day of the first year. But for a man whose mission is to teach others, general education is an integral part of professional education. The teacher ought to have knowledge."

"On further change, a change rather of methods than of curriculum. Part of the training in teaching has for many years been somewhat artificial in character; for example, students would give lessons intended for children without a class of children being present, or would deliver a "popular lecture" to an audience consisting solely of fellow students. These practices are now to be abandoned in Primary Normal Schools, and for all exercises in teaching or lecturing there must be a class or an audience of the right kind."

" Viewed as a whole these and other changes effected by the Decree of the 18th of August 1920 represent an attempt not merely to make the training course

more practical, and therefore more effective, but also to weaken and eventually to eliminate what is know in Frances as L'esprit-primaire. This a French teacher describes as a habit of arriving at conclusions hastily and without sufficiently considering the complexity of the facts...an attitude of mind which results in the use of words of which the meaning is not sufficiently understood and which accepts appearances without penetrating to the root of the matter." /

Not only is our standing low in comparison with countries like England and France but one of our South American sister republics, Chile, supports sixteen normal schools for a population of 4,000,000 -- five more than Massachusetts operates for a population about equal to that of Chile. While their Chilean normal schools do not require our equivalent of high school graduation for admission, they keep their students in residence for six years and provide for them not only tuition but board, lodging and clothing during the long period of professional study and training. Today 40 per cent of the teachers in the elementary schools of Chile are graduates of their schools, and the remaining 60 per cent have had some professional training.

Germany has been gradually abolishing her normal schools, and this year, 1925, will see the discontinuation of the latter. This does not mean that she is doing away with professional preparation for teachers but that she is placing preparation for all classes of schools on a higher plane. Hereafter they are all to be University trained. One of the reasons is social. In fact, the elementary teacher has been looked down upon as in a class lower socially than the secondary, and that it was not thought good form for a secondary teacher to associate with an elementary. This change by the government is placing the emphasis on teaching not on classification.

1. The Training of Teachers in England and Wales. Lance Jones, Oxford Press, 1924. Chap. XIII. pp. 331-332

The report on "Statistics of Teacher Colleges and Normal Schools in the United States for 1921-22" contains statistics from 382 schools engaged in the business of preparing teachers. Of this number 80 are teachers colleges, 110 are State Normal Schools, 63 are private normal schools, 34 are city normal schools, and 95 are county normal schools. [1]

It has taken the country eighty-six years to build up its teacher-training program. The first state normal school in the United States was opened in the town hall at Lexington, Massachusetts. It is to Horace Mann, more than any other person that we owe the establishment of normal schools. Speaking at the dedication of the Bridgewater, Massachusetts Normal School in 1846, he said in fact:

"I believe the normal schools to be a new instrumentality in the advancement of the race. I believe that without them free schools themselves would be shorn of their strength and their healing power, and would at length become mere charity schools, and then die out in fact and in form. Neither the art of printing, nore the trial by jury, nor a free press, nor free suffrage, can long exist to any beneficial and salutary purpose without schools for the training of teachers; for it the character and qualifications of teachers be allowed to degenerate, the free schools will become pauper schools, and the pauper schools will produce pauper souls and the free press will become a false and licentious press, and ignorant voters will become venal voters and through the medium and guise of republican forms an oligarchy of profligate and flagitious men will govern the land;nay the universal diffusion and ultimate triumph of all-glorious Christianity, they must await the time when knowledge will be diffused among men through the instrumentality of good

1. Statistics of Teachers Colleges and Normal Schools. 1921-1922 - Bulletin No. 10 - 1924.

schools. Coiled up in this institution as in a spring there is a vigor whose uncoiling may whirl the spheres." [1]

The normal school remained a questionable institution in the public education until after the work of Dr. Edward A. Sheldon at Oswego in the sixties. It was generally accepted by our people, however, by the eighties, and reached the full tide by the closing year of the last century. While we have since modified the instruction, and probably will continue to modify it from time to time to meet changing needs in our educational work, the normal school has been fully established with us, for at least two generations, as an important instrument for the preparation of those who are to teach in our schools. The term Normal School is of French origin. The French adjective normal is derived from the Latin noun norma which signifies a carpenter's square, a rule, a pattern, a model; and the very general use of this term to designate institutions for the preparation of teachers led to the idea of a model school for practice.

"What should a normal school be." This is a question which according to Joseph Baldwin, the first president at Kirksville, Missouri "only the angels can answer." But it seems to be based on the principle that the normal school is a professional vocational school; that it is the best instrument for training kindergarten-primary teachers, intermediate grade teachers, and grammar grade teachers; that it may be used to train certain high school teachers and special teachers; that its course of study and class room instruction should be differentiated for special lines of service.

The largest per cent by far of the young people who come up to the Normal Schools for entrance are graduates from a four-year accredited high

1. Public Education in the United States, Cubberley, E.P. - Chap. X, p. 293
Houghton Mifflin Co. 1919

school. Though all these high schools are accredited they vary in opportunity for the student all the way from the best staffed and best equipped in laboratory facilities of our richest cities to the small town high school of a few teachers, and scarcely if any laboratory help. Such subjects as music and drawing in these schools are hardly brushed by the students in passing. Some of the entrants to normal schools come with a strong predisposition for teaching, but the larger per cent have found it the path of least resistance on the way to the earning of a livlihood.

Now this larger percentage with the others should be and must be stimulated with a professional enthusiasm for the teaching work. It seems to me that it would be a fine thing, if there could be on the faculty of every normal school a member who was a keen reader of personality to interview every entrant and to determine to the best of his or her ability the desirability of such a one entering upon such a work. There undoubtedly would be but few to dissuade, but that few turned aside would help the teaching personnel greatly. Such a weeding out should certainly be made at the end of the first year. This course is somewhat difficulty today because the demand for teachers is far greater than the supply. The tendency is therefore to give the candidate the benefit of the doubt and let all go out into the field of teaching with but a scattering one here and there debarred.

It is through the curricula of the normal school that the high school entrant awakens to the truth that he now must look upon subjects no longer as so much knowledge to be selfishly acquired, but must look upon them in the light of stimulating other minds to see the truth and grow thereby.

" Five courses may be recognized as constituting a fairly well standard-

ized equipment for the prospective teacher: (1) psychology; (2) the history of education; (3) general methods or principles of teaching; (4) school management, sometimes designated as school economy or as "school administration" and (5) observation, participation and practice teaching."[1]

" The study of psychology in the teacher's curriculum has to fulfill two fairly distinct functions: (1) it must provide a basis for explaining and interpreting successful teaching practices and (2) it must furnish a working theory of the mental life as a basis for understanding the larger problem of education many of which are only remotely connected with teaching. "[2]

In spite of the wealth of material available for courses in history of education, the value of the study in curricula for the preparation of teachers has been more frequently and more seriously questioned than has the value of any other strictly professional course. However, through history of education there may be aroused in student-teachers a spirit of devotion to great ideals. One way this may be done with young teachers is to acquaint them with the lives of the great craftsman and the visions which animated them. To most teachers American educators are no more than names, and the movement of American education is known only in the roughest outline. Therefore we believe the training of teachers should have as an objective that a teacher enter upon her work with a thorough appreciation of the history of her calling. Towards this end the men and women of the teaching profession in the past should be made to live again so that their vigorous personalities may quicken others to action and so give the young teacher an enlarged ideal of the function and purpose of the American common school. It certainly would indeed be unfortunate if the demand for the immediately practical, should blind one to the importance of ensuring the attitudes and points of view that only his-

[1] Carnegie Foundation for the Advancement of Teaching. Bulletin No. 14, 1920. Chap VII, pp. 178

[2] " " " " " " " " " 14, 1920 Chap VII pp. 181

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torical study can furnish. As an advanced study forming the climax of a three year or four year curriculum, the history of education can be made to realize its rich possibilities.

" The term general method has an interesting history. In American normal schools from 1870 to 1890, instruction in the technique of teaching was based upon such books as White's Pedagogy and Fitch's Art of Teaching. They were most serviceable books in their day, and the general type of handbook that they represent is still useful as a guide to young and inexperienced teachers. "/

A "general" method of teaching, obviously, is a method that may be applied to any given teaching task; it is a procedure of unusual validity. The Herbartian theory of teaching with its five formal steps, preparation, presentation, comparison, generalization and application, promised at first to meet this demand. But it was found that all teaching situations could not be carried through by the five-formal-steps procedure.

Principles of Teaching, "a much more appropriate designation has largely replaced the older name" general method. The influence of John Dewey began to be felt in the courses in principles of teaching, especially in the emphasis that is placed upon teaching on "problems" and "projects" and in the importance attached to the socializing features of both subject-matter and methods of teaching.

A study of "lesson types" is almost always a feature of this course. Aside from the treatment of lesson types, the course vary widely in content according to the particular theory of education subscribed to by the instructor. However, such topics as motivation, the specialized recitation, the problem methods, the topical treatment of subject-matter, the project method, the in-

/ Carnegie Foundation for the Advancement of Teaching. Bulletin No. 14. 1920 Chap. VI pp. 187. The Murray Printing Press, Boston

ductive method, the deductive method, drill, question and answer, lecture, appreciation, development, the assignment, will surely be a part of this course no matter what the educational creed of the teacher.

School Management, Class Management and School Economy have to do with conditions and difficulties which face a beginning teacher. It is almost impossible for an old teacher who has acquired the requisite skill of doing two or three things simultaneously -- skill to see the room as a whole while hearing one individual in one class recite, of keeping the program of the day in mind while the work of the moment must be done -- it is almost impossible for such a teacher to realize all the difficulties that confront the average beginner.

There is a technique of teaching just as there is a technique of piano-playing. The technique, if it is to be educationally effective, is dependent upon principles. There is every reason to believe that both school management and the technique of teaching will be taught most effectively if they accompany practice teaching.

Before taking up the discussion of Practice Teaching we wish to emphasize the importance of the knowledge of subject-matter or scholarship in a normal school student's course. Normal schools have been criticized because there has been some superficiality in the scholarship realm. No one can deny that there is teaching of the very first order done by persons who have never had any instruction in either the theory or the practice of teaching and it is also true that there were good teachers before there was any such thing as pedagogy.

There should be no divorce between scholarship and methods in a normal course. All subject-matter should be organized and presented with reference to its use in teaching others. Therefore the curriculum of the elementary

school ought to stand in the closest relation to the instruction in subject-matter which is given by the teacher of the professional school. A student when he completes a course, as in mathematics, should feel that he is ready to go before a class, at least of elementary grade and feel at home from the subject-matter side and teach with a reasonable degree of technical skill. We wish all could be as ready as a June graduate of the Normal School proved to be the other day who went to one of the high schools in a suburb of Buffalo as a candidate for a mathematics position. She was given one-half hour to look over the work of the day. She proved herself equal to it and a contract was handed her to sign before she left. It is true that she is of superior attainment but more ought to be equal to such a test, and it should be the aim of Normal Schools to make it possible for students to do work of their kind.

I asked the principal of one of the largest Polish elementary schools in Buffalo what he thought essential in the training of teachers. He said, instill into them the ideals of America and what it means to be a good American citizen. The institution for the training of teachers for our American schools should see to it that before their graduates leave for their work that they have a clear conception of the needs and problems of American life and American education, to the degree that they are given a right outlook will they be able to train their pupils more effectively for intelligent citizenship in a modern world.

Observation, Participation and Practice Teaching. The training school constitutes the characteristic laboratory equipment of a normal school and the courses in observation, participation, and practice teaching should be looked upon as the central and critical elements of the curricula. Therefore one of

the most important factors in determining the possible and actual success of a normal school is the practice teaching facilities. The training school of a normal school from the physical side should aim to be one of the best. By that we mean there should be first class home rooms for each group of children --from the kindergarten through the Junior High School. There should be laboratories for science, manual training shops, domestic science outfit, library with room for both the younger and older groups of children, gymnasium, playground and school garden. A portion of the student teacher's time spent in physical surroundings of the best, we believe, helps to raise standards when placed under less advantageous conditons.

The standards required for the teachers appointed to the training school should rank with other normal school teachers both as to salary and professional status. Indeed they might well be superior. The larger the recognition and the more attractive the rewards given to the expert whose class work is to be the model for the normal school student, the more clearly will the school emphasize its function as an institution for preparing teachers. The teacher who in addition to possessing a thorough and appropriate education, can teach and manage a class expertly well, and can successfully show others how to do it, should be placed well above the teacher of academic and professional classes who lacks this power. Such ability is the very heart and soul of professional training, and to refuse to recognize it is to ignore the very object for which the normal school exists. The preparatory work of the young teacher should contain a large amount of the observation of the work of skilled teachers and this should commence early in the training and be carried on in ever increasing quantity throughout her entire training period. The medical school

after lectures, discussion, reading and study demands much observation of symptoms and of special forms of treatment on the part of the students. No intern is allowed to perform an operation until he has observed intensely and critically many operations by the expert surgeon. Life is too precious to take so great a chance. Likewise the teacher-training school might well increase the amount of observation and reports of observation by the student-teachers. Some authorities think that even greater harm is done to a human being by inexperienced teachers a nd poor teachers than to the physical body inthe medical field at the hands of unprepared and incompetent so-called doctors.

The observation of the student-teacher should touch on all points of the teacher-s work being at once both broad and specific. They should see the part in its proper relation to the whole. A teacher can not be a successful specialist in any line without knowing the general problems of school keeping as well as school teaching. So there is urgent need of observation of the work of a skilled teacher. The "what" and the "how", however, well presented theoretically, needs the practical illustration with pupils of a given degree of advancement. The period of observation at the Buffalo Normal School extends through the entire Freshman year. It includes observation from the Kindergarten through the Junior High School. The Freshman observes teaching of children throughout this year either by a member of the regular Normal faculty or by the critic of the particular grade. Conferences follow such observation with the critic teacher and the faculty member in charge of the group present. At the close of the year the Freshman student determines upon her special field of work either that of Kindergarten-primary, Intermediate or Grammar grade teacher. Often of course the student comes with a strong predilection for one of these fields, and the observation does not change. On the other hand the student often finds herself because of this observation. Observation of

children also is carried on by the classes in psychology. Classes in mental testing also go with their instructor to the various classes of children and observe the actual giving of tests. In all this work of observation the student should not be observing to find out how the good teacher does it, in order to accumulate a store of methods by which he may also teach successfully, but he should rather observe with reference to seeing the interaction of mind, to see how teacher and pupil react upon each other. Observation should at first be conducted from the psychological rather than from the practical standpoint. If the latter is emphasized the principle of imitation is almost sure to play too much a part in the observer's future teaching. So he needs to learn to observe psychologically, a very different thing from simply observing how a teacher gets "good results" in presenting any particular subject. Practical devices in teaching not only will be seen to work, but how and why they work will be intelligently understood.

By participation is meant a more intimate introduction to the lives of the children and the work of the school. The student teacher at this stage should not undertake much direct teaching but should make herself useful in helping the regular class room instructor. There are many ways in which such helps can be given and be of real value to the school, to the children and be of professional growth to the student. Participation may include such duties as looking after the tidiness of the school room, being mindful of the temperature and the lighting, assisting in the care of material in the form of handwork, helping in the supervision of playgrounds, and at lunch time, giving special attention to backward children, to children who have been out of school, taking charge of small groups of children, say four, five or six, before school in the morning and at other times. All of these contacts furnish a splendid in-

troduction to the work of the elementary schools and give the students a real insight into the problems of teachers and teaching. It prepares the students for the more skillful work of practice teaching.

Practice teaching should be done under conditions measurably similar to those of public school organization, and while fifteen pupils would be a much smaller group than the average public school class, the number is sufficient to present most of the problems of control, organization, and group teaching with which the student teacher should become familiar. For the beginning teacher a class of this size is to be preferred either to the very large or to the very small group, although before completing the course each student should have some experience in managing a large class of thirty to forty pupils.

At present there are in the country at least four types of administrative centers of student teaching.

First: A practice school connected with a Normal School and entirely under the control of the faculty of the school. In such a school the application of approved theories of teaching may be made under conditions approximating the ideal.

Second: A practice center in a public school selected for this purpose, the control being divided between the staff of the Normal School and the school authorities. Under such an arrangement conditions cannot always approximate the ideal, but there is additional advantage in having the student teachers in an environment that is similar to what she may expect to have as a regular teacher.

Third: Occasional practice teaching in a variety of schools where opportunities for such practice work are available. Under this plan the student teacher is not assigned to a class for whose progress she is responsible, but the practice teaching is more in the nature of substitute work under super-

vision. By such an arrangement only occasional practice is possible, and a regular school program is not followed.

Fourth: Cooperative teacher-training. By this arrangement students in the Normal School are assigned regular classes in the public schools for a certain number of periods a day, the student being responsible for the progress of her classes throughout the term or the year. By this arrangement the control of the student is shared by the staff at the Normal School and by the principal and cooperating teachers of the respective schools where the students are placed. The student is on the regular payroll of the public schools and subject to the rules and regulations of the public school system. A temporary certificate is issued to these students. Students preparing under the last plan must have the majority of their grades in their under-graduate courses of A and B rank. /

Practice teaching of the Buffalo Normal students consists of two terms of teaching on half day time. One term or twenty weeks is done in the second year of the course and one term of twenty weeks the third year of the course. The student teacher has an assignment of ten weeks in the Normal School, ten weeks at public school #38, and ten weeks in some public school of the city. The fourth ten weeks or the last half of the second term of teaching of the third year may be the student's choice. Therefore at present we are combining the first three of the general plans. Every room in the School of Practice and that part of School #38 which is used for training purposes, is provided with a critic, who closely directs and supervises the work of the student teacher who instructs the children in her room.

In the beginning of every first quarter the teaching is done by the critic teacher for a week or more, the student observing. Gradually the teaching is turned over to the student, the critic teacher observing and discussing the

the lessons and lesson plans before and after the student teaches the lesson. Each critic teacher holds three meetings a week with her group of students, besides special conferences with individuals. She also does as much of the teaching throughout the quarter as seems to her necessary to keep the class up to standard and to furnish the student opportunity to observe expert teaching.

In this apprenticeship stage it is important that the student should be given as much responsibility and initiative as he is capable of taking, and that supervision should not be too constant or too detailed. No critic teacher would wish to perpetuate her own notions and methods but would wish to give inspiration and enlightenment that comes through contact with mature and sympathetic persons.

The thought comes to one that the children in a Practice School possible must lose due to student teaching. My connection has been long with this type of school, and I have no evidence for that belief. This year achievement tests were given to the children of the city and results obtained in the Practice School were higher than those for the city elementary school. It might be concluded that inexperienced teachers taught as well as experienced teachers. However, this conclusion would be valid only if all other factors which influenced the learning of children were identical in the schools compared. But we know that other factors as well as the experience of the teachers are different. In the first place it is not likely that all the teaching of a group of children will be done by practice teachers. Many normal schools restrict the amount permitted in the training school. Some limit it to one hour a day. More, however, permit more than this; probably from two-thirds to three-fifths is usually practice teaching. Buffalo allows three-fifths for student teaching.

In the second place the training teachers are selected for their superior abilities in teaching and supervising the teaching of others. Through such factors as these we may expect that the loss due to student teaching is more than offset. This leads us to say that the greatest aid in teaching is the skilled supervision of teaching. Hence competent critics must be unusually well qualified persons. They must be good teachers themselves, must be able to analyze teaching so as to describe and discuss it with practice teachers and must be able to direct young teachers under condition of unusual nervous strain which call for the exercise of great tact and discretion.

The welfare of both teacher and pupils demands a careful planning of each lesson and the criticism of each plan by a critic teacher before the lesson is presented. In no other way can the critic teacher be assured that the subject matter of the lesson has been properly organized, and that the materials which the student teacher proposes to present contain no error. That this requirement has its dangers no one will deny; the danger that the lesson plan will get in the teacher's way when he goes before his class. Certainly there is a risk that spontaneity and enthusiasm may be impaired by the process. However the testimony of good teachers everywhere is to the effect that a painstaking preliminary working over of materials will not only not destroy one's spontaneity in teaching but rather because of the sense of mastery that results, will free one to do superior work. The critic, in watching the work of the young teacher can quickly detect whether the life has gone out of it because of too close attention to the prepared outline, and can suggest the proper use.

Whether lesson plans should be required daily or weekly or by large units or small varies in different training institutions. Though planning is ap-

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LESSON PLAN FORM

Grade.....Subject.....Average Age of Pupil.....

I. THE TOPIC.—Brief Analysis.

II. THE TEACHER'S AIMS.—(A specific statement of the responses of knowledge, attitude, feeling, action, conduct, or skill which the teacher intends to secure.)

III. SUBJECT MATTER.

A

Former ideas and activities which serve as an introduction to the new topic.

PROCEDURE.

A

Questions, conversations, or review of former activities to help the pupils recall or re-organize previous ideas or experiences which are necessary as a basis for the new knowledge and which pave the way for its introduction. This preliminary exercise should lead the class to desire the new work and to appreciate its value, and out of it should come the aim as stated by the pupils.

Statement of Pupil's aim by pupil if possible, otherwise by Teacher.

B

ORGANIZATION OF NEW MATTER.—This should be arranged in detail in topical form, and in the order in which it will probably be taken up, i. e., in psychological order rather than in logical order.

The book to be used should be named and the pages given.

B

1. DEVELOPMENT.—The teacher's procedure in causing the class to gain or organize the new knowledge or experience the new activity. It should include the pivotal questions which introduce the main topics as indicated under subject matter. It should show what illustrations, illustrative materials, and motor activities the teacher will employ. It should indicate, also, the place and nature of the assignments which occur during the development of the topic.

2. DRILL.

SUMMARY

C

Statement of the results which the teacher expects in the class as a consequence of the treatment of the new topic.

C

Means by which the teacher proposes to test the accomplishments of the aims. Questions may be asked or topics assigned which involve the use of the new knowledge in some other relation than the one employed in class. The use of the ideas may be shown in the execution of some constructive work or in some social activity.

proved quite generally by supervisors, administrators and those engaged in training teachers there is a wide diversity in opinion as to the form of the plan. The following is the present plan form in use at the Buffalo Normal.

The plan in Arithmetic for the 7th Grade is a unit plan prepared and executed by a Senior of the June Class of 1925 of the Buffalo Normal.

Now we believe that the lesson plan is a useful device for the student-teacher insofar as the lesson plan fixes a general procedure in the mind of the teacher and leaves the specific adaptation to be made in the classroom.

A trained and experienced teacher charged with the full responsibility of class control and instruction has neither the need nor the energy for the preparation of detailed lesson plans.

The Evalution of Teachers in Training

The rating given to student teachers by the supervisors of their work in the training schools determines in large measure the character of the student's recommendation and the kinds of positions they are able to secure. In justice to the students some fair and accurate means of rating should be employed. The present plans of rating may be classed under two main heads; rating by "general impressions" and rating by score cards or sheets. Where "general impressions" are relied upon in evaluating the work of a teacher, the rating may be arrived at by the critic who is directly in charge of the student's work, by the critic in charge in conference with the director of training or by a conference of all observing the work of the student.

The individual critic is apt to stress one point above others; i.e., discipline or knowledge of subject matter may be her special hobby, and efficiency or lack of it in this particular, influences his judgment in rating the student. On the other hand, pleasing appearance and manner are apt to overbalance shortcomings that should be noted and corrected.

Conferences of all having charge of the student's work are frequently dominated by the opinion of some strong personality in the group. Such conferences also tend to drift into debate as to the merits of the student under discussion, or an exchange of opinions without any definite standard upon which to base a decision. Therefore we think that "general impressions" ratings are neither fair to the student nor constructive in the training of teachers. So we believe that the evaluation of the work of teachers in training bya carefully worked out scale or score card is the best solution of the problem both from the point of view of efficient training of the teachers and of justice to the students.

The score card used at the Buffalo Normal for rating student teachers covers thirty-five points. Twenty-three are under the heads of Social, Professional and Personal Equipment and twelve under Technique and results. The first group is as follows:

General appearance

Refinement

Voice

Enthusiasm

Initiative and resourcefulness

Self-control or poise

Willingness to work

Promptness

Accuracy

Sincerity of purpose

Tact and commonsense

Sense and use of humor

Deformity or other abnormality

General intelligence

Grasp of subject matter

Daily preparation

Speech habits, pronunciation, etc.

English (a. Spelling
(
(b. Grammar
(
(C. Vocabulary

Understanding of children

Interest in life of school

Dress

Health

Times absent account of sickness

The second has for its points

Interest in the teaching profession

Disciplinary skill

Correctness and definiteness of aim

Choice of subject matter

Organization of subject matter

Skill in motivating work

Skill in questioning

Skill in teaching how to study

Attention to needs of individual students

General development of class

Relation and cooperation of teacher and class.

Perhaps the scale quoted is too long. The scale certainly should be as short as it can be made without sacrificing clearness and definiteness in the analysis of the qualities that are essential to good teaching.

The scale should be used by the students for self-rating. This furnishes incentive for self-improvement and gives a common basis for profitable discussion by the supervisor. The scale for evaluating the qualities of teachers in training, then, should present "general impressions" ratings by demanding a careful estimate in detail of the personal qualities and work of the student.

We asked more than seventy students graduating from the three-year course of the Buffalo Normal this coming June of 1925 to write briefly on what they thought was the educative value of practice teaching. The following is characteristic of the more than seventy papers.

YES

I think practice teaching is of value for many reasons. First of all it

gives us a poise that we could not otherwise have. We experience none of the stage fright when we first appear before our own class, that we otherwise would. Through practice teaching we learn many valuable ways of presenting subject matter and conducting a lesson. We have professional advice as to how to meet unusual situations that could never be given in theory. We become accustomed to dealing with large groups of children, we are shown some ways of holding class attention and interest and discover some ways for ourselves. By learning devices for holding class interest and attention, our problem of discipline is lessened. On the whole I think that practice teaching has done more toward preparing me for the teaching profession than any other course offered at Normal."

YES

"Through practice teaching I have gained much knowledge that is of practical value. In Technique of Teaching and Introduction to Teaching some help was given, but real teaching seemed so far away. More valuable information and help was given me when I started to do teaching myself and came up against problems that must be solved. At this time I was anxious to know how to solve the problems and went to the critic with an interest.

Without practice teaching I think a teacher's professional preparation would be incomplete. The law of readiness is present and the practice teacher learns how to carry on work in a real classroom. Theory is necessary but practical application of this theory is most necessary. I have treasured my periods and chances for observation and I am sure that the excellent and helpful advice that has been given to me by my critics will be my greatest aid when I start teaching. The critic seemed more of an advisor and helper to one who needs the help of a person experienced in the art of teaching.

We sincerely believe that what the hospital is to the course in medicine, what the laboratory is to the course in science, what the shop is to the course in engineering, the practice school is to the normal school.

But the teacher who has passed through the normal school must not be considered as a perfect teacher. Instead the process of training for her has only begun. The foundations have been laid, but the real teacher is still to be made. This will require time, and the final outcome is to be largely determined by the amount of intelligent and helpful supervision she receives during the next five to eight years of her teaching life. The doctor, lawyer, architect and engineer, are obliged to study continually as a condition to progress or even employment. If teaching is to be considered in the light of a profession, should not the teacher, given an adequate salary basis, be required, in the interest of efficient public service, to offer a similar type of evidence as a condition for life certification?

The Buffalo plan of teacher-training is explained quite fully in the catalog of the Buffalo State Normal for the year 1925-1926. It is described as follows:

"Several years ago the details of a far-reaching plan were perfected whereby all the existing institution s of the city for the training of teachers were closely co-ordinated. The most striking feature of this plan is that it permits an ambitious student not only to secure a university education at small expense but to earn the cost of the course at the same time that he gets the benefits of a college training.

Under this scheme it is possible for the ambitious, adequately prepared student who desires a college education to secure one in five years (although many candidates will need six or seven), of which two will require no payment

for tuition and the others will be under full pay as a regular teacher; and all this without leaving home. Such a project should especially attract young men, as well as young women, who are looking forward to teaching either in the intermediate school, the high school, or to administrative work in education, for a more thorough preparation for such work cannot be secured.

The three agencies -- the School Department, the State Normal School, and the University of Buffalo, are either wholly or in part working for the betterment of present and prospective teachers. Some time ago it occurred to the Superintedent of Schools that if the normal school and the university would cooperate not only with each other but with the school department, a teacher-training scheme might result which would use the resources of each for the common end. Graduates who entered the normal with the university's entrance requirements for the Science Course may go to the university as juniors, receiving the credit for the freshman and sophomore years. In other words, normal graduates will be credited at the university with sixty-four hours of the necessary onehundred twenty-eight semester hours required for the B. S. degree. They may complete the remaining sixty-four hours in two years of full time work at the university, or they may take advantage of the special teacher-training project which is described herewith. On completion of two years at the normal school the candidate will take the City Department of Education's Teachers' Examinations and if successful in these, the name of said candidate will appear on the eligible list and be considered for appointment in due course. Having received an appointment the candidate will be assigned to one of five so-called probationary centers. At the same time candidates may pursue extension courses at the university at hours conveniently arranged so as not to interfere with regular school work. By this plan the work of the junior and

and sophomore years may be completed, in from three to five years depending on the ability and ambition of the student. A maximum of twelve semester hours for the parallel teaching experience will be credited so that the necessary sixty-four hours to be completed at the university may thus be reduced to fifty-two. The university considers these twelve hours in the same light as laboratory work, it being practice work done under the supervision of a member of its faculty. The University will not confer the degree on the completion of the specified course until the student shall have also completed a satisfactory thesis which must show powers of concentration for research in the subject chosen. It should be added that teachers who pursue this plan having been appointed to probationary centers will at the end of one year's successful experience in these centers, be given a permanent appointment in the city school system."

Dr. Charles Russell of Teachers' College has proposed a plan for the improvement of teachers in service. He would have all teachers entering the service recognized as "Novices", and whether they taught in rural schools or urban schools, elementary or high schools, or colleges, they would be held to a period of apprentice work under close supervision. He assumes that during this period too, they would be continuing their education. After an appropriate "novitiate", the successful teacher would pass to the grade of "Journeyman". On this level the supervision would be less intimate, and the teacher would have a larger measure of freedom, but the stimulus of further education would still continue,and the teacher would reach the stage where he or she would have completed an advanced course of professional study and then be qualified for the next advancement to the status of "Graduate teacher". On this level, the supervision is still further relaxed, but again the stimulus for growth is

ever present. With evidences of growth and clearly demonstrated success in classroom work, the final grade of"Masterteacher" may be attained. It is Dr. Russell's proposal that appointments to important administrative and supervisory posts, be limited to Master-teachers, but that a large proportion of those who reach this status be also retained in the class room service as "Master training-teacher", "Master teachers of Children", and the like, and that no eventual distinctions either in rank or in salary be drawn between such teachers and the administrative and supervisory offices.[1]

In the May number of the Elementary School Journal, Mr. A. S. Barr, assistant director of instruction in Detroit, outlines a plan for securing the cooperation of teachers in the improvement of instruction. He states as follows:

> "More than one superintendent, in considering methods of improving instruction, has thoughtlessly overlooked the possibilities of receiving suggestions directly from the classroom teacher under his supervision. The general assumption is that teachers must bury themselves with the routine task of teaching and not with plans for improving the technique of teaching. Strangely enough, many teachers have accepted this assumption and have looked upon opportunities for participation in the school system as extra burdens. The experience of the last few years, however, has shown that the improvement of instruction is such a large undertaking that any general forward movement in educational practice must include active cooperation on the part of teachers as well as on the part of principals and supervisors.
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> In dealing with results of educational research, which is now carried on largely in university centers, the classroom teacher

1. Charles Russell: The Improvement of Teachers in Service. Bureau of Publications, Teachers' College, New York,City, 1922.

is called upon to discover adaptations to classroom situations. Such practical application is just as truly scientific as research itself. A tremendous amount of effort has been expended in the universities of the country in developing and distributing new ideas. Important as this work is, the immediate improvement of classroom instruction depends not merely on more ideas, but on the adaptation of the ideas already before us to innumerable variations in classroom conditions. Every member of the teaching body must ultimately think and act according to the best that science offers. This can be accomplished if teachers are trained to apply scientific principles of classroom teaching.

One of the most effective means of aiding teachers in this connection is the systematic conservation of those methods that have succeeded." [1]

Detroit before the close of each school sends out a communication to all teachers requesting that suggestions in regard to the betterment of the regular school work or any procedure along any line that has seemed to function successfully be sent in to Mr. Courtis who has this pooling of suggestions and collection in charge. The present method of teaching primary reading in Detroit has come about in this way. A primary teacher developed the idea with her own class and when the report of such was turned in it was thought so well of that the teacher was asked to introduce it into the system.

A teacher knowing that such recognition will be given to her thought and work will feel a dignity in her daily labor and a loyalty to the system

1. A. S. Barr. A Plan for Securing the Cooperation of Teachers in the Improvement of Instruction. - Elementary School Journal, May 1924.

of which she is a part. Trenton, New Jersey, is trying to solve the problem of the training of teachers in service through a Demonstration School. In an article by Roscoe L. West of the Elementary School Journal of April 1925, he sums up the advantages of such a plan under five heads:

(1) It provides an organized situation in which are being worked out the methods and policies of the school system.

(2) It concentrates in one building the most effective teaching being done in the school system.

(3) It gives the visiting teachers an opportunity to see good technique and organization throughout an entire school.

(4) It provides the basis for a discussion of classroom practices, between teachers, principals and supervisors.

(5) It sets up in the school system a definite standard toward which all of the teachers may aim.

This thesis, it may be said by way of summary, intends to set forth the importance of teacher-training, and that if we are to have a well equipped teacher for every child in the country, it is to be through the development of our normal school systems, by increasing the extent of the work, by multiplying normal schools, by extending their curricula, by lengthening their courses for such teachers as can find it expedient to continue their work, by preparing teachers for every phase of the public school system, and by a follow-up system of supervision that will do everything to help the young teacher to succeed.

1. Roscoe L. West.: Teacher Training Through a Demonstration School. Elementary School Journal, April 1925

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