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 Opposite the Foley House over the candy store. Phone 473.

# A GRAPHIC EXPOSE OF OREGON'S NORMAL SCHOOLS

Subject Matter of Address Delivered Before Eastern Division of Oregon Teachers' Association Which Met in Pendleton this Morning.

Prof. H. J. Hockenberry, principal of La Grande schools, today delivered an address before the Teachers' Association which met at Pendleton this morning on "Our Normal Schools; what they are and what they should be." The article is right to the point and is a graphic expose of the conditions of our normal schools. It follows:

The average American is said to be a chronic kicker. At least he exercises his fault-finding prerogative on frequent occasions. It is easy to criticise, yet kicking may be commendable. Satisfaction may be stagnation. Generally we are not fond of the man who tells us of our failings and yet he may be our greatest benefactor. Even when the fault-finding is done by an enemy it may be the means of our elevation. Much more than should it do us good when a friend points out where our deficiencies lie.

I am a friend to normal schools. The most serviceable part of my school education I got from a normal school. I prize my normal diploma above a B. A. degree. I say these things to show that I have no prejudice against normal schools.

Without further preface permit me to enter upon my subject, I speak of the Oregon Normal Schools because they are ours. I know very little of the normal schools of our sister states, Washington, Idaho and Nevada. Our normal schools may excel theirs as much as Hood River apples excel the old stunted Rambos of the fence corner, but even our normal schools are not fitted to be kindergartens for the ideal normal school. All that is necessary to graduate from any Oregon normal school is to be a graduate of one of our regular high schools and attend the normal school one year. In that year students are supposed to study Psychology, School Economy, Methods of Teaching, History of Education and it may be in some cases one or two other branches. In addition to this there is teaching in the Model or Training School which is no doubt the best part of the years work. I need scarcely say that this standard is shamefully low.

In order that we may find out how low it really is, let us compare it with what is required for graduation by schools of kindred professions. All the best medical colleges in this country demand an A. B. degree or the equivalent for entrance and then at least four year's work for graduation. (There is much talk at present of making it five.) This is seven years in advance of the normal schools of Oregon. Surely it should require as much preparation to care for the minds of our children as to care for their bodies. I know that some one is ready to tell us that the demand for teachers is so great that our normal schools would have no students if they placed the requirements for graduation so high. That may be true for a little while, but I very much doubt it. The increased demand for teachers would make it easier for normal school pupils to go out and earn some money by teaching and then return to school to make further preparation. Most normal school students are ambitious and would be willing to make their course at school more thorough. In order to have a large attendance the normal schools would not need so many different students as the same students would remain so much longer. As it is the normal schools must do a great deal of recruiting to make up the loss from graduation. The year of my graduation at a normal school we had 651 students and graduated but 37. There was no lack of students there and yet but 6% of those in attendance graduated. The medical schools do not lack students.

How much work should the ideal normal school require of the average high school graduate? I shall not insist upon a definite number of years although I think that four years should be the minimum. However I shall try to tell you what work I think should be done. Every branch that has been taught in the high school should be retaught in the normal school. It is not the mission of the high school to teach a thing so thoroughly as a teacher should know it. The high school has not the time to do it neither is there necessity that it should do it. If it were the object of the high school to prepare young men and women to be teachers then their method of teaching should be different, but you will all agree that the high school has another work to do.

There is an old saying to the effect that a teacher should know more about a subject than he is expected to teach with regard to that subject. If he does not have this additional knowledge his teaching

soon becomes mere rote work. I can best make my meaning clear by illustrating it in the teaching of some branch of study as Arithmetic. The graduate of a normal school should be able to walk to the blackboard and prove every principle and derive every rule in any ordinary Arithmetic. In fact he should know the whole subject of Arithmetic and know it well enough to prepare a textbook on the subject.

It is well that a teacher should know Algebra, Geometry, Trigonometry, Calculus, etc. All these will help him in teaching Arithmetic, but unless he has studied the science of this branch he is unfitted to be a teacher of Arithmetic. I know that many of our high schools teach what they call Higher Arithmetic but in no one of them so far as I know is it anything more than grade work. It consists of the working of problems not nearly so difficult as were worked in the average country school twenty-five years ago. The country boy of twenty-five years ago who had solved the problems in Ray's Higher, Greenleaf's National, or Brooks Higher Arithmetics would smile at the stuff now called Higher Arithmetic in our high schools. In none of our high schools is any attempt made to teach the science of Arithmetic.

Please remember that I am not maintaining that the high schools should do this work. All that I condemn is humbugging pupils by making them believe that they are studying Higher Arithmetic when they are doing nothing but grade work and that of not very high character. In truth most of the pupils in our high schools are not mature enough to study this subject or any other subject as one preparing to teach should study it. But since this work is not done in the high schools it should be done in the normal before graduating men and women as full fledged teachers. If our normal schools are to be purely schools for the teaching of pedagogy then we should have schools of some kind between the high school and the normal schools for doing this work.

What I have said of Arithmetic may be said with more or less force of each study in the normal curriculum. There are twenty-two branches required for a life diploma all these are taught in the normal schools. At least sixteen of them would merit much study as I have tried to describe. By taking four of these studies per week and allowing two each day.

For professional work it would be possible to get a fair normal course in four years  
 (Continued on Page 6)

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 REPORT OF CONDITION, NOV. 12th, 1906.

RESOURCES		LIABILITIES	
Loans and Discounts	\$662,655.58	Capital Stock	\$100,000.00
United States Bonds	100,000.00	Surplus	20,000.00
Premiums on U. S. Bonds	1,750.00	Undivided Profits	46,023.22
Real Estate, Furniture, etc	33,475.39	Circulation	50,000.00
Cash Assets:		Deposits	
Due from Banks	\$116,909.24	Individual	\$756,959.63
Due from U. S. Treasurer	2,500.00	Banks	3,337,167-760,296.78
Cash on hand	59,029.79-178,459.03		
<b>Total</b>	<b>\$976,320.00</b>	<b>Total</b>	<b>\$976,320.00</b>

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**ADMINISTRATRIX' NOTICE**

Notice is hereby given to all whom it may concern that Edna S. Swart has been appointed by the County Court of Union county, Oregon, Administratrix of the estate of J. A. Swart, deceased. All persons having claims against the estate of said deceased are required to present them with the proper vouchers within six months from the date hereof to the Administratrix at her home, No. 1401, 8th street, La Grande, Union county, Oregon. Dated this Nov. 25, 1906.

EDNA S. SWART,  
 Administratrix of the estate of J. A. SWART, deceased.

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