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THE JOURNAL STANDS FOR PROGRESS, DEVELOPMENT, GOOD GOVERNMENT, AND NO DEGRADATION LABOR.

**THE NORMAL SCHOOL PROBLEM.**

The State Normal School Board of Regents will meet at Salem Tuesday, August 20th at 10 o'clock to consider matters of the greatest importance to the normal school policy of the state.

Regent W. B. Ayer of Portland, member of the finance committee, has raised the legal question whether the board HAS A RIGHT TO OPERATE THE SCHOOLS AT MONMOUTH AND DRAIN WITHOUT AVAILABLE APPROPRIATION.

The attorney general furnished a written opinion on the question as raised by Mr. Ayer, who is a member of the finance committee, to the effect that the board could accept the donations of the friends of Drain and Monmouth, and keep the schools open.

Mr. Ayer keeps the position that the board has no moral right to accept gifts to carry on the schools at the places named, as the legislature would be asked, in all probability, to refund the money, and the board should not sanction directly or indirectly the presentation of any deficiency bill.

The Capital Journal presents another review of the situation from the standpoint of THE NEEDS OF THE PUBLIC SCHOOLS OF THE STATE, and for the purpose of shaping up public sentiment along the right lines from an educational standpoint.

This is not done to influence the action of the board in the present question under discussion, but to pave the way for the solution of THE GREATER QUESTION OF TRAINING TEACHERS FOR THE PUBLIC SCHOOLS of the Greater Oregon of the future.

The Capital Journal has placed before the people the plan accepted by the board of preparing a teacher's training course for the high schools of the state.

**Relation Between Normal Schools and High Schools.**

Anyone who has reviewed the development of the normal schools and the rapid establishment of the high schools must realize the importance of utilizing the latter in securing more professionally equipped teachers for the ungraded schools. The high schools are destined to furnish many of the country school teachers of the future, and they should be utilized for special purpose of training and developing teachers for the great body of the country schools. THEIR WORK MUST BE MORE CLOSELY UNITED WITH THE GENERAL WORK OF NORMAL SCHOOLS. The normal schools have been accepting the work of high schools as equivalent to their own in the branches taught and there are no good reasons or arguments why the reciprocal relation should not be more closely articulated. Discussing this point, County Supt. Walton of Chehalis county, at the Annual meeting of the Washington Educational Association, said: "One of the most difficult problems that the county superintendent has to solve is the securing of teachers sufficiently equipped to properly conduct a school, who are willing to work in the rural districts. About one-half of the rural teachers have very little experience, and such schooling as they have had was obtained in the rural schools and the small high schools.

"THE OFFICERS OF THE RURAL SCHOOLS LOOK TO THE SMALL HIGH SCHOOLS FOR A SUPPLY OF TEACHERS." He then makes the point that most of the high schools are located far from the normal schools, and shows that the problem of supplying better teachers for the country schools must be waged in the high schools alone.

**Reason for an One-Year Course.**

The reason why the teachers training course in high schools should be limited to one year lies in the fact that a year's work in a normal school must be the unit of achievement by which to estimate the cost of training teachers, as well as the unit of credits. The one-year course in high schools SHOULD BE OPEN TO ANYONE WHO IS DOING ANY ONE OF THE FOUR YEARS required by a full high school course. The fact that three-fourths of the high school students drop out before graduation makes it necessary to remove the temptation to drop out after the first, second or third year and go to teaching without having taken the training course that will be offered. One year of thorough work done in a high school ought to be equivalent to the same year of similar work done in a normal school. The teacher taking a training course in a high school and then going out and teaching an ungraded school for a year or two, should be free to enter a state normal school and receive credit for the year's work done in the high school. The uniformity of the teachers training course in all the high schools of the state, working in perfect co-ordination with an uniform course in all the normal schools of the state, which private normal training schools would feel impelled to adopt to secure standard equipment for their students, would result in a gradual unification and more rational development of the effective teaching force of the state. Certainly, if there is such thing as a science of education, THAT SCIENCE MUST BE RELATED AT EVERY POINT OF CONTACT WHERE IT TOUCHES THE PUBLIC SCHOOLS. The entire training and preparation of teachers, even including the county teachers institute must be made to feel the touch of intelligent state supervision, which we conceive to be the great work of the normal school board as it is now constituted.

**Example of High School Normal Work.**

County Superintendent J. N. Hart, at present state senator from Baker county, when holding the highest school office in Polk county, went into the Dallas high school and asked that those who were planning to become school teachers meet him each week and take a course in the science of teaching. His work was made practical and thorough, and he got good results in having more well-equipped teachers from that high school to go out and teach his country schools. The result of that work on his part was TO SECURE A SPLENDID LOT OF SUCCESSFUL TEACHERS, some of whom afterwards went into the state normal schools, and nearly all have become teachers of prominence in the state. This fact is related to me not by Mr. Hart, but by a teacher who took that teachers training course in the Dallas high school under Mr. Hart. It bears out the claim that the high schools can be utilized to increase the teaching force of this state, and there will not be so much excuse as there has been for the unprofessional teacher at the weakest point in the public school system—the ungraded country school. With an authorized uniform course for the training of school teachers in the city high schools, the union and county high schools, there would be accomplished the greatest step in the elevation of the standards of efficiency of THE TOO-LONG NEGLECTED LITTLE WHITE INCUBATOR OF AMERICAN CITIZENSHIP AT THE CROSS-ROADS.

**Need of a Pre-Normal Course.**

A teachers training course in the high schools would not put the high schools into competition with the normal schools, but would make them feeders and more thoroughly preparatory for normal training of a higher professional grade. A special teachers course for high schools could be called the pre-normal course, as colleges and universities have a pre-law course, a pre-medical course. In the high schools offering this pre-normal course, it would become necessary to employ a principal or superintendent WHO HAS THE NECESSARY TRAINING TO CARRY ON THE WORK OF SUCH A TEACHERS TRAINING CLASS. The standing committee of the state normal school board of regents could determine whether such a high school was worthy to be accredited with a teachers' training course. Most of the high schools of the state now have men and women at their head who are employed as teachers in summer normals and county institutes and who would be well-equipped to give the instruction in the science of teaching to a class taking the pre-normal course, and all the other studies required by such a course could be carried in the regular classes of the high school. The practice work of such a class could be obtained by employing as many as were needed for substitute work, and by observation of the work done in the best taught rooms in the city school. This would correlate the high school work with the normal schools, and harmonize the training given to be utilized if such teacher wished to go on and take a full professional course in a high school.

**State Normal Certificate.**

A very important law which the normal regents should have passed at the next session of the legislature is, that all persons completing a regular

course and graduating from a state normal school be granted a state certificate, good for three years and at the expiration of this time, if the person has proven himself competent, to the satisfaction of the normal board, BE GRANTED A STATE LIFE DIPLOMA. This is done in other states and it has proven very successful because it gives proper recognition to the person who has interest enough to make this special preparation for work and it will increase the attendance at the normal schools. It is a fact that many persons preparing for teaching are poor and nearly always pay their own way and this leads us to a very important factor which has been overlooked by those discussing the normal question—the undergraduate as a teacher. These persons very seldom attend more than one or two years in succession for the reason that they must go out to teach—these students have all the way from one half to three years training in the normal and make use of it in their work. Drain sent out 67 such persons last year. County Supt. Hamlin has made the statement that these undergraduate student teachers have increased the efficiency of the country schools of Douglas county fifty per cent in the last four years, and what is true of the Drain school is equally true of each of the others and if we can multiply this we CAN SEE WHAT IT MEANS TO THE STATE and this also re-inforces argument for the pre-normal course in the high schools.

**Work for the State Colleges.**

The Oregon State University maintains an educational department, and while this state normal school board has no jurisdiction over, or even the right to make suggestions to that institution, the time has come to consider WHETHER THE UNIVERSITY CANNOT BE UTILIZED TO A GREATER EXTENT IN THE TRAINING AND PREPARATION OF TEACHERS especially adapted for high school work. A resolution coming from this body asking that courses be provided in the educational department of the university for the training of teachers as specialists in high school work, as for instance languages, mathematics, natural sciences, music, drawing, or superintendence in general, or any place on the faculty of a high school, would not be out of place. The same could be asked from the state agricultural college, that it provide courses for training students to teach classes in domestic economy, manual arts, and agriculture. These branches must be covered in an up-to-date high school curriculum and teachers for these classes are going to be in greater demand in the future, and they should have places in the educational system of the state fitted to give them the training required. Oregon might still employ such special teachers from other states but our young people who wish to fit themselves for high school work OUGHT TO BE ABLE TO DO SO AT HOME, and then be free to go to other states that pay them better salaries perhaps than we might offer them at home. This state should not shirk any portion of the work of fitting out its quota of the grand army of the torch-bearers of intelligence for the coming generations.

**Train More and Better Teachers.**

The writer has received words of encouragement from several of the members of the board, and quotes a paragraph of the interest and appreciation shown in the normal school problem in Oregon: "The Capital Journal of last Saturday, duly received, and I am very much interested in the editorial. There is no question but what the state needs better educational facilities, and the foundation of this work would be THE STATE'S ABILITY TO TRAIN MORE AND BETTER TEACHERS. I am heartily in sympathy with this movement, and shall do all that is in my power to aid it. I am in entire accord with the general tenor of your article, and I shall endeavor to do my utmost toward the improvement of the normal schools."

**Right Relation of Normal Schools.**

Not all will agree with the efforts to place normal schools on a strictly professional and business basis, but that is the intention of the new law and the spirit of the new state normal school board. The present writer does not hope to meet popular approval for all he says, but believes the friends of education in general will uphold the attempt to make sound public sentiment for the benefit of the future. A gentleman long engaged in the educational work of this state writes:

"I appreciate very much the attitude of the board toward our work. It occurs to me that through this board, with independent, vigorous newspapers to back them up, you may work a change in public sentiment that will place normal schools in the SAME RELATION TO THE PUBLIC SCHOOLS, IN THE PUBLIC MIND, THAT THEY ENJOY IN THE OLDER STATES. I am sure such a thing could not have been done before. This achievement would mark an epoch in the history of education in Oregon. Those directly responsible for such would have the approval of their own consciences. The age is at hand when good judgment endorsed by an approving conscience shall possess the earth. That is as it should be."

**The Professional Training of the Teacher.**

(Mr. E. O. Sisson, University of Washington, Seattle.)  
The war of words, or the theoretical battle, over the necessity of professional training for the teacher is pretty well won; all rational persons believe in normal training of some sort for the teacher in the grades; most now admit that the high school teacher would be better off with some knowledge of the principles and theory of his art, and some systematic, practical training; and a sanguine temperament might even incline one to hope that professional training and some evidence of practical efficiency may in time come to be demanded of the teacher in the higher institutions.

The first rudimentary beginning in America of university instruction in the art and history of teaching was made in the university of the City of New York in 1832; the first normal school was founded in Lexington, Mass., in 1839. Truly, the times are changed and we are changed with them—The mustard seed of the thirties has become the great tree of today, and the opportunities for professional training, then grudgingly eked out to a few dozen, are now bestowed upon many thousands; the commissioner of education of the United States reports for the year 1903-4 269 normal schools, with over 63,000 students; 230 colleges and universities giving normal training to 10,161 students; 721 high schools giving normal training to over 11,000 students; in all 87,239 young people enjoying opportunities for professional training for teaching. All the culture nations show a like general advance, even conservative old England not entirely excepted. Surely one with an eye for the signs of the times may see here no slight nor dubious movement of the world-spirit.

**What Should the Teacher Be.**

(David E. Cloyd, principal high school, Spokane.)  
The rational and logical way to consider and to conduct the work of the preparation of the teacher is to decide what a teacher should be on the basis of the work that society and the state demands of the teacher, and then build up a system of training that will produce such a teacher. He may be a home product and he may be imported; a premium should not be placed upon either, lest the element of preparation and fitness be sacrificed to sentiment. It is just as possible for a teacher to have his ambition to make professional development neutralized by too strong local ties as it is for another teacher to lose interest and cease to grow because of a lack of local ties. What we want is such a broad conception of the work of the teacher as to place the selection of teachers above favoritism of every description. Such an attitude favors the recognition of certificates of qualification in one locality by another locality and centers attention and interest upon the personal fitness of the applicant for a course of training and upon the subject matter and methods in the course pursued. Then the principles of education and of legislation could be applied with equal force and efficiency in all the states of the Union to the making of the teacher of the type the world needs. What is this type? It is not necessary to describe in detail for he is known by his dimensions. The Lord Bishop of Birmingham in his excellent address on "The Educated Man" portrays him: "A man whose faculties are trained to cooperate in the law of progress; a man who nourishes in his soul a sense of the Eternal—a sense of that which was, and is, and evermore shall be, lying beyond all the changes in human history and natural progress—the Eternal not ourselves, in which we live and move and are, which is both beauty and power, righteousness and goodness." and lastly, "a man who has some general sense of the unity of knowledge and of the place which his own special study holds in the whole of knowledge." Are we making teachers of this type, or are we too much concerned with the interests of the masses? Isn't our system of training too much of a leveling process with too few leaders in training.

**Make High Schools Practical.**

(Rena B. Raymond of Seattle high school.)  
From the number of failures among students in the high schools, and

the number leaving school, it is evident that our high schools do not meet the needs and wants of as many of our boys and girls as show themselves ready to undertake the work. A large percentage of them become discouraged and handicapped by failure during the first year. The adjustment to entirely new conditions is too great for many of them. There is too much work for the average student to do well and the work is too technical. Our high schools are college preparatory schools, as the universities have not yet laid the hand of authority upon the normal schools, there is a much greater gap between grammar school and high school than between high school and college. The remedy must be sought about by a declaration of independence on the part of high schools from the dictatorship of the universities, and a closer union of grammar school and high schools. We hope that the colleges and universities will gainers in the end, for a greater number ought to be filled with a learning and a seeking after knowledge if the entrance to the high school is inscribed "Welcome" over its archway, instead of being guarded by a picket fence over which the boys and girls have to clamber with discouragement. The high school is the "poor man's college" and we must give him the training and the education that will best fit him for the life he is to lead. We must give him what he wants and needs, and what the universities prescribe. We must make a citizen worthy of the name. As it is, we develop grinds or else those who acquire a dislike for the

**Statistics that Startle One.**

(Director Shorrock, Seattle schools.)  
It appears that out of 300 children only 44 reach the high school. Is it fair, to the great bulk of tax payers that their children are deprived of the opportunity of a high school education? It is reasonable to assume that substantial proportion of our children do not enter the school because they have to begin to earn their own living; and the substantial number of these would enter evening high schools if they were made attractive and have equal equipment to the day schools. We have been gratified by the first step we have made in this direction. Over 300 have entered the evening high school opened for the first time this year, which is about 12 per cent of the day enrollment. We ultimately to reach at any rate 25 per cent, and believe that by affording a very valuable opportunity to those who for one reason or another have been unable to enter the day school. The average pupil per annum in cities over 8,000 in the United States is \$37.50. The average period of education is 4.67 years of 200 days each, or 936 days. In the southern states, where the average is deplorably low, 5.66 years, the average amount spent on each child for the entire period of education is only about \$200. Who will attempt to defend the proposition that is proportionate to its importance? For, it must be remembered that now than at any other time, is the whole of the child's education—intellectual and moral—dependent upon the public school. They must have less home teaching than ever before in the history of the nation. Probably the church and the Sabbath school have less influence than in previous period. How important then is it that the education of our schools shall be in its fullest sense thorough and efficient.

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thing under his coat, which astonished him. The divine produced in the form of a bottle of whiskey in it, saying mauna let on about it, manna I got it as a special favor. wadna hao got it ava if I had them it was for you."—Tatler.

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