

AN ABSTRACT OF THE THESIS OF

Wall, Lucille Eugenie _____ for the M.A. _____ in Education
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Title "The Growth and Development of Practice-Teaching Facilities
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The purpose of this study is to trace the historical development of the Oregon Normal School practice-teaching facilities from the time of the school's establishment as a teacher-training institution until the present. The development of these facilities has been followed as reflected in: the growth of the permanent physical plant, the provision for typical teaching situations, the attainment of an adequately prepared training-school staff, and the building of an integrated practice-school organization.

Catalogues published by the Normal School, Annual Reports of the President, and interviews with various individuals connected or previously connected with the institution have been the chief sources of information.

The earliest history of teacher training includes the idea of practice teaching. Pestalozzi's theories, set forth in his teacher-training institutions (1800-1825) made the practice school an integral part of the teacher-training institution. America planned her normal schools on the order of the Pestalozzian schools established in Germany. The Normal School Act of 1838 (Massachusetts) provided for the establishment of practice schools. Although originally provided for, practice schools have been developed with difficulty.

Oregon has been slow in founding state owned, teacher-training institutions and reluctant to appropriate sufficient funds for their upkeep. The reasons for this have been: Oregon's recent pioneer status; private, sectarian, educational enterprise; and a certain conservatism on the part of a large sector of southern immigrants. Following agitation for state-owned, teacher-training institutions, a denominational school called Christian College was in 1882 converted into the first Oregon State Normal School.

The establishment of a model school in connection with the Normal was demanded by the Normal School Law of 1882. Various quarters have been used by the training school, but not until 1915 was an adequate building provided. In 1925 money was appropriated by the state for a second training building at Independence.

The provision for a typical teaching situation has been met by: acquiring a sufficient number of children for the grade schools; by utilizing speciallychosen rural centers; by establishing summer schools for practice teaching; and by certain experiments with the apprenticeship method of practice teaching.

The provision for an adequately trained supervisory staff has been met progressively down the years. Normal school training, bachelor's degrees and master's degrees became prerequisites to membership on the staff.

An efficient organization of the supervisory staff has been developed over a period of years. Duties of the principal and critics were first suggested in the 1890's. Special teachers and department heads began to be important in the early 1900's. Rural practice teaching was established and placed under a separate head from graded practice teaching in 1917. A large array of courses in the 1920's made the organization unwieldy. Concentrated efforts were made to organize the training staff in the late 1920's. A complete reorganization of the training school took place following a government survey in 1931. The organization now consists of a Director of Elementary Teacher Training, department supervisors, special supervisors and supervising teachers.

THE GROWTH AND DEVELOPMENT
OF PRACTICE-TEACHING FACILITIES AT
THE OREGON NORMAL SCHOOL

by

LUCILLE EUGENIE WALL

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APPROVED:

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Professor of Education

In Charge of Major

Redacted for privacy

Head of Department of Education

Redacted for privacy

Chairman of School Graduate Committee

Redacted for privacy

Chairman of College Graduate Council

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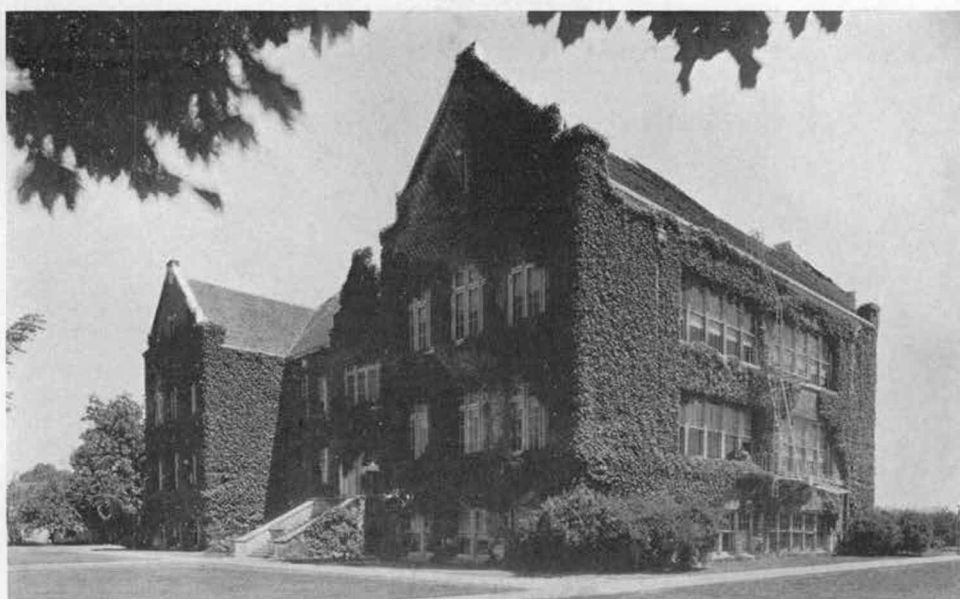
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"WHO DARES TO TEACH MUST NEVER CEASE TO LEARN."

THE GROWTH AND DEVELOPMENT
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CHAPTER I

INTRODUCTION

The Problem and Procedure

Status of Practice-teaching in the Minds
of Modern Educators

Part of the training required in today's state-owned, normal schools and teachers' colleges is practical experience with children, carried on in so-called practice or training schools under the direction of experienced teachers, most generally known as critic teachers. This phase of teacher training has advanced to a highly important position in the minds of modern educators. The Twenty-third Yearbook of the National Society of College Teachers of Education states as a basic principle in the education of teachers:

Directed teaching defined to include all desirable laboratory school experiences, is the care of the professional education of the teacher. Its importance is so great that no institution should be permitted to prepare teachers unless it is willing and able to provide adequate facilities and competent

supervision.¹

The American Association of Teachers Colleges in adopting certain standards for accrediting teachers colleges and normal schools for membership in the organization has devoted Section VI to "The Training School and Student Teaching."

Each teachers college or normal school shall maintain a training school for purposes of observation, demonstration and supervised teaching....

The minimum amount of student teaching required for every graduate of a teachers college or normal school shall be 90 hours of supervised teaching.²

These statements from such representative organizations can leave no doubt in the mind of the reader that supervised teaching is an accepted principle underlying the preparation of the public school teacher.

Status of Practice-teaching in the Minds of In-service Teachers

Educators may believe that practice teaching should be an integral part of teacher preparation, but do in-service teachers consider it as an important professional subject? Quoting again from The Twenty-third Yearbook of the

¹National Society of College Teachers of Education. The Education of Teachers, Yearbook XXIII (1935) P. 12.

²American Association of Teachers Colleges, "Standards for Accrediting Teachers Colleges and Normal Schools", Yearbook XII (1933), p. 21-22.

National Society of College Teachers of Education:

Studies by Peik³.... seem to show that directed teaching is the most important of all the professional courses.... In an unpublished study by Pickens⁴ several hundred teachers trained at the University of Mississippi and the University of Michigan almost invariably gave 'Directed Teaching' as the answer to the question, 'What professional course meant most to you in preparation?' The principle would probably be accepted even by prejudiced critics of the professional courses in education.⁵

Acceptance of Practice Teaching As An Important Educational Principle, No Panacea For the Establishment of Adequate Facilities

However, the acceptance of the principle as axiomatic does not provide a sensible and adequate set-up for a sound program in practice teaching. Today, we are in a period, educationally speaking, of attempted standardization. We have passed beyond the time of rapid establishment of professional schools to which almost any one who applied was admitted, regardless of educational prerequisites. Professional and educational organizations, together with state-regulating authorities, have exerted irresistible pressure upon professional institutions to elevate the standards of education and to enforce these

³Peik, W. E., The Professional Education of High School Teachers, p. 152.

⁴Pickens, Horace D. Unpublished Study on teachers trained at the University of Mississippi, Oxford, Mississippi.

⁵National Society of College Teachers of Education. The Education of Teachers, Yearbook XXIII (1935), p. 132.

standards. Not only that, but we have gone a step farther and are making efforts at defining our terms. Standards cannot be enforced unless they are first defined. Teachers' college administrators and state educational boards find it easier to set forth their needs and the reasons for these to state legislatures. Despite the improvements in point of view and in clarity of purpose, the number of institutions that provide really adequate facilities for directed teaching is probably small.

Early Difficulties in Establishing the Practice-school

Considering our present imperfect status with regard to practice-teaching facilities in the light of the above-mentioned factors, it may be easier to appreciate the rocky road that certain of our educational leaders have had to travel in order to accomplish the establishment of the practice school as an integral part of the teacher-training institution. They have stumbled over state apathy, political log-rolling, ineffectual financial appropriations, local self-interests and disagreements with patrons as to policy and control. They have found it difficult to obtain an adequate number of children due to the fact that normal schools are usually located in smaller cities. They have begged for sufficient housing. They have needed

well-trained teachers and have had neither certification laws by which to demand them nor good salaries with which to attract them. They have struggled with organization and integration. They have been hampered by the academic-minded who place a barrier between the college and the training department. On the whole, the growth and development of practice-school facilities in most American teacher-training institutions has been one of heart-ache and strife for those in the front lines.

Reason for the Study

There has been much written in recent years on various aspects of practice teaching. Surveys and recommendations for improvements of various practices in the field have been made in abundance. Also much has been written, though in quite scattered form, on the general history of teacher-training institutions. But to the writer's knowledge, there has been no study made of the historical growth and development of practice-school facilities over a period of years in one teacher-training institution. How a normal school has met the problem of obtaining adequate buildings for training-school purposes, how a school located in a small village of approximately 900 has been able to satisfy the demand of the American Association of Teachers Colleges for a sufficient number of children for

practice-teaching purposes, how faculty preparation has been brought from very little professional training to that of 100% Master's degrees, and how a training school organization has been established and integrated—to show how these problems have been met is the reason for this study. The writer believes that a study involving the historical progression of these problems might also aid in understanding the problems surrounding the development of the practice school in other teacher-training institutions. Those who are interested in the historical development of the Oregon Normal School from a purely informational point of view may enjoy reading the findings of the study.

Scope of the Study

The intentions of the writer are:

(1) To trace the historical development of the Oregon Normal School practice-teaching facilities from the time of the school's establishment as a teacher-training institution until the present time, taking into consideration certain salient facts surrounding the educational history of the state previous to the founding of the normal school.

(2) To follow the development of these facilities from the points of view listed below:

(a) Growth of the permanent physical plant

for practice-teaching purposes.

(b) Attempts to provide typical teaching situations.

(c) Efforts to obtain an adequately prepared training-school staff.

(d) Building an integrated practice school organization.

Methods Used in Obtaining Facts

In obtaining the facts used in this thesis, the writer has resorted chiefly to two methods.

Historical Research

From the president's office, from the Oregon Normal School library, and from the collections of certain private individuals original material has been taken. Where original records have not been available, secondary material, such as newspaper articles referring to the subject and certain publications on other phases of the normal school history have been used.

Interviews

Most valuable, in clarifying statements in reports and catalogues, have been the interview with the President of the Oregon Normal School, former presidents, former

directors of training of the Practice School, present and former teachers, and other individuals who have been connected with the normal school in various capacities.

CHAPTER II

GENERAL HISTORICAL OVERVIEW

To the occasional reader unversed in the backgrounds of our American teacher-training system, an historical overview of our European and early American heritage may prove of value in obtaining a clearer understanding of the findings of this study. To state that it took Oregon Normal School 34 years to acquire an adequate training-school building is on first thought unthinkable, but in the light of the historical struggle for teacher-training institutions and their accompanying practice-school facilities, this statement may assume more reasonableness. To say that at one time the teachers of the Oregon Normal training school were not listed as faculty members of the Oregon Normal School is hard to believe, but when certain facts surrounding the growth of the practice-school in Massachusetts are cited, this becomes more understandable. These are the writer's reasons for prefacing a study of the growth and development of practice-teaching facilities at the Oregon Normal School with the following general, historical overview.

Early European Background

Ignatius de Loyola, Originator of the Teacher-training Idea

It is a far cry from Ignatius de Loyola (1491-1556) to present-day teacher training. But one of his original principles, that of apprenticeship teaching, still stands. In 1534 Loyola founded the "Society of Jesus," more commonly known as the "Jesuit Order." The original "purposes of the order were to combat heresy, to advance the interests of the Church, and to strengthen the authority of the Papacy,"¹ but it was not long until the leaders realized the importance of training teachers in order to spread abroad their ideas. Because of this, teacher training became the most distinguishing and important feature in their educational scheme. It is interesting to note that the "training was in scholarship, religion, theology, and an apprenticeship in teaching,"² and required six years of training in the university following the completion of the work of the inferior school, two years of living away from the world as a novitiate and two or three years of teaching in the inferior school.

¹Cubberley, E. P. History of Education, p. 337.

²Ibid., p. 419.

First Normal School Established in France

It is not to be thought, however, that Loyola's original purpose was to train teachers. That was merely a tool to be used in reaching the goal set by his Order. The first class definitely organized for the purpose of training teachers was that of Father Demia in Lyons, France in 1672. This was formed expressly to train teachers to teach reading and the catechism. But in 1685 in Rheims there appeared what might be called the embryo of today's normal school. At least, to Abbe de la Salle, founder of the "Brothers of the Christian Schools," is conceded the honor of establishing the world's first normal school. This institution, known as the "Institute of the Brothers of the Christian Schools," was founded to train the prospective teachers of the Order. Shortly afterward, in Paris, de la Salle established two similar schools each of which he called a "Seminary for School Masters." There was required in all three of these schools the regular education of the day, a thorough grounding in religion and teaching in the practice schools under the direction of experienced teachers. These glimpses into the earliest history of teacher training show that practice teaching is as old as the idea of teacher training itself.

Earliest Teacher training in the German States

Nevertheless, it was not from France and the Catholic orders that nearly two centuries later, the United States gained a plan for educating her teachers. It was from Prussia and the German states. Here, in the sixteen hundreds, the protestants were making other beginnings in teacher training. Augustus Hermann Francke (1663-1727), identified with a religious movement, called Pietism, established at Halle in 1697 his Seminarium Praeceptorium, a school for training teachers for work in his "Institutions" for the poor. In 1738 one of his students, Johann Julius Hecker (1707-1768), originated the first regular Seminary for teachers in Prussia, and in 1748 the private Lehrer-seminar in Berlin. According to Cubberley in his History of Education, it was through these beginnings that the possibilities of special training for teachers was shown to the German people and popularized sufficiently to cause the founding of at least twelve teacher-training schools in the German states before the beginning of the nineteenth century.

Revolutionized Educational Thinking Due to the Influence of Pestalozzi

The Need for Trained Elementary Teachers Evolved

The interest with regard to teacher training had chiefly been concerned with the secondary schools, and the work had been largely academic. The need for training teachers for the lower and vernacular schools had scarcely been felt. An exception to this was a ruling in Silesia where Frederick the Great had "designated six cathedral and monastery schools as model schools where teachers could have the opportunity of learning all that is needed by a good teacher."³ But the influence of Pestalozzi (1746-1827) at the beginning of the nineteenth century caused attention to be focused on the needs of small children. During a quarter century of work (1800-1825) at Burgdorf and Yverdon in Switzerland the whole outlook of teacher training was changed. Pestalozzi enlarged the view-point of Rousseau--that sense-impression is the only true foundation of human knowledge--into the conception that mental development of human beings is organic and proceeds according to law. His idea, that education was an individual development, a "drawing-out" and not a "pouring-in"; that the basis of all education exists in

³Cubberley, E. P. History of Education, p. 746.

the nature of man; and that the method of education is to be sought and constructed, put a question mark before the then-present instruction in the vernacular schools, which consisted chiefly of reading and the catechism, and of hearing children recite what they had memorized.

These revolutionary ideas of Pestalozzi were the basis of remaking the elementary school. The idea, that the child is a slowly developing personality, demanding material and a technique of teaching fit for his stage of development, now took the place of the idea, that hearing a child recite certain bits of knowledge is education. The ability to teach became more important than the earlier demands of organization and discipline. Teaching began to be a science. Pedagogy began to take form and psychology took on an unexpected importance. It became desirable for persons wishing to teach to prepare themselves in an art and technique of teaching.

Pestalozzian Training Schools Established in Germany

The earliest news of Pestalozzi's work penetrated most of Europe, but Prussia was literally fired with the Pestalozzian theory. Following the establishment of a normal school in Berlin in 1803 by J. E. Plamann who had been a student at Burgdorf, the government became definitely interested, gave the Berlin school royal

recognition, and sent certain students to Yverdon. These men, on their return, established teacher-training institutions which followed Pestalozzi's organization. Often an orphan school, founded by a philanthropic disciple of Pestalozzi, would have as a feature, a normal and a model school. The model school in which apprenticeship teaching was done became an integral part of the German system.

Establishment of the Normal School in America

Cousin's Report

The great progress in the elementary school, due primarily to the rapid increase in the number of trained teachers, and to certain requirements for certification defined by the government, could not fail to attract the attention of foreign observers. France had been so occupied with her political afflictions that it was not until 1832 that the successful establishment of a state school system for the training of teachers was accomplished. But it was in connection with this project and its improvement that M. Victor Cousin made his Report on Public Instruction in Germany in 1831 to the July Monarchy. This report was later to be of profound influence in the establishment of state-controlled, teacher-training institutions in the United States, where it was published in English in 1835. American travellers, with a forward outlook, also, were

greatly impressed by the system which was proving so successful in Germany. They brought home reports, wrote articles, and established private schools. Thus in America were sown the seeds from which our modern, complicated system of state-owned, teacher-training institutions has grown.

Agitation and Early Experiment in America

Cousin's Report was of such weight in the establishment of state-supported normal schools, not so much because of its intrinsic content, as because it was a definite plan to put before the state commissions following the agitation for trained teachers which had been brewing with more or less vigor since 1789. At this time

... an article ascribed to Elisha Ticknor had appeared in the Massachusetts Magazine in which it was urged that a 'grammar school be established in each county to fit young gentlemen for college and school keeping.' It was advocated that a board of supervisors be appointed which 'should annually examine young gentlemen designed for schoolmasters.... and if they are found qualified for the office of school keeping and able to teach.... with ease and propriety, to recommend them for the purpose.'⁴

No action of any sort seemingly resulted from this suggestion and it was not until nearly thirty years later that the subject bobbed up again. Then (1812) Dale Ulmstead, a

⁴Dexter, E. G. A History of Education in the United States, p. 372.

Yale professor, speaking at a commencement program, advocated a plan for an academy for school masters. But it was eleven years later in 1823, concurrent with two articles by James Kingsley and William Russell, re-advocating a training school for teachers, that Samuel R. Hall established such an institution at the little village of Concord, Vermont.

Hall was a preacher, sent to the place by the Missionary Society of Vermont, but on his refusing longer to stay, unless allowed to try the experiment of a teachers' school he was given permission. Soon his modest enterprise was attracting more than local attention. He maintained a practice school for his teacher pupils, and in many ways anticipated the methods of the normal schools of today.⁵

At this time the movement for training teachers was apparently spontaneous and was but slightly influenced by foreign methods. But in 1825 Walter R. Johnson, of Germantown, Pennsylvania, wrote Observations on the Improvement of Seminaries of Learning in the United States with Suggestions for its Accomplishment. Foremost among his suggestions was that for the establishment of seminaries for teachers similar to those existing in Prussia. He believed "the professional preparation should include the study of the theory and principles of education, school

⁵Dexter, E. G. A History of Education in the United States, p. 373.

practice and government and the science of mental development."⁶ Other reports on teacher training in Prussia were published by Charles Brooks, Calvin E. Stowe and Alexander D. Bache.

Development of Popular Public Opinion

According to Bulletin 14 of the Carnegie Foundation for the Advancement of Teaching, these contributions and experiments did not really popularize the teacher-training concept. Chiefly to three men, Thomas Gallaudet, James G. Carter, "father of the normal schools," and Charles Brooks, goes the credit for getting the idea before the people. Gallaudet's chief contribution was A Plan for a Seminary for the Education and Instruction of Youth, which appeared in the Connecticut Observer, in 1825. It advocated an institution "for the training up of instructors for their sphere of labor, as well as institutions to prepare young men for the duties of the divine, the lawyer or the physician."⁷ The curriculum, according to Gallaudet, should include the common branches of English education and the theory and practice of education. A library and a practice

⁶Learned, W. S., Bagley, W. C. and Others, The Professional Preparation of Teachers for American Public Schools, p. 23.

⁷Gallaudet, Thomas. Quoted from Learned, W. S., Bagley, W. C. and Others. The Professional Preparation of Teachers for American Public Schools, p. 24.

school should be connected with the seminary.

In 1824 James G. Carter began a crusade for the establishment of normal schools in Massachusetts and did not end it until the first state normal school in this country was opened in 1839 at Lexington, Massachusetts. He wrote Essays on Popular Education which appeared in the Boston Patriot.

He petitioned the Massachusetts Legislature to appropriate money for the establishment of a state institution for the training of teachers. On the refusal of the legislature, he opened a private seminary in Lancaster in 1827 but met with little success.⁸

But he did not stop here, instead,

Upon being elected in 1835 to the state legislature, he immediately began a campaign for a similar institution to be supported by the public. In 1837 he drew the bill providing for a state board of education, and without doubt, his speeches more than anything else, brought about the Normal School Act in 1838.⁹

The Rev. Charles Brooks, inspired by a visit to Prussia, was responsible for much of the popularization and the ultimate acceptance in Massachusetts of the teacher-training plan. He proposed and superintended a series of six conventions in Plymouth County to promote the idea. He addressed innumerable meetings, always taking as his subject "As is the Teacher, so is the School." He was much taken with Cousin's Report and advocated the methods

⁸Learned, W. S., Bagley, W. C., and Others. op. cit., p. 24.

⁹Dexter, E. G. op. cit., p. 374.

used in Prussia.

Establishment of a Model School in Connection With America's First Normal School

When through the efforts of the educational leaders of the day, such as Carter, Brooks, and Horace Mann, Massachusetts opened its first Normal Schools, Lexington (1839), Barre (1839), and Bridgewater (1840), it is significant that

Attached to each normal school was an experimental or model school in which the students practised under the supervision of the principal and the observation and criticisms of their fellow students; 'here the knowledge which they acquire in the science of teaching is practically applied. The art is made to grow out of the science, instead of being empirical.' ¹⁰

Thus was laid down as a main line of the American normal school the model or practice school.

Teacher Training in Normal Schools or Academies?

The move for normal schools had not yet been made in any state outside of New England, but the problem of training teachers was being tackled in New York through the academies. Governor De Witt Clinton in 1826 had advocated the establishment of a teachers' seminary in New York, but John C. Spencer, Chairman of the Literature Committee, had

¹⁰ Learned, W. S., Bagley, W. C., and Others. op, cit., p. 29.

opposed him, declaring that teacher training could be entrusted to the colleges and academies. From 1832 to 1844 special appropriations of school funds were made annually for the support of these courses in the colleges and academies. But the academies did not fulfill the expectations of their champions. According to the report of Reverend Alonzo Potter, commissioned by the state superintendent to investigate the efficiency of these in-training teachers, "he found that the teachers in training were more interested in the academic than the professional studies; they did not stay for the full length of the course, three years; and no practice teaching was provided."¹¹ So in the year 1844, a bill was passed establishing the State Normal School at Albany, and leading to the discontinuance of teacher training in the academies of New York.

The different directions taken by the New England States and New York have been the basis of many a controversy in the later establishment of teacher-training institutions. The states have wavered in the choice of institutions devoted wholly to teacher training or of academies, which present teacher training as a side issue in their educational scheme. In Michigan in 1853 the Normal school

¹¹ Learned, W. S., Bagley, W. C., and Others. op. cit., p. 30.

won out and Ypsilanti Normal was opened. In 1862 the academy system which had been established in Maine was declared a failure and normal schools established. In Wisconsin money was distributed to the colleges and academies maintaining normal classes, but this proved a failure. It is significant to note that the seeming cause of these failures was due to a greater academic than professional interest. The author believes that the lack of a practice school in connection with these institutions, and the fact that no practical experience with children was generally required might have been a partial cause for the usual failure of the academies as efficient teacher-training institutions.

At any rate by 1870, the question had been practically settled in favor of the normal school, which had the single object "to increase the teaching power of the student."¹² This was so stated in a Report of the Commissioner of Common Schools in Ohio in 1866. This report also presents as one part of its four-fold aim the following:

To impart to the student skill in the art of teaching by an application of his knowledge of principles and methods in actual practice. For this purpose most Normal Schools have a Model or Experimental Department, in which the students practice under the supervision and criticism of a skilled teacher. In the best Training Schools

¹² Learned, W. S., Bagley, W. C., and Others. op. cit., p. 33.

these Model Lessons as they are called are made the basis of instruction in methods.¹³

PROBLEMS IN ESTABLISHING PRACTICE SCHOOLS

Because most of today's American normal schools have, as an integral part of their set-up, a practice-school, is no reason to suppose that the idea was always well accepted, or that there were no problems connected in bringing about their efficient use. In fact, the administration of the practice school is today one of the most difficult hurdles on the track of efficient normal school management. Mangun in his able study of The American Normal School, Its Rise and Development in Massachusetts, has clearly put forth some of the problems in normal school education met in that state, whose development is more or less typical of other states in the Union.

Contracted vision, a feeling of irresponsibility for the preparation of teachers, a desire to drive a hard bargain at all costs, local control of education above all else, on the part of the local communities on the one hand, and a policy of excess economy, joined all too often with a complacency on the part of the State, on the other, have cost the public schools heavy sacrifices of benefits that the normal schools might have rendered.¹⁴

Originally the model school had been included in the

¹³Learned, W. S., Bagley, W. C., and Others. op. cit., p. 33.

¹⁴Mangun, Vernon L. The American Normal School, Its Rise and Development in Massachusetts, p. 378.

plans for the normal schools. James Carter had recommended it in his bill sent to the legislature in 1827. But the Board of Education was very indefinite about plans for its regulation and left it up to the normal school principals to manage the affair, but without sufficient state funds to do it efficiently. The apathy on the part of the state at a time when it should have taken a definite stand caused Massachusetts many ensuing problems which could have been avoided. According to Mangun, "the early 'model school' was established on a too slender financial foundation.... The normal school was not adequately staffed for a proper discharge of its responsibility."¹⁵ For example, at Bridgewater in 1842 the teacher appointed as principal of the model school received \$250 a year, of which sum the Board paid \$100, Mr. Tillinghast, the President of Bridgewater Normal, \$100 out of his own salary, and the town of Bridgewater \$50. This arrangement existed until 1846 when Mr. Tillinghast was willing to give up the "model school."

Another problem that arose was the local idea firmly lodged in the minds of some that they did not wish their children to be practiced upon. With inadequate financial support given either by the state or the towns, doubtless there was some foundation for this prejudice. On the face

¹⁵Mangun, Vernon L. op. cit., p. 406.

of it, to supply good supervisors without adequate finances for their salaries was an impossibility.

So by 1857 through lack of financial backing and agreement between the Board and the districts the "model school" had become practically extinct in Massachusetts. There was, however, a constant effort on the part of the normal school principals to bridge this serious curtailment to good normal school procedure, the principals using on regular occasions groups of children from the public schools for demonstration purposes. Restoration of the model school came slowly, through the establishment of an Observation School at Westfield, but "in 1878, Westfield students were reported as having opportunity occasionally to instruct groups of children"¹⁶ By 1879 members of the senior class were put in charge of the four grades in the Observation School. Finally, a training school was established in connection with the normal school building.

And so there have been ups and downs, unsatisfactory agreements, informal or unwritten agreements which were found wanting in emergencies, a shift of responsibility from the Board and the normal school to the town or the district school, and vice-versa. Who should control the course of study? Who should have the final word on discipline problems? Who should choose the teachers? Who

¹⁶Mangun, Vernon L, op. cit., p. 387.

should pay their salaries? These problems had not been completely settled in Massachusetts by 1925 and this holds true in many other states. But satisfactory practice school contracts are being evolved, which make provision for joint state and local support and control of public schools in relation to their connection with the normals as training schools.

Summary

(1) Ignatius de Loyola (1491-1556) was the originator of the idea of training teachers. His educational scheme required apprenticeship-teaching.

(2) The first normal school was established in France by Abbe de la Salle, founder of the "Brothers of the Christian Schools." He, too, demanded teaching in the practice schools.

(3) The protestants in Germany established numerous teacher-training schools in Germany before the nineteenth century.

(4) Pestalozzi's work at Bergdorf and Yverdon revolutionized current educational thought. The need for trained elementary school teachers was evolved.

(5) Germany established many Pastalozzian training schools, which attracted the attention of foreign observers.

(6) A report on the German system by M. Victor Cousin was of great influence in establishing teacher-training institutions after the German pattern in America.

(7) The first American normal schools provided for model schools for practice teaching.

(8) There was struggle in the United States to decide whether teachers should be trained in Normal Schools or in academies and colleges. The Normal Schools won.

(9) Although practice schools were originally provided for, many problems have arisen about their establishment, problems such as financial support, educational policies, contracts, and the hiring of teachers.

CHAPTER III

A SURVEY OF EARLY EDUCATIONAL CONDITIONS IN OREGON

Oregon's Tardiness in Establishing Well-equipped, Public Teacher-training Institutions

Previous to the establishment of the Oregon Normal School in 1882, the State of Oregon had no institutions devoted wholly to the preparation of teachers, either state-owned or private. This was forty-three years after the establishment of the first normal school in the United States at Lexington, Massachusetts in 1839. The date of Oregon's first establishment of a state normal school falls twenty-eighth in the order of the states and it was years following this before the first state normal school had an adequate building for training purposes. An insight into the early educational history of the state, preceding the founding of a teacher-training institution is needed in order to appreciate these facts, or to understand the general tardiness and reluctance in appropriating adequate funds for the normal schools with which Oregon is accused by the 1931 government survey.

The training of elementary teachers is the most important single factor influencing the future of the state. The people of Oregon have in the past not provided for or received the kind of elementary teaching service that the State needs. This statement is supported by comparison of expenditures with those of other States and the

United States as a whole, by similar comparisons of investments in physical plants, and by the standards of training in force in Oregon and elsewhere.¹

Certain Apparent Causes for This Lack of Interest

Population and Economic Conditions in Oregon in 1846

Long after Massachusetts and the east coast had become fairly civilized centers of culture, Oregon was a wild country uninhabited by whites save for a few trappers and adventurous souls who were exploring the new land. According to a report made by Lieutenant Neil M. Howison² of the United States Navy in 1846, the population at that time of the whole Oregon Country was approximately 9,000 of which 2,000 were not natives of the United States, that is, they were Russians, Swedes and adventurers from other nations. Prior to 1836 it is believed there was not a single white woman on the Oregon frontier.

Private Sectarian Educational Efforts

Educational effort leading to a continuing systematic enterprise really began with missionary endeavor. Jason

¹United States Department of the Interior, Survey of Public Higher Education in Oregon, Bulletin, 1931, No. 8. p. 283.

²Howison, Neil M. "Report on Oregon 1846", (A Reprint) Oregon Historical Quarterly, Vol. XIV, March 1913, p. 25.

Lee, in the fall of 1834, established his Willamette Mission about 10 miles below the place which is now the site of Salem. The original purpose of this and other missions in the Oregon Country was the Christianization of the Indians, but although this was partly accomplished, the rapid influx of settlers beginning with 1842 made some of the missionaries conscious of the educational needs of the whites. Here were numerous children carried from the literate centers of the East to the wilds of the Oregon Country where there were no educational facilities to meet their needs.

The story of Willamette University is typical of this re-directed educational endeavor. This institution is a descendant of Jason Lee's Oregon Mission Manual Labor School, which was in 1842 moved to Salem and renamed the Oregon Institute. In 1852 Willamette University was established and granted its charter, and the Oregon Institute became the preparatory department for what was probably the first school of collegiate rank in Oregon.

Education began to take on an important aspect. Other institutions were organized, Pacific University, Linfield (McMinnville) College, Columbia College and Umpqua Academy. These were all private church schools fashioned after the order of New York's academies and although they were called colleges most of them were of secondary rank.

In 1849 a territorial legislature passed the first general school law providing for a system of common schools. In 1854 Thomas Fraser started some real agitation for a public school system in Portland, all this at a time when there were only a few thousand inhabitants in the vast Oregon Country and the fur-trading period was just giving way to that of agricultural settlement.

Conservative Southern Influence

It should be said here that with the influx of settlers there came a considerable immigration from the South which tended for year to affect the growth and development of free public education with conservatism. A very common Southern viewpoint is seen by the following quotation taken from a survey of educational conditions in Missouri from which state many of Oregon's early settlers emigrated.

The attitude of the public mind was first determined by the traditions of the original settlers from the southern states, where education was a family affair to be accomplished through private neighborhood cooperation; or by means of tutor or governess. The idea of free public education was associated habitually with charitable provisions for poor and orphaned children. This point of view was further sanctioned by a religious motive which operated with more or less vigor to retain all education under sectarian influences.... Denominational colleges were

established literally by the score.³

This was quite the viewpoint and situation in Oregon in 1875 when "it was gravely questioned whether education should be fostered at public expense."⁴ The value of elementary education at public expense was conceded by the editor of the Oregonian, one of the state's leading newspapers, but his general conception of education which was doubtless identical with that of other citizens of the state, can readily be seen by the following words:

The only republican idea in education is to teach people to take care of themselves and keep out of jail.... Give every child a good common school education at public expense, and then stop. There have been two presidents of the United States who have received less aid than this in their school education.⁵

Orphan schools and asylums and whole and half scholarships were established in connection with the many denominational schools during this early period. In the minutes of "Monmouth University" which subject will be discussed later, the following statements were made relative to "Orphan Schools":

On motion of J. E. Murphy, it was resolved that the trustees of the university, feeling deeply impressed with the great necessity of a Free Orphan School in Oregon, agree to use their best

³Learned, William S., Bagley, William C., and Others. The Professional Preparation of Teachers for American Public Schools, p. 18-19.

⁴Almack, John C. "A History of the Oregon Normal Schools," Oregon Historical Quarterly, Vol. XXI (June 1920), p. 100.

⁵Oregonian, April 6, 1879.

endeavors to start and keep in successful operation a school of this character in connection with the university.⁶

And later the following insertion appeared: "It was ordered that an order should be issued to pay all the orphan tuition now due, except where the orphans have an estate."⁷

Evils Following this Lack of Interest

Lack of Standardized Regulations For College and University Entrance

Denominational schools, non-sectarian and privately administered schools, and orphan asylums, do not lend themselves to any particular standardization, so it is not surprising that the so-called colleges and universities were on a secondary level. In fact, "the growth of free public high schools.... is virtually a phenomenon of our own times. It is illuminating to consider that in 1860 there were only forty free public high schools in the United States."⁸ It was not until 1901 that the state passed an adequate law for the establishment of public high schools. So it is not unexpected that for years previous to this the colleges and universities were forced to

⁶Minutes of Trustees of Monmouth University, July 5, 1856

⁷Minutes of Trustees of Monmouth University, January 2, 1861.

⁸Harris, W. T. "Recent Growth in Public High Schools as Affecting College Attendance", N. E. A. Proceedings, 1901, p. 175.

do preparatory work. This was true at the Oregon State College, the University of Oregon and the Oregon Normal Schools. In the Oregon State College Biennial Report for 1874 appeared:

The law renders eligible to the college any youth 16 years of age, no other qualifications being required. The consequence of this is, that many young men are received here who are really in their primary studies.... and even some who could not read have been taught here.⁹

Poorly Trained and Inadequately Supplied Teachers

With conditions in the higher schools thus it can be understood that

.... the qualifications for teachers were not high, nor was there too rigid insistence at all times upon the observance of the requirements specified by law. County certificates were granted by county superintendents.... The public school system offered no facilities for the education of teachers above the common school. As in New York in 1826, the people of Oregon seemed to believe 'our great reliance for nurseries of teachers must be placed in our colleges and academies.' These institutions were unprepared to fill the demand for teachers for the public schools and other states proved the chief sources of supply.¹⁰

⁹Oregon State College. Biennial Report, 1874, p. 5

¹⁰Almack, John C. "A History of the Oregon Normal Schools," Oregon Historical Quarterly, Vol. XXI (June 1920), p. 101.

Early History (Before 1882) of Oregon Normal School

Founded as Monmouth University in 1856

Among the early denominational "colleges" established in the 1850's was "Monmouth University," which was the institution out of which grew the Oregon Normal School. There is no more interesting chapter in the school's history than that which centers about the founding of this "university," a pioneer dream which was never wholly materialized. In the early 1850's a group of men from the community of Monmouth, Warren County, Illinois, met one snowy night at the home of John E. Murphy, a minister of the Campbellites, or Christian faith, which had been founded some ten years previous in Virginia. These men had resolved to establish a church and a Christian college in the West. When the final plans were made the Reverend John E. Murphy, William Murphy, his cousin, Albert Lucas, Thomas H. Lucas, Ira F. M. Butler, Squire S. Whitman and Elijah B. Davidson had decided to make the journey.

It took over four months for the wagon train to reach its destination, the beautiful Willamette valley, but on August 30, 1852, they settled for the winter at a spot called Crowley, about five miles north of what is now Rickreall. The next spring they moved eleven miles south where donation land claims were taken and building started

in earnest.

The original record of the Trustees of Monmouth University states that the first meeting of the trustees was held on the 10th of March, 1855, at the house of T. H. Lucas.

On motion of J. E. Murphy it was ordered that a good and commodious school house be erected on the ground donated to the University to be used by the District in which it is located as long as they wish to occupy it.¹¹

Realizing that this could not be accomplished immediately "it was ordered that the trustees build a frame school house 20 x 30 feet.... to be used until a suitable seminary can be erected."¹²

On March 12, 1856, the Board met again for the purpose of "organizing under the rules of the Charter for said University granted by the last assembly of the aforesaid (Oregon) Territory."¹³

It is hard to say just what hardships these early pioneers went through in order to maintain their school, but a page in the original record headed, Donations to Monmouth University reads in part as follows:

¹¹Minutes of Trustees of Monmouth University, March 10, 1855.

¹²loc. cit.

¹³Minutes of Trustees of Monmouth University, March 12, 1856.

From Donations to Monmouth University

E. A. Shirley	50 bushels wheat	\$25.00
J. E. Davidson	3 steers	
Benjamin F. Burch		50.00
A. W. Lucas	2 cows	71.25
C. B. Hull	work	25.00
James Badley	200 shingles	
J. B. Murphy	work	25.00
James Carmax		49.00

Rechartered as Christian College in 1865

Ten miles north of Monmouth at Bethel in about 1852 there had been established by this Christian denomination Bethel Collegiate Institute. This institution was abandoned and the group who had it in charge united forces with that at Monmouth and in 1865 the institution was rechartered as Christian College. L. L. Rowland of Bethany College, Virginia, was the first president of Christian College. But the institution did not thrive until T. F. Campbell, a relative of the founder of the Christian sect, accepted the invitation of the board of trustees to take charge of it.

T. F. Campbell came to Oregon poor in this world's goods but there was no poverty of spirit. He had faith and courage for any enterprise. And.... he was starting out to build a real college in a village of 222 persons set amid the primitive farms of the Willamette Valley.¹⁴

When he came to Monmouth, the College was still a small

¹⁴Schafer, Joseph. Prince Lucien Campbell, p. 33.

indifferent structure of wood.

It took him just three years (till 1872) working virtually single-handed, to raise, mostly in small dribblets from the Christian people of the state and region, an aggregate of eighteen thousand dollars and to build with that sum (the first section of) the brick edifice which later became the State Normal School.¹⁵

Almack says:

The college was quite successful even in those pioneer days. Sylvester Simpson, Superintendent of Schools, 1873, said the school had an enrollment of 300 students with a term of ten months. Receipts for the year were given as \$45,000 with expenses of only \$35,000.¹⁶

Oregon State Normal School Founded in 1882 Following Agitation for Teacher Training

Normal schools for the training of elementary school teachers were a long delayed feature of the public school program in Oregon. The Oregon Agricultural College (1865) and the University of Oregon (1876) had been established, but no provisions had been made for teacher-training. Public institutions of higher learning had all been deferred, awaiting the accumulation of public funds derived from land sales, which in turn were dependent upon the demand for land by the settlers, who seemed more leisurely about establishing themselves than they were in certain

¹⁵Schafer, Joseph. Prince Lucien Campbell, p. 39.

¹⁶Almack, John C. "A History of the Oregon Normal Schools," Oregon Historical Quarterly, Vol. XXI (June 1920), p. 106.

other states. Meanwhile secondary and college education was taken over by private colleges and academies. These had gained popular affection and favor when public higher education became a subject for legislative thought.

However, after 1874 when the state superintendency of public instruction was established there began to be a cry for trained teachers. The sources of supply were inadequate, and immigrant teachers trained in eastern normal schools and colleges began to usurp the best teaching positions. This caused Oregon teachers to desire better educational opportunities in order to overcome their handicap. Almack quotes a resolution to this effect by the Western Division of the State Teachers' Association and which was published in the Oregonian, September 1, 1879.

Teachers trained by our sister states are coming among us; and it is not doing justice to our sons and daughters in competing with these to give them no opportunities for qualifying themselves equally with those from abroad.... As early as possible, then we ask that three normal schools be established at convenient centers in our state.¹⁷

County and state superintendents also were making similar recommendations. L. J. Powell, State Superintendent of Public Instruction in 1879 suggested an appropriation for normal institutes. He evidently felt the need for trained teachers but was doubtful as to whether the

¹⁷Ibid., p. 104.

state would supply normal schools for them. About this time certain of the denominational schools announced that normal departments had been added. Among these was Christian College.

Now Christian College had felt the pain at intervals of eking out a bare existence. Her trustees had managed to maintain a college in the town of Monmouth, but probably wondered at times whether they had undertaken too large a task. At any rate in 1863 the trustees of Monmouth University proffered to the state

.... the building belonging to the said university and all the unsold lots belonging to the same, also all the funds of whatever kind, reserving sufficient to pay the indebtedness of said university.... provided that said college (Oregon Agricultural College) be located at Monmouth, Polk County, Oregon.¹⁸

But the state college was located at Corvallis. In 1874 when the University of Oregon was being considered, Christian College made a similar offer but the town of Eugene won the University by one vote. D. T. Stanley, at the time an instructor at Christian College, is credited with the idea of offering it to the state for a state normal school. In 1882 J. D. Lee of Dallas introduced a bill to this effect to the legislature and without much ado the bill became law. Christian College was no more and the Oregon State Normal School had come into existence. The normal

¹⁸Minutes of Trustees of Monmouth University, April 6, 1863.

school idea from then on began to affect educational policies and politics.

Although the act provided no money for appropriations, the institutions which were concerned (Monmouth and Ashland) could now grant diplomas having the weight of the state certificates. This, it was thought, would give them a preferred status among the private colleges and academies.

Summary

(1) In relation to the progress of other states in the United States, Oregon has been slow in establishing state-owned, teacher-training institutions and reluctant to appropriate sufficient funds for their upkeep.

(2) This tardiness has been due somewhat to the fact that in population Oregon has grown slowly since her comparatively recent pioneer days.

(3) Another reason for this has been the educational point of view of her populace. Private sectarian enterprise in education superseded public enterprise. Also conservative, non-sectarian southern immigrants who believed that education was the private affair of the family were a handicap to free public instruction.

(4) This lack of public interest in education made standardized regulations for colleges and universities difficult to establish and permitted untrained individuals

to teach in the comon schools.

(5) Among the early denominational colleges established in Oregon was Monmouth University which was later rechartered as Christian College, and which in 1882 became Oregon's first state normal school.

(6) In about 1879 agitation for state-owned teacher-training institutions began. Christian College first established a normal department, then in 1882 offered her buildings to the state for normal school purposes. The offer was accepted and Christian College became the Oregon State Normal School.

CHAPTER IV

DEVELOPMENT OF THE PERMANENT PHYSICAL PLANT
FOR PRACTICE TEACHING PURPOSES

Early Housing of Model School

Single Room in Original Normal Building

The law of 1882 which created state normal schools demanded the establishment and maintenance of model training schools for professional practice. So when David Truman Stanley assumed the presidency of the Oregon Normal School he set aside a room for that purpose in the college brick building, erected some fifteen years previous by the small donations of people solicited by President T. F. Campbell. The law establishing the normal schools provided for no financial support from the state and the endowment of Christian College had always been very meager, so it is not surprising that there were no funds with which to build a model school building and that it was necessarily housed in the college. Old pictures show no playground or play equipment nor are such mentioned in the catalogues. The original model school existed under a definite housing handicap.

Frame Building South of Normal

It was probably to ameliorate an over-crowded condition that in 1885 the model school was moved to an upstairs room in a frame building just south of the normal building, which had previously been used for printing the Christian Messenger, the early news organ of Christian College. The model school was maintained here for two years.

First Use of District School

In the meantime the district had built a new school building. Mrs. J. B. V. Butler, Senior, donated a tract of land not far east of the normal building, and there had been erected a two-room frame building where about half of the children of the town attended school. Conditions in the model school evidently became quite unbearable in 1886-87, for there appeared in the 1886-87 Catalogue of the Oregon Normal School the following statement: "The model school and all the lower grades were dropped this year and will not be resumed until our new buildings are completed."¹ The new building referred to was the south wing of the normal school which was built at a cost of \$15,000. It was the gift of the people of Polk County to

¹Oregon Normal School Catalogue 1887-88, p. 19.

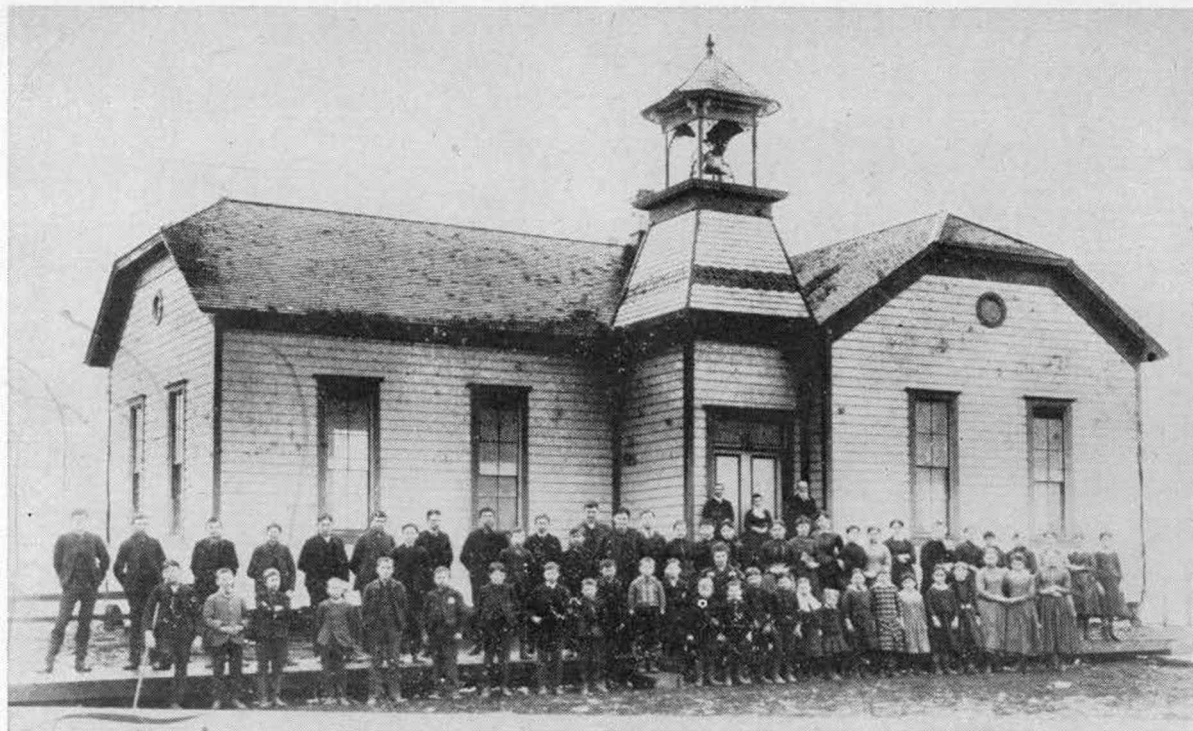


Figure 1. Monmouth District School in 1887 Where
Some Practice Teaching Was Conducted.

the Oregon Normal School. For the year 1887-88 the model school was merged with the district school, following an agreement with the Monmouth School Board, granting the privilege of practice teaching in the district school to the members of the senior class.

A Room in New South Wing of Normal

Whether the agreement with the district was dissolved the following year is uncertain, but probably so. At any rate, in 1888 a Mrs. Ida M. Goodnight was teacher of the district school and she was in no way connected with the normal.

When next the model school is mentioned, it is housed in the new wing in the room east of the present chapel in Oregon Normal School's Campbell Hall. This arrangement was in effect for the first four years of President Campbell's administration from 1890-1894, if not before in President Stanley's administration following the completion of the new wing. No statement, however, to this effect is made. The model school at this time was on a private basis.

Normal Deeded to State

The period during which Prince Campbell was president was one of growth for the normal school. The enrollment went up some 80% and there was money from tuitions for



Figure 2. The Building Where the First Model Primary School of the Oregon Normal School was Held.



Figure 3. The South Wing Where the Model School was Housed Until 1894.

certain improvements. But President Campbell was ambitious for the school. He broached the subject of state appropriation of funds for maintenance. However, since the school was not under the immediate and complete management of the state, and since there was a law denying funds to any school not thus organized, there was nothing for the school to do but throw in her fortunes with the state, dissolve her Board of Regents and accept one appointed by the governor. This was done in 1891, and Oregon Normal School became the complete responsibility of the state of Oregon. A letter to His Excellency, Sylvester Pennoyer, Governor, appearing in the 1890-91 catalogue contains the evidence of consummation. It reads in part as follows:

After the permanent organization had been completed, Honorable N. L. Butler, President of the Retiring Normal School Board, tendered a deed of the Normal School property to the newly organized Board, which was accepted and ordered recorded.²

In 1893 the first appropriation was made for maintenance. But no money was appropriated for buildings.

Second Use of District School

Following another arrangement with the school district in 1895, which will be discussed in the next chapter, the model school and the public school were merged and the

²Oregon Normal School Catalogue 1890-91, p. 5.

normal school was given the privilege of using for practice purposes the enlarged, two-story, four-room district school. The use of the public school for a training department had become necessary not only because of the need of children for practice-teaching purposes, but because the increased enrollment in the normal school demanded the use of all the rooms in the normal building for class rooms.

Initial Pleas for Training School Building

Resolution to the Legislature 1899

In the "Supplemental Report" of the 1897-98 Statement there appears the following resolution which was adopted and proposed by the Board of Regents:

Whereas, the State Normal School at Monmouth is seriously hampered in its work by the need of a dormitory and a training building.... therefore be it

Resolved, by the Board of Regents that the State Legislature at its approaching session in January, 1899, be most earnestly requested to make the necessary appropriations to meet these improvements. The first necessity is the erection of a dormitory; second is the erection of a suitable building to be used for training purposes.³

³Oregon Normal School. Statement of the State Normal School 1897-98, p. 12.

On page 18 of the same report appears this statement:

A well-equipped training department is of the utmost consequence to a normal school. In it the actual test is made of those who wish to become teachers in the common schools of the state and there correct ideals should be formed of what a public school should be. A good building is absolutely necessary in order to maintain such standards of work as should be set before teachers.

At present the normal school is without a building of its own and is dependent on an utterly inadequate building, cramped and shabby, the tenure of which is even uncertain. The first urgent need of the school is a training building of its own, modern in design and equipment in which its work can be done unhampered and unembarrassed by local restrictions. The work of the normal school can never be brought to the highest standard until such a building is provided.⁴

Thus was the first plea for an adequate training building placed before the State Legislature.

Appropriation for North Wing

In the 1899 session the Legislature appropriated \$10,000 for building purposes, but it was not for a training school. It was for the erection of the north wing of the Normal School Building and was to accommodate the large increase in enrollment at the Normal School.

A called meeting of the Board was held in Monmouth, March 10, 1899, to take preliminary steps toward erecting a new wing to the Normal School Building as provided by the Legislative

⁴Oregon Normal School. Statement of the State Normal School 1897-98, p. 18.

session of 1899.... Plans of Deane and De Lin were accepted on the condition that responsible bids for the erection of the wing in accordance with said plans could be secured within the amount (\$10,000) appropriated by the legislature for that purpose.⁵

But with all of President Campbell's forward-looking ideas and accomplishments for the Oregon Normal School, its course was not charted for smooth waters. The normal school question was fast becoming one of bitter politics. Ashland and Monmouth had been founded in 1882. Then three years later similar institutions had been founded at Drain and Weston. For a time Oregon was supplied with five teacher-training institutions, for from 1889 to 1895, The Dalles was the seat of a normal school. This deplorable state of affairs, created through political log-rolling of one kind and another, brought many criticisms upon the heads of the Normals.

When the legislature convened in special session in 1898, the authority of the schools to grant certificates to teach was abrogated and the only privilege left the normals was that of issuing statements of attendance to graduates, these statements being accepted in lieu of thirty months experience; admitting the holders to the state examinations for life diplomas. This was the celebrated Daly Bill.⁶

Then in 1901 district and county high schools were authorized and there seemed little reason for giving state

⁵Oregon Normal School. Statement of the State Normal School 1898-1900, p. 10.

⁶Almack, John C., op. cit. p. 119.

support to institutions doing work of secondary level, which was true at the normal schools.

Training School Moved to Rooms in New North Wing

The effect on Monmouth Normal of the passage of the Daly Bill was an alarming loss of attendance. This loss of attendance, however, was a fair wind for the training department, for the following statement from the Biennial Report of 1898-1900 shows what happened.

The loss in attendance following the change in the school law removed the immediate need (for classrooms) however, the Board decided to utilize the additional rooms for the present by removing the Training Department from the building previously occupied by it to the more convenient location in the new part of the building. This change greatly facilitates the work of the student practice teachers and increases the efficiency of the department.⁷

The new wing was accepted in the spring of 1899 and shortly after that the training department had a new home. The facilities for training-school purposes consisted of two large rooms upstairs (now housing the art department of Oregon Normal School), which were used for the four upper grades, and two rooms downstairs for the four primary grades. These were located in part of the space which is now the library in the Oregon Normal School. These quarters were quite an improvement over what the

⁷Oregon Normal School. Statement of the State Normal School 1898-1900, p. 20.

training school had previously had, and were used for several years with very little change. Let it not be thought, however, that this arrangement was an adequate, physical plant for the training school.

There was the question of playgrounds and laboratory facilities. In the report of the executive committee appearing in the Second Annual Statement, September 1, 1902-September 1, 1903⁸ it is stated that a sum of \$2,500 was used for excavation under the new wing, to provide a storage place for wood and a playground for the training department. That same year the report states that the water supply became exhausted and it was necessary to spend some \$400 to remedy this. A certain special supervisor who came to the Oregon Normal School in 1911 said, in an interview, that the school rooms were very crowded and it was difficult to get around gracefully, that the playground facilities were nihil and other training school equipment was needed. Conditions were probably very little different for the ten years previous to this as the enrollment for 1902-1903 was 182 in the training department and for 1911 was 196.

⁸ Oregon Normal School. Second Annual Statement 1902-1903, p. 6.

Concentrated Campaign for Training School Buildings

President Ressler's Initial Recommendations

In 1902 President Campbell resigned to take the presidency of the University of Oregon and E. D. Ressler became the President of Oregon Normal School. His administration was one of terrific hardship, for criticisms began to be poured more thickly than ever upon the normals. It was said admission requirements were too low, that they were not adhered to, that commercial, college preparatory and college courses were offered rather than professional teaching courses, that they did not have adequate training facilities and that too often the graduates did not teach. Some of these shortcomings could have been remedied by the state in previous years, but such had not been done.

President Ressler, however, continued President Campbell's building campaign. Under the title of "Recommendations" in the Second Annual Statement, September 1, 1903, is the following:

By the erection of a separate building for a training department, there would be sufficient room in the main building to relieve present overcrowded conditions. Such a building properly furnished with apparatus for manual training could be erected at a cost of \$30,000 to \$35,000 and will be a model, as it should be, for any town or city in the state.⁹

⁹Oregon Normal School. Second Annual Statement 1902-1903 p. 12.

But no training school materialized from this recommendation. Instead, really rough waters were entered in 1905, when the legislature passed a bill subject to referendum which would appropriate a certain amount of money for the support of the various state institutions. The referendum vote was to be taken in 1906. The result was a small margin in favor of the appropriation, but criticisms had not cooled down. The Board of Regents had some suggestions to offer:

A committee of three city superintendents was selected by the Board to visit the normals and render a report on conditions and needs. This committee was composed of J. A. Churchill, Baker City, J. M. Powers, Salem, R. R. Turner, Grants Pass. The committee faithfully performed its duty,¹⁰

and recommended that the normal schools all be under one board and be appropriated a certain sum of money.

Soon after a legislative committee of three representatives and two senators, appointed to investigate facilities for practice teaching at Monmouth, reported:

Practice work facilities are decidedly limited. Only one city in Oregon is of sufficient size to warrant the state in endeavoring to build up an ideal institution of this character. It is unwise for the state to spend further sums in the construction of buildings at Monmouth Normal.¹¹

But the fight had just begun. The legislature in

¹⁰Almack, J. C. op. cit., p. 124.

¹¹Ibid., p. 147.

1909 after a bitter session over appropriations repealed all normal school legislation, and left the schools high and dry without a cent to run on. Following this intemperance the alumni of the Oregon Normal School, the people of Polk County, the town of Monmouth and other friends of the institution made tremendous efforts to put before the people the desirability of reopening the normal, and their efforts were not in vain, for the referendum asking whether Monmouth should be reopened was returned with a majority of "yes" votes. But for several years following, Oregon Normal was the only elementary teacher-training institution in the state.

Erection and Use of Monmouth High School

One of the things promised, if the normal school at Monmouth was reopened was the establishment of a four-year district high school in the town of Monmouth. Previous to this much of the high school training had been done by the normal school. The school district was to erect a \$20,000 school building which would house this high school and the lower floor was to be used by the normal school for training-school purposes. The district was as good as its word and by the winter term of 1912, just three months after the normal was reopened, the training department had been moved into the new building.

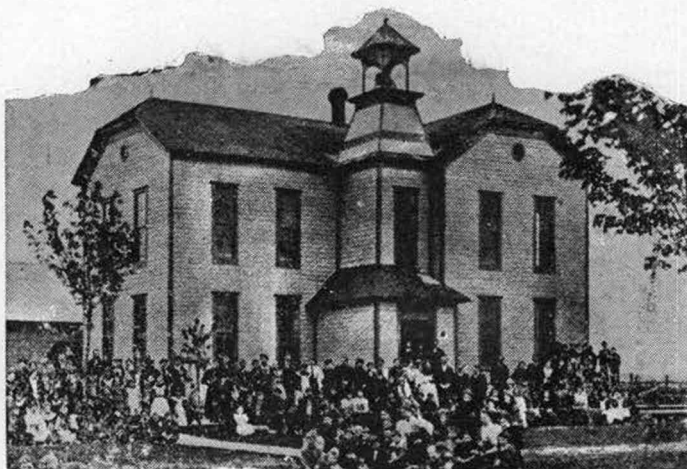


Figure 4. Patched-Breeches University, the Rebuilt District School Used After the First Permanent Agreement With the School Board 1895-1901.



Figure 5. The North Wing Where the Training Department was Housed 1901-1909 and 1911.

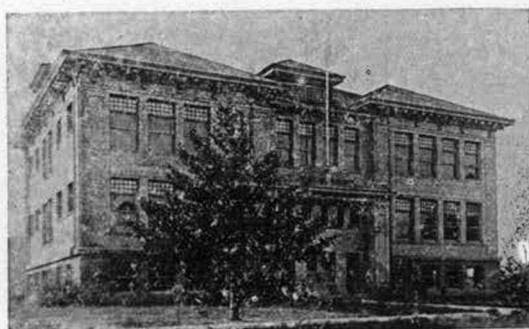


Figure 6. The Monmouth High School Where the Training Department was Housed from 1912-1916.

President Ackerman Obtains
\$50,000 Training Building Appropriation

In the Biennial Report of the Oregon Normal School for 1911-12 appears under the heading, "Training School" the following statement:

Through the interest and courtesy of the Monmouth School District the Normal is privileged to use the elementary school of such district for training school purposes. In addition it has during the past two years erected a modern \$20,000 school building, equipped it, and allowed the normal to use the first floor for its training school. Such district maintains on the second floor.... a fully equipped four-year high school with 60 pupils enrolled. The normal has no official relation with the high school. The teachers in the training school are paid partly by the state, the district paying the remainder.... There are four teachers and a principal employed in the training school, all of whom have been specially trained for their work.¹²

In the next biennium, President Ackerman, who had taken office following the reopening of the Normal in 1911, took up the crusade for an adequate training school building. Under the title "New Training School Building", is to be found the following:

The most pressing need is an additional building for the training school. It is conceded that the core of a normal school is its training school in which students may be given a course in actual teaching under the supervision of teachers who are especially trained for their work. The Oregon Normal School has no building of its own that can be used for a training school. As has been before stated, we are using

¹² Oregon Normal School. Biennial Report, 1911-12, p. 12.

in lieu of such a building the lower floor of the district high school building consisting of four rooms. For the current term 80 students are entitled to teach in the training school and the course calls for twenty weeks of such teaching. It will readily be seen that under present conditions (this is impossible)....

Another factor is that the Monmouth High School is growing so rapidly that it is only a matter of a year or two when the school district will need the whole building for its local high school. A new training school building is an imperative need.

The initiative tax is just about adequate for maintenance, hence should remain intact for that purpose.

In view of these facts, I would strongly urge that you recommend to the forthcoming Legislative Assembly that an appropriation be made by said legislature for the following: For constructing an additional building for the Oregon Normal School to be known as the Training School Building and for the extension of the heating plant to the same and for the improvement of the grounds about the same, \$50,000.¹³

In the 1915 session the Legislature passed a bill entitled "An act to appropriate money for the purposes of constructing an additional building for the Oregon Normal School and the extension of the heating plant to the same; and the improvement of the grounds about the same." Section I determines:

That there be and is hereby appropriated out of the moneys in the State Treasury, not otherwise appropriated the sum of Fifty Thousand Dollars, (\$50,000) and no more, for the construction, equipment and furnishing of a training school building and the extension of the heating plant

¹³ Oregon Normal School. Biennial Report 1912-14, p. 12.

to the same and also for the laying of walks and improving of the ground about the same.¹⁴

At last the Oregon Normal School was to be the possessor of an adequate training-school building. According to the 1915-16 Oregon Normal School Catalogue the building was to be ready for occupancy at the beginning of the second semester, February, 1916.

Since this building is the one in use at the present time, certain statements about it may be in place here. It is a three-story building; the lower floor containing originally, complete equipment for home economics, a large cooking room, with laundry, shower and toilet room adjoining, also a dining room in the north end, and a large room for sewing purposes in the south end; two large cement-floored play rooms and another large room for luncheon purposes. On the first floor are an auditorium, lavatories, drinking facilities and toilets for boys and girls, an office, a faculty room and three classrooms, each having three small adjoining rooms for practice-teachers' groups. On the third floor are four class rooms, a small room for a library and space for three offices. The building is constructed of brick with cement trimming and bears above the door the inscription "Who dares to teach must never cease to learn" which was originated by T. H. Gentle, Principal of the

¹⁴Oregon General Laws. Chapter 233, p. 329.

Training Department, from the time of the reopening of the Normal until 1928...

The building has served adequately these many years. It has been large enough to accommodate the children and the student teachers without crowding. Its only cost in recent years has been in upkeep and general improvement. The front grounds have been landscaped, trees have been planted and certain playground facilities have been supplied from time to time. The school year 1937-38 will see one very definite change and one artistic improvement. The increase in the number of children has made an eight-room school desirable. The room which was originally a sewing room will be refinished for the first grade, while the fifth and sixth grades which have heretofore been combined will each have separate rooms. Venetian blinds, instead of the usual fast-wearing shades, will lend their beauty and convenience to the windows of the various rooms.

President Landers Obtains \$125,000
Building Appropriation for Independence

The Independence Training School building which also belongs to the state of Oregon may be considered part of the permanent building facilities for training school purposes. Independence Training School which is located only three miles from Monmouth was first annexed as another district school to give more children for practice teaching,

but its status has become practically as permanent as that of Monmouth Training School for which reason the author has chosen to mention it here. In 1916-17, following the enactment of a law designed to aid the normal schools in obtaining an adequate number of children, which makes it lawful for

Any district school board..... (to) authorize the use of all or any part of the public schools under its jurisdiction for training-school purposes and for this purpose (to) enter into a contract with the Board of Regents for the Normal Schools upon such terms as may be mutually agreed upon,¹⁵

an agreement was made with the Independence School District for use of its district elementary school for practice teaching purposes. The building then in use was frame, somewhat similar to the school at Monmouth used in 1898. This building was occupied for nearly ten years, but was wholly inadequate and unattractive. President J. S. Landers took up the torch for adequate training school buildings and in 1925 the legislature passed another building appropriation bill in favor of training schools. Section I provided:

That the sum of \$125,000 or so much thereof as may be necessary and no more, in addition to that which is now provided by law is hereby appropriated out of the moneys in the general fund, not otherwise appropriated, for the construction, furnishing and equipping of a building at Independence, to be used as a

¹⁵Oregon School Laws 1937, No. 35-1135, p. 61.

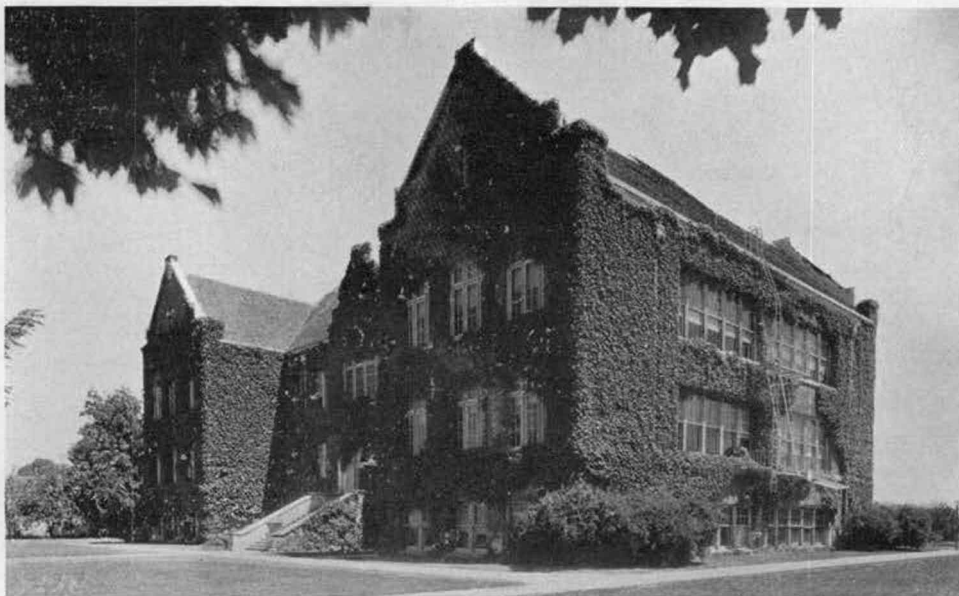


Figure 7. The Present Monmouth Training School, Built in 1915.



Figure 8. Independence Training School, State-owned and Built in 1925.

teachers' training school for the students and teachers of the Oregon Normal School. ¹⁶

The Independence building is beautiful; well-equipped, modern, and much larger than the one at Monmouth, although there are certain features in its plan which are quite similar to those of the Monmouth school.

Permanent Building Acquired

The Catalogue for 1929-30, shows that at last the battle for adequate buildings had been won:

The Normal School has two buildings constructed by the state for training school purposes, one in Monmouth and the other in Independence, which is located about two miles from Monmouth.... the people of Independence donated the site for the training school building and later erected a gymnasium for the children of that school. Both of these modern buildings contain classrooms.... and supplementary rooms equipped for classes in cooking and sewing, a library and an auditorium.¹⁷

Following the change in the set-up of Oregon Higher Education in 1929, the government made a survey of the schools of higher learning in Oregon and amongst other recommendations suggested that Oregon Normal School seek membership in the American Association of Teachers Colleges. Subsequently in January and February of 1934, Dr. Henry Rockwell, President of the State Teachers College, Buffalo, New York, was sent to Oregon by the

¹⁶Oregon. General Laws 1925, p. 378.

¹⁷Oregon Normal School. Catalogue 1929-30, p. 15.

Association to examine and report upon the set-up of the Oregon Normal School pursuant to its admission to membership. After having examined the institution, he made a report of his findings, copies of which are on file in the Oregon Normal School Library. Certain of his statements with regard to the buildings follow:

The training school set-up in Monmouth is strikingly favorable. By reference to the report of Monmouth it will be seen that she possesses not only an excellent campus training school, but has been so fortunate as to set up a remarkable training school at Independence, which in accordance with the terms of this report must be called an affiliated rural school. This does not convey any conception of the real picture because the Independence school is a large building which includes accommodations for all grades and takes care of the children of the community in which it is located. It is rather exceptionally planned and appointed in accordance with the scheme of organization which has been worked out by President Churchill..... After driving out to Independence to visit this excellent school, as well as the small rural schools at Greenwood, Oakpoint, and Rickreall, a drive of eleven miles for the entire circuit, I am convinced that the practice teaching plan at Monmouth is exceptionally efficient.¹⁸

After many years in the long struggle for practice school facilities the set-up in buildings is declared excellent.

¹⁸Rockwell, Henry C. Report on the Oregon Normal School at Monmouth to the Accrediting Committee of the American Association of Teachers Colleges, Section VI.

Summary

(1) Oregon Normal School first housed its model school in a downstairs room in the original brick building of Christian College, built through the energetic efforts of T. F. Campbell. This being inadequate it was moved to a second floor in an old frame building once used as a printing office. Conditions became so bad in 1887 that temporary arrangements were made with the local school board for use of all the town children in the district elementary school.

(2) Following the completion of the south wing of Campbell Hall of Oregon Normal School, the model school was reorganized separate from the school district and housed in the room east of the present-day chapel.

(3) Increased Normal School enrollment made another change necessary. In 1894 or 1895 an agreement was made with the local school board for use of the district school for training purposes and all the children went to one school in the district, two-story, frame building.

(4) The present north wing was constructed in 1900 to accommodate the increased normal enrollment, but the passage of the Daly bill caused an alarming drop in enrollment, which made it possible to move all the training

department into the new wing, the upper grades being housed on the second floor and the primaries on the ground floor. This arrangement persisted through the legislative storm which closed the normals in 1909.

(5) In 1911, following the construction of the new district high school building in Monmouth, the training school was again moved. For four years it was housed on the first floor of this building.

(6) In 1915 the Legislature appropriated \$50,000 for a training school building in Monmouth. This is the building which is at present being used for training school purposes.

(7) In 1916-17 an agreement was made between the Independence School Board and the Board of Regents making Independence public school a training school. In 1925 the Legislature appropriated \$125,000 for a training school there. Independence Training School is considered part of the permanent building equipment of the Oregon Normal Training Schools.

(8) Oregon has been slow in appropriating funds for adequate training school buildings, but at present Oregon Normal School is quite adequately supplied.

CHAPTER V

ATTEMPTS TO PROVIDE TYPICAL TEACHING SITUATIONS

Early Efforts to Obtain a Satisfactory Practice School

First Model School on Private Basis

The first model school at Oregon Normal was organized on a private basis. When it became necessary to have, in connection with the Institution, a model training school for practice purposes, President Stanley probably made some announcement as to the fact that a model school was to be established, set a small fee for attendance and asked the people to send their children. Most of the people being adherents to Christian College and its policies were willing to help out the new normal school which was, at that time, just a continuation of Christian College under a new name. So they sent their children to the model school.

Miss Viola Colbert is listed as the Principal of the Model Primary in the year 1882. There were some 82 children enrolled in the primary and intermediate grades, which included almost half of the children of the town. The children of the upper grades went to the public school. It is believed that the organization included the elementary grades as part of the normal in a manner similar to

certain private academies. There was little made of practice teaching as an important professional course. Not only that, but the housing handicap mentioned in the previous chapter contributed to the difficulties of carrying on a good practice-teaching program. It would be quite impossible to supervise efficiently 82 children and several student teachers in one room, but this was the situation that presented itself. Conditions evidently became quite unbearable in 1886-87 and the model school in the Normal was dropped.

First Attempts at an Agreement With the Local School Board

At this time President Stanley made the first attempt to deal with the local school board for use of the district school building and its children for practice-teaching purposes. This was an agreement for only a short time, probably a year (1887-88). After its dissolution, the model school appears to have practically dwindled out. No principal is listed from 1887 to 1890, nor is the enrollment of the model school given. It may be that some practice teaching was carried on in the district school, but it is more likely that a few children came back to the Normal following the completion of the south wing and these were taught by senior assistants.

A Permanent Agreement is Made

President Campbell, who took office in 1890, placed much more emphasis on the training department than had his predecessor. He had but recently returned from the East where he had attended Harvard University. He was alert and forward-looking and made efforts immediately to rejuvenate and recreate the model school. He imported a critic teacher with normal experience, a Miss Edith Cassavant, and set about to put things on a sound professional basis. He was aware of the existing lack of space, yet he was anxious to have a complete elementary school in the training department. The Catalogue for 1892-93 states, "There will be at least four grades in the model school. If additional room can be provided, the number of grades will be increased to eight, and the course of study will then lead up to the elementary course of the normal department."¹ But additional room was not forthcoming and President Campbell saw the advisability of a permanent agreement with the local school board for use of the district school for practice-teaching purposes. On April 13, 1895, there appeared in the Independence Enterprise the proposals for such an agreement. The following are the outlines of the proposition as submitted for the consideration of the

¹Oregon Normal School. Catalogue, 1892-93, p. 26.

Board of Directors and the patrons of the school:

Management: That the Board of Directors retain ultimate management in all matters covered by the school law. That they make all contracts, give final decision in all matters of discipline and exercise the general supervision contemplated by the law.

Teachers: That a superintendent and a sufficient number of critic teachers be employed to conduct the school on the general plan of a training department for the Normal School. That members of the Senior Normal class be given one year's training, teaching under the personal supervision of the critic teacher. That the selection of teachers, subject to the advice and consent of the directors, be left with the Normal School. That the teachers be ultimately responsible for their work to the Board of Directors.

Finances: That the Normal School turn to the use of the public school eight hundred dollars for the year, to be used in helping pay salaries, purchase apparatus and make needed improvements in building and grounds. That the directors expend the full amount of money that may come to them under the provisions of the law for the usual uses of the school.

Improvements: That as much improvement in building and grounds be made as may be possible with the money at the command of the Board. That needed books and apparatus be supplied as far as possible.

Student-teachers: That the general plan of assigning work to student teachers be as follows: Each student to take one class for a period not less than three months without change. That each lesson be carefully prepared and a plan of teaching it be submitted to the critic teacher in charge at least one day before the lesson is taught. That the student teachers receive personal suggestions and criticisms from the critic teachers each day, and that they meet in a body with the critic teachers two or three times a week for general discussion. That student teachers who

prove incompetent and indifferent be dropped from the teaching force. That special pains be taken to guard the interests of the pupils of the school against injury from change of teachers.²

Objections to Normal Supervision

This agreement between the school district and the Normal School was not made easily. Training school advantages versus public school advantages has been a common problem in the growth of normal schools. So it might be expected to arise in Monmouth. There were some people who did not want their children practiced upon by inexperienced teachers. They felt that the discipline in the training department was lax. They questioned whether student teachers knew enough subject matter to teach their children. On the other hand, others believed that supervised teaching, carefully planned by students under the direction of a capable critic, was likely to be more progressive and they staunchly upheld the Model School in all its activities. Mangun in his book, The American Normal School, shows a similar situation in the development of practice schools in Massachusetts:

Fowle, in 1851, charged that the model school practice was unpopular with the normal school pupils as well as with the model school children. He quoted from the address of William C. Bates at the Bridgewater dedication in

²Independence Enterprise, April 13, 1895.

1846, 'Recently, a little girl objected to joining the model school connected with one of our State Normal Institutions. "Why," said her father, "you will receive the instruction of your regular teachers assisted by these Normal pupils, who will instruct you under the inspection and direction of the Normal teacher himself." "I know that," she rejoined, "but I do not wish to go there to be practiced upon."³

The lack of confidence of some of the people with regard to student teachers may be better understood by the apology that follows the conclusion of the propositions listed in the newspaper.

As to the use of student teachers, there would seem to be little cause of fear that the interests of the children would suffer through them, when it is taken into consideration that there would be no need of frequent change of teachers; that the students of the senior class are of an average age, above twenty-one.... that they would be obliged to prepare a plan for each lesson taught.... and that they would be under the constant supervision of specially qualified critic teachers. The superintendent and critic teachers would give unity and harmony to the work of the school, insuring good discipline and right methods of work. Back of all is the Board of Directors, to whom all would be ultimately responsible.⁴

It was quite a concession for some of the people in the town to give up their school to normal supervision.

Rivalry Between Schools

This agreement with the board for a merging of the two schools was a good thing from the standpoint of unity.

³Mangun, V. L. The American Normal School, p. 383.

⁴Independence Enterprise, April 13, 1895.

There had developed a certain amount of rivalry between the model school and the public school which could continue to the place of ultimate ruination of the Normal, since there are not enough children in the vicinity to provide for both an adequate training school and a public school. But the agreement avoided that difficulty for all future time.

A tale of the rivalry between the two schools which adds a little romance to the situation follows. According to E. M. Ebbert who went to the Model School in the 1890's, the Model School boys were taunted by the public school pupils and called "sissies." In retaliation they twitted the public school pupils with the name, "patched-breeches." As time passed the small frame school became too small for the growing number of children who were attending the district school, so a new section was built (about 1893). This new section was built as the lower floor and the old section was hoisted upon it as the second floor. The contractors painted only the lower new half, giving the school a patchy appearance like some of the little boys who went there. And so some wag with a little malice called it the "patched-breeches" school. At first the name was used in a derogatory manner by the opponents of normal supervision but later, after the two schools were merged, the name took on a traditional quality and for a number of years the training school was called the P. B. U., meaning, of

course, Patched-breeches University.

With the consummation of the agreement between the town and the Normal School, the first step toward providing a typical teaching situation had been taken. Monmouth Normal was now assured of a grade school of approximately 200 children for practice-school purposes.

Increase of Enrollment by Consolidation, Transportation and Permanent Annexation

Consolidation and Transportation

On the whole the enrollment has been rather stable, but increases have been made by use of the ninth grade and in recent years by means of consolidation with certain surrounding districts and by transporting children from others to the Monmouth School.

President Campbell in 1896 called "Especial attention to the opportunity of securing training in the work of the ninth grade, or first year of the state high-school course.... added to the training department for the first time...."⁵ The use of the ninth grade continued until the normals were closed in 1909. It was again used as part of the junior high organization from 1928-1932. Then following the findings and recommendations of the 1931 government

⁵Oregon Normal School Catalogue. 1896-97, p. 11.

survey which suggested the dropping of all high school training at the Normal School, its use as a grade for practice teaching was negated.

Always looking toward a larger school at Monmouth, the administration of the Normal approached certain districts with regard to consolidation with, or transportation to, Monmouth. In 1929 Elkins (District 28) and Lewisville (District 8) decided to transport the children from their districts to Monmouth Training School. This meant the addition of 52 children, Elkins sending 33 and Lewisville 19. In 1934 Sunny Slope (District 49) consolidated with Monmouth and sent 13 children to the larger school, while Valley View (District 12) made arrangements to transport her 29 children to the training school. Mistletoe (District 67) in 1936-37 transported her 10 children to Monmouth. Every school day in 1936-37 about 110 children were transported by bus from these localities to Monmouth. The enrollment at Monmouth Training School for the year 1936-37 was 235. It is not unlikely that within the next few years certain other surrounding districts will either consolidate with or transport their children to Monmouth because the advantages in buildings, equipment and teachers are so much superior to what they can afford to provide individually.

Permanent Annexation of Independence

In 1917 Independence public school was annexed to the Normal School. This school is legally termed a rural center, but that does not tell the real story. Independence is a larger school than Monmouth and has one district, Highland (District 64), transporting to it. Its enrollment in 1936-37 was 307. It is located but three miles from Monmouth and there is a bus operated by the Normal which transports student teachers back and forth for their practice periods. Independence Training School may be considered as much a permanent training center as Monmouth, for in 1926 the state of Oregon appropriated \$125,000 for a training school building and at that time a five-year agreement was entered into which has since been renewed. The contract provided:

That said Board of Regents of Normal Schools agrees to furnish a suitable school building and its equipment and to conduct, maintain, manage and supervise a school including all the elementary grades up to the high school for the children of said school district, in all respects as a school is required by law to be conducted, the same to be a training school of the Oregon Normal School at Monmouth, Oregon; to give instruction training and practice to the students thereof.

That said Board of Directors shall provide heat, light, and janitor services for said building and proper care of grounds and surroundings at the expense of the district. They shall also furnish to the children of said school such educational supplies as are necessary for the efficient running of the

school, such as are furnished to children in first-class grade schools.

That said School Board of District 29, Polk County, agrees to elect all persons who are employed as teachers in said school from a list of persons qualified to act as supervisors or critic teachers, nominated by the President of the Oregon Normal School; that each person so elected and employed shall act as teacher of the pupils of the school; and as supervisor of the practice teachers of the students of the Normal School; and that no person shall be so elected and employed who is not mutually satisfactory to both of the above-mentioned parties; that the Board of Directors of said District shall pay each of said critic teachers \$100 per month for a period of nine months per year.

That the said Board of Regents shall have the right to manage and control the said practice school in all respects, as same is required by law to be conducted; provide, only, that all rules and regulations of the Board of Directors of said district as to attendance, length of school day, conduct of students coming to and from school and on the play grounds, shall be observed by the Board of Regents and President and Faculty of said Normal School in their conduct and control of said grade school.

This agreement shall be binding upon said parties.... for the term of five years from its execution unless revoked by mutual agreement of both parties, and then revoked only upon one year's notice being given by the party desiring to revoke said contract, and, if through any contingency, the Oregon Normal School at Monmouth should at any time permanently abandon the use of said training school building as a teachers' training school, School District No. 29 of Polk County shall have the free use of said building for school purposes for a period of two years from date of such abandonment.⁶

⁶Contract between Independence Public Schools and Oregon Normal School, 1926-1931.

This is essentially the same as the contract which is in effect with the Board of Directors of Monmouth (District 13).

The combined enrollments of Independence and Monmouth give Oregon Normal School approximately 550 children for practice purposes, which can be considered a permanent and stable number.

Adequate Number of Children
Acquired for Practice teaching

Oregon Normal School has at present an adequate number of children for maintaining efficient practice-teaching facilities as required in the "Standards for Accrediting Teachers' Colleges and Normal Schools" by the American Association of Teachers' Colleges. A part of Section VI (concerning training schools and student teaching) is quoted as follows:

In the training school there shall be at least one full-time training school teacher in charge of at least 30 children for every 18 college students.⁷

The aggregate number of children in the Oregon Normal Training Schools for 1936-37 has been 637. (This includes also the children of Rickreall and Greenwood rural schools, as well as those of Independence and Monmouth.)

⁷American Association of Teachers' Colleges, "Standards for Accrediting Teachers Colleges and Normal Schools," Year-book XII (1933), p. 20.

The total number of student teachers has been 237.

The total number of supervisors of teaching has been 19.

Interpreted, this means that there has been on an average of 33 children to each supervisor of teaching and an average of 12 student teachers to each supervisor.

This shows that in the requirements of Section VI, Oregon Normal School is in good standing. The ratio would still fall within the requirements if only the permanent training departments of Independence and Monmouth were taken into consideration. President Churchill has given this matter thought prior to the dropping of Greenwood for 1937-38. Next year Oregon Normal School will maintain but one rural center, Rickreall, for practice teaching purposes. This is in line with the recommendations of the government survey.

TABLE I

Total Number of Pupils Enrolled in the Oregon
Normal Training Schools Since 1932*

Year	1932-33	1933-34	1934-35	1935-36	1936-37
Monmouth	205	180	172	202	235
Independence	370	354	337	329	307
Oakpoint	68	68	72	dropped	
Greenwood	25	31	25	29	25
Rickreall	60	62	59	36	70
Total	728	695	665	596	637

*Data secured from Teachers Annual Reports to the County Superintendent.

Table I shows the total number of pupils enrolled in the Oregon Normal Training Schools since 1932.

Although Monmouth is a small village of approximately 900 people and it would appear that the problem of supplying an adequate number of children for training school purposes would be especially difficult of solution, yet by means of consolidation and transportation the enrollment of Monmouth Training School has been swelled by approximately 100 children and by the annexation of the Independence School as a permanent training center some 300 more children have been added. The Oregon Normal School is now in no apparent danger of not having sufficient children for practice purposes. Typical teaching situations in both graded and rural schools can be supplied for the present normal enrollment.

Rural Centers

Two-fold Reason for Use

In the history of Oregon Normal School many rural centers have come under her supervision. The original reason for this affiliation was to provide experience in typical teaching situations, the rural school being the situation into which most Monmouth normal graduates would be placed. There was also another reason--just as important at the time--to give some kind of practice experience

to the hordes of students who were clamoring in the 1920's for a normal education.

To Provide a Typical Teaching Situation

The attempt to provide a typical teaching situation will be discussed first. The first mention of rural education is to be found in the Statement of the State Normal School for 1898-1900.

During the session of 1899-1900 an important addition was made to the nine grades of the training department through the acquisition of the supervision of a country school located near the normal school. Since many of the graduates of the Normal School will teach in country districts, it is a matter of much importance that they shall have the advantage of observation in a country school.⁸

This first rural school to come under the normal's supervision was Cochrane (District 24) located about three miles north of Monmouth. It was used not so much for practice teaching as for an observation school to show how the state course of study could be followed in a rural school. Cochrane continued with the normal school until 1909 when the normal schools closed, and rejoined as an observation school in 1911.

In 1911 Elkins (District 28) about three miles south of Monmouth was also acquired on the same basis. This arrangement was maintained for six years, until rural

⁸Oregon Normal School. Statement of the State Normal School 1898-1900, p. 21.

practice teaching was established in 1917.

The 1911-1912 Biennial Report shows a definite consciousness of the rural problem. Under the title "Function of a Normal School" appears the duty listed below:

To assist in solving the rural school problem:
 (a) by training teachers directly for rural work; (b) by establishing a rural school department and placing a suitable person in charge. Up to date our funds have not warranted the expenditure for the latter purpose....⁹

Evidently President Ackerman was building on the thought of establishing a separate rural department as soon as possible, although there was in 1912 a rural course offered. It was a year in length and was comprised of (1) a review of common school subjects with methods of teaching the same, (2) rural sociology, (3) rural school management, (4) rural science, elementary agriculture, school gardening, nature study, and (5) observation of a model rural school.¹⁰

The next year in 1913 the Oregon Normal School established a department of Rural Education:

Only one instructor was employed and his was to be a general utility position, a sort of roustabout job. He was to be institute worker, for 1/4 of the year, a high school visitor for 1/4 of the year, a community worker to meet with school boards, P. T. A., etc., for another 1/4, and instructor for the last fourth of the

⁹Oregon Normal School. Biennial Report, 1911-1912, p. 12.

¹⁰Oregon Normal School. Bulletin, Vol. I (April 1911), No. 1, p. 11.

regular session and during the summer term....¹¹

This instructor was M. S. Pitman who was an energetic and appealing person well-suited to advertise the newly established department. Prior to the establishment of rural practice teaching he developed what were called rural school weeks, where students in the rural department went to certain rural communities and helped to teach. Here they were entertained by the communities and ended the week with a round table discussion on rural teaching problems.

In June 1917 the Board of Regents authorized the opening of three rural training centers for the session of 1917-18. Subsequently,

a contract was entered into with the Oakpoint and Elkins districts in Polk County and the Mountain View district in Benton County, whereby these 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. ¹²

The student teachers lived in the rural districts for three weeks during which time they did their required practice teaching.

¹¹Pitman, M. S. What the Oregon Normal has Done Toward the Preparation of Rural Teachers, Oregon Normal School Bulletin 1918, p. 3.

¹²Ibid., p. 11.

Rural practice teaching as a separate department from graded practice teaching continued with different directors until 1932 when all the practice teaching was placed under one head. The principle which required the students to live in the rural community during the time of practice teaching was adhered to until 1932. Dormitories and boarding houses were maintained for students at Rickreall, Valsetz, Falls City, Elkins, Mountain View, Eola, Oakpoint, Farm Home and Fairplay. The length of time for practice teaching was lengthened to six weeks by 1925.

To Satisfy Demands for Practice-teaching

In the 1920's the enrollment of the Normal School made enormous increases. The number of graduates in 1921 was 132; in 1923 it was 287; by 1925 it had reached 409; and in 1927 it touched the enormous number of 543. This means that during those years there were over 1,000 students on the campus and at least all the graduating class demanded practice teaching. President Lander's plight in trying to supply practice-teaching opportunities was a sad one. He was aware of this need in 1922 when in the Annual Report to the Board of Regents he wrote:

Under the increased attendance and growing demand for practice teaching which seems certain in the near future, it will be necessary for the Normal School to begin to consider the

question of securing facilities in other school centers, where opportunity for teacher training may be secured. Because of the location, Dallas would seem to be the next logical place to be taken over by the Normal as a Training School center.¹³

However, Dallas was never made a training center. But in these years rural centers were annexed to give practice-teaching opportunities. Eola was added in 1921, Rickreall in 1923, Farm Home in 1924, Valsetz and Fairplay in 1925, Falls City in 1926 and Greenwood in 1929. These continued to remain with the normal as long as they were needed, or until some disagreement made it seem desirable to dissolve relations. Although careful contracts were made between the Normal and the rural schools, occasional disagreements did arise. It was only by means of the numerous rural centers and extra summer schools used by the Normal that in those days of excess enrollment the demands for practice teaching were met.

Present Status of Rural Schools

Since 1930-31 the Normal School attendance has dropped each year until the number of graduates approximates between 250 and 300 per year. This number of graduates does not need so extensive a rural school program. When the government survey was made in 1931 student teaching was being

¹³Oregon Normal School. President's Annual Report to the Board of Regents 1921-22, (June 15, 1922).

conducted in six public schools: Monmouth, Independence, Greenwood, Oakpoint, Rickreall, and Valsetz. It was recommended in the Survey that

The institution at Monmouth should abandon some of its smaller outlying schools and increase the accommodations in its local training centers.¹⁴

Accordingly, the school at Valsetz (District 62) was dropped immediately, although there was a secondary reason for this, viz., due to the depression the mill at Valsetz had closed and the number of children available for practice teaching the following year would have been negligible. Oakpoint (District 27) continued connection with the Oregon Normal School through the school year 1934-35 at which time it was dropped. At present (1936-37) Oregon Normal School maintains practice schools at Monmouth, Independence, Rickreall and Greenwood. But Greenwood is dropped for 1937-38.

Summer Schools

"Special Methods" the Seed of Summer Practice-Teaching

Many inquiries come to any normal school with regard to opportunities for summer practice teaching. Again, in order to provide students with a typical, teaching situation

¹⁴United States Department of the Interior. Survey of Public Higher Education in Oregon, Bulletin, 1931, No. 8, p. 283.

summer training schools were originally planned. The essence of summer practice-teaching lay in certain methods courses, presented by the critics in the summer quarter. These methods courses are first advertised in the summer catalogue for 1913.

Special methods will be given by the teachers of the training school and will be those used during the year in such school. They are based largely on the state course of study and will be most helpful to elementary teachers of both rural and graded schools. 15

A further quotation regarding Special Methods is:

An interesting phase of the work will be the presentation.... of model lessons by the instructor with class observations and criticisms of the same together with similar lessons reproduced by members of the class.... Types lessons given with the children will be held from time to time. 16

These special methods classes were continued until the summer of 1918. Groups of children were asked to come by their several critics as they were needed for demonstration purposes. But in the summer of 1918 attempts to maintain six weeks of practice teaching in the Independence and Monmouth Training Schools were made. It was difficult to get the children in the mood to come after the spring session was dismissed and attendance was not regular, but with the passing of the years and the building of a tradition, summer school attendance of training

¹⁵Oregon Normal School. Catalogue Summer, 1913, p. 7.

¹⁶Ibid., p. 8.

school children has become reasonably easy to obtain.
 Summer school for the children is held only until noon.

Extensive Summer Practice Teaching in the 20's

A rather extensive summer session became necessary in the 1920's:

To accommodate the large number of teachers engaged in service during the year.... it is necessary to make extensive provision for summer school study. The attendance at Monmouth has continually grown and it has been the custom for the past six years to conduct branches at Ashland and Pendleton.... In addition to these schools which.... give opportunity for practice teaching, it has been necessary the last two years to secure additional facilities in the form of practice teaching in Corvallis and Salem. This year, as last year, an eight-room building at Corvallis is at the disposal of the normal for practice school purposes, and two such buildings in Salem. The students live in these cities and are under the direction of critics from the normal school the same as the rural centers. There will be practice teaching offered at the Children's Farm Home and at Fair-play school this summer also.¹⁷

Transportation of Pupils to Summer Schools

In order to satisfy the need for more children at the Monmouth and Independence schools during the summer, transportation of children from other districts has been established. During the last few years children have been transported from Dallas to Monmouth and from Airlie (1937)

¹⁷Oregon Normal School. President's Annual Report to the Board of Regents 1924-25, (June 18, 1925).

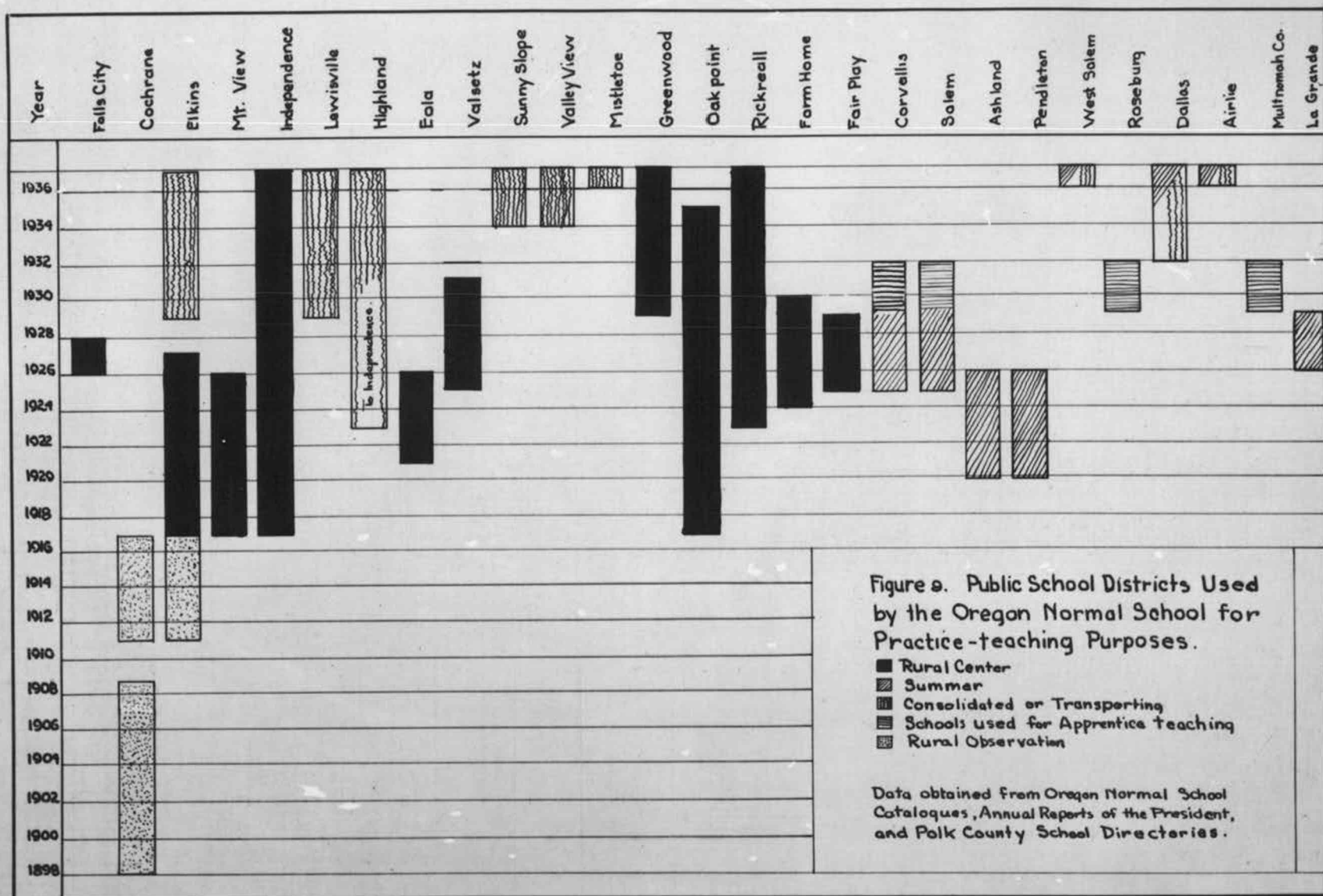
to Monmouth. Children were transported in 1937 from West Salem to Independence. The attendance at the Monmouth summer school in 1937 exactly equalled the attendance of the regular session. The attendance for summer 1937 was 235.

Apprenticeship Teaching

Previous to the change in administration, experiments were being made with another method of training designed to provide a typical teaching situation. This was what is known as apprenticeship teaching. Certain of the most promising students were sent to chosen schools in Salem, Corvallis, Roseburg and some rural schools in Multnomah County. Here they were gradually initiated into practice-teaching. They were on duty the whole day as teaching assistants. One student was assigned to one especially-chosen, experienced teacher to be under her supervision and training for a twelve-week term of whole school days. Delmer R. Dewey, Director of Training at that time, had high hopes for the success of this type of practice teaching.

Summary

(1) A training-school was necessary in order to give students practice in a typical teaching situation. The first practice school was one organized on a private basis.



(2) Because of lack of room in the normal building this proved unsatisfactory and in 1887 a temporary agreement was made with the school district for use of the district school and its children.

(3) Practice teaching was practically dropped out of the curriculum until President Campbell revived it in 1890 again on a private basis. This was unsatisfactory. President Campbell felt the need of a permanent contract between the normal and the school district. Such a contract was entered into in 1895 thereby avoiding, in the future, problems of rivalry between the district school and one supervised by the normal.

(4) By means of consolidation and transportation of children from other districts the enrollment of Monmouth Training School has been increased by approximately 100 children.

(5) By the annexation of Independence Public School it has become possible to offer more opportunities for practice teaching.

(6) Rural centers have been utilized for two purposes: (a) to provide rural practice-teaching experience, (b) to meet the demands for practice teaching during the period of excess normal-school enrollment in the 1920's.

(7) The need for rural practice teaching was first evidenced in 1898 when Cochrane school (District 24) was annexed for observation purposes. Rural practice teaching

was initiated in 1917-18 through the efforts of M. S. Pitman.

(8) Many rural schools were affiliated with the Normal during the 1920's. Among them were Eola, Rickreall, Farm Home, Valsetz, Fairplay, Falls City and Greenwood. These continued with the normal as long as they were needed or until some disagreement made it seem desirable to dissolve relations.

(9) Summer schools were initiated to give summer students experience in a typical teaching situation. The essence of summer practice teaching was certain methods courses presented in the summer by the critics where children were called in for demonstration purposes as needed. Regular summer practice teaching commenced in the summer of 1918. In order to increase the summer enrollment children have been transported from various surrounding districts.

(10) Previous to the change in administration in 1932, experiments were made with the apprenticeship method of practice teaching.

CHAPTER VI

EFFORTS TO OBTAIN AN ADEQUATELY PREPARED
TRAINING SCHOOL STAFF

Building Scholastic Standards

No Standards for Critics Prior to 1890

Fine buildings and an adequate number of children are of great importance in conducting a program of practice-teaching, but neither of these are of particular value if the training staff is not composed of well-trained, superior men and women. Oregon Normal School has little by little established standards of preparation for her supervisory staff until at present the minimum scholastic requirement for membership on the staff is a master's degree.

This is far in advance of what has been required in years past, but Oregon in her early days parallels in progress many of our state normal schools. The work of normal schools is to train teachers, but in the early days there were few persons prepared to do such work. This was especially true of the critics, often considered little more than elementary school teachers, the training of which for years seemed unimportant. In the first four or five years of the history of the Oregon Normal School, the principals of the model school were teachers taken directly

from the ranks of the graduating class. Probably the only experience in teaching they had had was their own practice teaching.

Early Attempts to Acquire Trained Teachers

President Campbell made the first attempts to place on the staff people trained for supervisory work. The critic teacher who was employed by him immediately upon his taking office was imported from the East and according to tradition had had training in some eastern normal school. She was the possessor of a Master of Educational Didactics degree, a degree probably similar to the Bachelor of Scientific Didactics granted by the Oregon Normal School upon the completion of two years' work. Principal W. H. Allen who was also hired by President Campbell had had training for his work, having spent some time at the Oswego Normal in New York. When the district school was taken over by the normal in 1895-96, its teachers were made critics. At least this was true in the case of Loretta Smith who had taught in the district school, and upon completion of the agreement between the town and the normal, became a critic, serving on the staff until the close of the normals in 1909. Information supplied by her sister is to the effect that she had had some normal training in the East. Certain training school assistants in the coming

years were hired immediately upon graduation at the Oregon Normal. These usually became critics the second year.

R. C. French who was hired as principal of the model school in 1897-98 had an A. B. degree as did also Charles A. Rice, elected principal in 1902. However, in the period from the founding of the normal in 1882 until its close in 1909 no critic teacher or special teacher had sufficient scholastic preparation to entitle her to a bachelor's degree.

In the Rules and By-laws for the Government of the Board of Regents, adopted July 18, 1907, is to be found under Rule 32 the following:

Every member of the faculty of a normal school shall at the time of his or her election have at least two years experience in public school work and also be a graduate from a four-years normal school course or of some institution of collegiate or university grade; provided that this section shall not apply to present members of the faculty.... (or) to teachers of music, physical training, drawing or manual training.¹

Seeing the need for better trained people for the Normal School and trying to side-track the ugly criticisms of this period, probably brought about the making of this quite drastic rule, when no scholastic requirements had been in force before. The close of the normals coming so soon after, made the rule of practically no consequence.

¹ Oregon Normal School. Rules and By-laws for the Government of the Board of Regents, adopted 1907, (Rule 32),

Ackerman Gains a Trained Staff

With the reopening of the Normal and the appointment of J. H. Ackerman as President, there was a definite trend toward the acquiring of better-trained, experienced, people. In the spring of 1911, Mr. Ackerman went East for the express purpose of visiting normal schools, watching trained teachers in action, and recruiting those of his choice for the Oregon Normal School. Few of the teachers who were elected were possessors of bachelor's degrees, but at that time the national standards for normal school teachers did not demand degrees. President Ackerman's aims in choosing teachers were good training, experience, and strong personalities. It was his goal to do away with some of the inbreeding that had previously existed in Oregon Normal, to bring in some new blood and some new ideas, and to establish a typical normal training department of which the state could be proud.

The man he chose for Principal of the Training School was Thomas H. Gentle. He found him in the Department of Pedagogy at the Wisconsin State Normal. He had received his early education in the schools of Indiana and had spent four years at the Illinois State Normal at Normal, Illinois. Following this he went to Germany where he spent three years at the University of Jena which was the center of the

Herbartian theory of education. He had been head of the training school in the Wisconsin State Normal for thirteen years, previous to his position in the Department of Pedagogy.

The Training School staff for 1911-12 at the Oregon Normal School consisted of:

Thomas H. Gentle, Principal, (Illinois State Normal, University of Jena)

Alice McIntosh, Critic, Seventh and Eighth Grades, (Graduate of Whitewater Normal, Wisconsin)

Olive L. Davis, Critic, Fifth and Sixth Grades, (Ph. B. degree Michigan State Normal, Summer Sessions at Teachers College and University of Michigan)

Grade M. Davis, Critic, Third and Fourth Grades, (A. B. degree Colorado State Teachers College, Greeley, Colorado)

Ruby Shearer, Critic, First and Second Grades, (Oregon Normal School)

The staff of special teachers also consisted of well-trained people, brought to Oregon Normal because of their ability or their success in their chosen field. They were:

Minnette E. Harlan, Music, (College of Music, Cincinnati, Ohio)

Alabama Brenton, Art Supervisor, (Graduate of Pratt Art Institute)

Gertrude Wilcox, Hygiene and Physical Education, (Wellesley College, Department of Hygiene and Physical Education)

The individuals chosen were from widely scattered areas, and were well-trained for that period. Oregon

Normal School had the teachers to carry on a training school program along accepted standards of the day.

Difficulties in Retaining Staff

The hiring of a staff is one thing and the keeping of it is another. Well-trained, capable teachers can command good salaries and certain advantages. But these were not always forth-coming at Monmouth. Living arrangements were in many cases primitive; the work was heavy; and the normal buildings and educational facilities were not first class. Salaries were not high. These conditions brought about a large percentage of resignations at yearly intervals.

In the year 1918, there were a total of 16 individuals regularly hired on the supervisory staff. This included special teachers as well as rural critics and the principals. In the President's Report for that year, there were presented to Mr. Ackerman resignations of five critic teachers, two art teachers, one music teacher and the rural head. This was nine out of 16, slightly over half of the staff. In 1920 resignations of five out of 16 people on the supervisory staff were presented.

The following quotation from the 1921-22 President's Report may give some insight as to the cause of these resignations, although this was presented a year later.

Because of the greater demand for practice teaching owing to the greater number of students desiring the subject and because of the increased enrollment of pupils in the Training School at Independence, it becomes necessary for the coming year to secure relief to the four critic teachers in this school. This year four teachers have had charge of eight grades with an average of over forty pupils to each grade and have directed the practice teaching of from twenty-four to thirty cadet teachers. All four critic teachers have felt that the work has been so heavy that they will be unable to continue it another year, and having brought conditions before the citizens of Independence, who have authorized the school board of the Independence district.... to cooperate with the state in securing four additional critic teachers. If the work of practice teaching by students is properly supervised it will be necessary to make this addition to the training corps at Independence.²

The superior living accommodations, the less difficult work, and the attractive salaries in Portland made it difficult to keep teachers. President Ackerman wrote in 1920:

Herewith I hand you a schedule of salaries.... The critics and assistants were put upon the basis for elementary teachers in the Portland schools, plus \$200.... In a letter that I have from Mr. Grant, Superintendent of the Portland schools, he states that they are going to increase the present salaries of the Portland teachers; therefore our schedule would be somewhat less than the Portland schedule. The reason that I put the critics' salaries \$200.00 above the salaries for elementary teachers in the Portland schools is that there is a constant uneasiness on the part of our critics to resign and take work in Portland and in order

² Oregon Normal School. President's Annual Report 1922.

to hold them we have to make the work financially attractive to them here.³

President Ackerman by his fine personality was able to instill a great deal of love and loyalty in the hearts of his teachers. Many of them stayed at the normal in spite of difficulties, because he made them feel they were needed. A certain instructor of that time, whose name will not be used, made the statement that following a leave of absence she would not have returned had it not been for President Ackerman who made her feel that she was very much needed.

Bachelor's Degree Required

Upon President Ackerman's death in 1921, J. S. Landers became the head of the Normal. President Landers' annual reports to the Board of Regents show high hopes and fine ideals for improving the standards of the Oregon Normal School. His recommendations are on the whole similar to those made in 1931 by the government survey. But in his administration he was terribly handicapped by not being able to obtain suitable appropriations from the legislature. The enrollment of the school more than doubled itself during his regime. Any kind of building space for classes was at a premium and the need of teachers was tremendous. The

³Oregon Normal School. President's Annual Report 1920.

following statement is made in the 1924 annual report:

It is the fundamental aim of the Normal School, as it is of the Board of Regents, constantly to increase the strength and efficiency of the faculty of that institution. The new members that are engaged from time to time are selected because of their scholastic training and educational ability, and the rule of the Board requiring regular members of the faculty to hold a degree is conscientiously followed. It is only in cases of the special subjects where an equivalent is taken in those particular lines that any one is added to the force who does not have at least one college or university degree.⁴

Whether the critics were considered teachers of special subjects or not is not known but in 1924 the great majority of the supervisory staff did not hold degrees. There were 20 critic teachers on the faculty list at that time. One had a bachelor's degree. There were ten special supervisors of which four had bachelor's degrees. There were two directors of training, one of the graded schools and one of the rural schools. One had a bachelor's degree.

As the enrollment continued to increase in 1925 and 1926 and it was mandatory to obtain sufficient supervising teachers to direct the student teaching, standards in choosing teachers were somewhat lowered. Well-trained teachers could command good salaries in those years, but the Oregon Normal School did not offer them as relatively high salaries as those paid in surrounding states. For supervisors of the many rural schools, teachers with no

⁴Oregon Normal School. President's Annual Report 1924.

following their normal school education at the Oregon Normal were sometimes selected. This brought about a certain amount of inbreeding and for awhile the march toward a highly-trained and experienced supervisory staff was halted.

When Delmer R. Dewey was elected as Director of Training in 1928, he set as one of his goals the improvement of the scholastic standards of the critic force. He made efforts to hire only teachers with at least bachelor's degrees, and to inspire improvement of scholastic attainment by the critics already in service. He had little control, however, of the teachers in the rural centers or of the special teachers. The situation in 1928 when Mr. Dewey came was as follows: There were 30 critics, graded and rural, of which nine had bachelor's degrees. There were 12 special teachers of which nine had bachelor's degrees, two did not, and one is not known. There were four methods teachers of which none had degrees. (The director of rural training is included here.) The director of training had a master's degree.

In the chapter on "Training and Experience of Training Supervisors" in Garrison's study of the training supervisor is defined the typical training supervisor of 1927. It is stated that 64 per cent of the women training supervisors hold bachelor's degrees, that 80 per cent of the men hold bachelor's degrees, that 19 per cent of the women hold

master's degrees and that 25 per cent of the men hold master's degrees. One woman and two men hold doctor's degrees. At Monmouth in 1928 only 30 per cent of the supervisors had bachelor's degrees.⁵

By June 1932, at the close of President Landers' Administration, the per cent of bachelor's degrees among the critics was perceptibly higher. There were 20 critic teachers at that time, since some rural schools had been dropped. Of this number 16 had bachelor's degrees, leaving only four without degrees. This is 80 per cent. The director of training and the first assistant director of training were possessors of master's degrees, while the second assistant had a bachelor's degree. Special teachers in the music, art and physical education departments of which there were ten all were possessors of bachelor's degrees. The methods teachers who were not closely connected with the training school at that time, and of which there were four, were not so well prepared. One had a master's degree and the other three had no degrees.

Survey Recommends the Master's Degree

Scholastic preparation for teaching at the Oregon Normal School has continued in the new administration.

⁵Garrison, Noble L. Status and Work of the Training Supervisor, p. 10.

The survey found weakness in the Oregon system for training teachers in that it required only two years of training for elementary school teachers, but it did not recommend immediate lengthening of the course. Rather:

It believes that the two-year normal schools should be brought up to such a level of excellence that they may secure membership in the American Association of Teachers Colleges before the period of training is extended.⁶

After President Churchill took office, one of the first things he did was to make application to the American Association of Teachers Colleges for membership for the Oregon Normal School. This was granted in 1934 with the proviso that the preparation of the faculty be sufficient by the next meeting of the organization in 1938. Quoting from the Biennial Report 1933-34

The members of the faculty are fully advised as to the importance of meeting at an early date the necessary academic requirements and there is little doubt that within a period of three years the standard for faculty preparation will be completely met.⁷

The requirement established by the American Association of Teachers Colleges for faculty preparation is as follows:

"The minimum scholastic requirement for members of the faculty (college and training schools) shall be the possession

⁶United States Department of the Interior. A Survey of Public Higher Education in Oregon. Bulletin No. 8, 1931. p. 114

⁷Oregon State Board of Higher Education. Biennial Report 1933-34, p. 190.

of a master's degree or its equivalent.⁸

Table II shows the progression of scholastic preparation of the Oregon Normal supervisory staff over a period of indicative years, from the founding of the normal to the present day. It can be seen that the percentage of teachers on the training and supervisory staff without the required master's degree is far below the 15 per cent allowed by the American Association of Teachers Colleges. Oregon Normal School has acquired a well-trained and experienced personnel for her supervisory staff.

Salaries

Salaries are an important factor in obtaining and maintaining a well-trained, highly-educated supervisory staff. Well-trained, capable teachers can command good salaries. The salaries for the supervisory staff of the Oregon Normal School have at times been extremely low and have never been excessively high. In 1893-94, Miss Edith Cassavant was receiving the enormous salary of \$80⁹ for being the teacher of the model school. This hardly seems in keeping with the tradition that she was an experienced normal school teacher, well-trained for her day. In the Annual Statement

⁸American Association of Teachers Colleges. "Standards for Accrediting Teachers Colleges and Normal Schools," Yearbook XII (1933), p. 21.

⁹Oregon Normal School. Original Receipt Book for 1893.

TABLE II

SCHOLASTIC PREPARATION OF THE SUPERVISORY STAFF
OF THE OREGON NORMAL SCHOOL

Year		1882	1892	1902	1911	1924	1928	1932	Aug. 1937
Critics	Number	1	1	3	4	20	30	20	19
	No Degree	1	1	3	3		21	4	
	Bachelor's				1	1	9	16	19
	Master's								
	Not Known					1			
Specials	Number	2	3	1	3	10	12	10	6
	No Degree	2	3	1	2	3	2		
	Bachelor's					4	9	*10	*4
	Master's								2
	Not Known				1	3	1		
Super- visors and Directors	Number			1	1	2	5	7	5
	No Degree				1	1	4	3	
	Bachelor's			1		1		1	
	Master's						1	3	5
	Not Known								

*Two of these teachers although not having master's degrees were granted the equivalent in special training by Dr. Henry Rockwell in his Report to the American Association of Teachers Colleges.

for 1904-05 is the amount of money spent for salaries for the year. The critic teachers received \$200 per year from the normal school above what they were paid by the school district, the principal only \$400.¹⁰ Two of the training teachers were paid wholly by the school district. In 1905 the salary for male teachers paid by the district was \$93.05. There being but two male teachers that year, this is presumed to be the salary of the training school principal. The salary of female teachers of which there were two was \$60.83 per month.¹¹ By 1920 salaries had been raised perceptibly. Fourteen hundred dollars a year was the lowest salary paid to a critic teacher. This included both district and state pay. And, too, the rural director and the Superintendent of Training Schools were receiving as much as \$2,100 on a nine-month basis.¹² The better times of 1925-1930 saw salaries increased in some cases but not raised by means of any apparent schedule. To the writer's knowledge there has been no definite salary schedule for the supervisory staff. But the range paid by the state is shown in Table III.

In 1932 all salaries were cut both by the state and by the school district. The fact that supervising teachers

¹⁰ Oregon Normal School. Biennial Report 1904-1906, (Annual Statement).

¹¹ Polk County. School District Clerk's Annual Report 1905.

¹² Oregon Normal School. President's Annual Report, June 1924.

TABLE III

SALARY RANGE OF THE SUPERVISORY STAFF OF THE OREGON NORMAL SCHOOL

Year	Critics	Special Super. Art, Music, Phys. Ed.	Principals, Supt. of Training, Directors	Methods Teachers, Rural heads, Supervisors
1893-94	Called Principal	700	720	Not Connected With Training School
1905-06	774.47	760	*1237.45	1000
1920-21	1400-1900	1300-2200	*2600	2100
1924-25	1350-1980	1800-2640	1800-1960	2520-2904
1928-29	1175-2285	1600-2300	2200-3000	2150-2250
1932-33	1065-1965.60	1796.40-2546.40	included in critics and supervisors, - no difference	2226-2760
1937-38	1585-2115	2334-3000	included in critics and supervisors, - no difference	2600-2340

*Critics and certain principals paid for 9 months' work; all others paid for 12 months' work. Data taken from Receipts for Expenditures 1893, Statements to the Board of Regents, President's Annual Reports, Polk County, Director's Financial Secretary of the Oregon Normal School.

are paid partly by the state and partly by the school district is apt to cause discrepancies where two teachers are doing exactly the same work. For example during the depression, Independence District cut all the teachers salaries to as low as \$65 per month while Monmouth District made cuts only as low as \$85. So supervising teachers at Independence were receiving \$20 less per month than those at Monmouth.

It is one of President Churchill's goals to establish a certain salary schedule for the supervisory staff. Salary cuts which were made in 1932 are to be restored for 1937-38.

If the nations's finances return to normal, and positions are plentiful and pay well, it will be difficult to maintain a supervisory staff of 100 per cent master's degrees unless salary schedules are adjusted to meet the competition of the day.

Summary

(1) The first critics of the Oregon Normal School had no more training than graduation from the school.

(2) President Campbell made the first attempts to hire trained people for the training school staff.

(3) President Ackerman, in the spring of 1911 made a tour of eastern normal schools for the express purpose of

recruiting trained teachers for Oregon Normal School which was to reopen in the fall. He was able to assemble a group of normal teachers well-trained for that day.

(4) There were certain causes which made retaining his staff difficult. These included poor living accommodations, heavy work and lower than average salaries.

(5) The fact that all workers could command high salaries in the 1920's coupled with the lack of funds available at the Normal School and her crying need for teachers made it necessary to hire as critics persons with good potentialities, recruited from the ranks of the graduates. This caused some inbreeding.

(6) One of the aims of Delmer R. Dewey, Director of Training from 1928-1932 was the improvement of scholastic attainment of the critics. By the spring of 1932 the percentage of critics having bachelor's degrees was considerably increased over what it had been when he came to the Institution.

(7) The Survey of Public Higher Education in Oregon made by the United States Government in 1931, recommended greater scholastic preparation of the staff. During the administration of President J. A. Churchill 1932-) the supervisory staff is practically 100 per cent possessor of master's degrees.

(8) Salaries are an important factor in obtaining and

maintaining an experienced well-trained staff. Salaries at Oregon Normal School have at times been extremely low and have never been excessive. There are efforts being made to establish certain salary schedules.

CHAPTER VII

BUILDING AN INTEGRATED PRACTICE-SCHOOL ORGANIZATION

Establishment of Training School Corps

An efficient organization of the supervisory staff is of greatest importance in making possible an adequate teacher-training program. Garrison in his study, The Status and Work of the Training Supervisor puts much emphasis on the importance of coordinating the work of the training school staff with that of the college staff. He says:

It is fast coming to be realized that the entire teacher-training program should be integrated about the training school and its work, to the end that practice teaching in its full sense may be a final check on the effectiveness of the college work in realizing the ends being sought.¹

However, integration of the training school and the college does not come without organization. At the present time Oregon Normal School has come a long way on the road to making the training school the core of the institution. But this situation has not always been. From the earliest days of private support when the training school was hardly more than an afterthought demanded by the law and the normal school was still more devoted to its traditional and

¹Garrison, Noble L. Status and Work of the Training Supervisor, p. 56.

scientific training than to that of professional teacher training, there has been a progressive development in the organization of the supervisory staff. It has grown from a "Principal of the Model Primary" to a complex organization consisting of a Director of Training, department supervisors, principals, supervisors of teaching and various supervisors of special subjects.

No Organization in 1880's

The catalogues in the 1880's showed no more of training-school organization than the title, Principal of Model Primary, following the name of the teacher who had been hired to this position. From the year 1886 until the year 1892 the faculty roster contains no mention of any one hired to do supervisory work for the training school. In 1886 the number of children in the model school is listed as 66. But the name of no teacher nor of any supervisory position is listed in the catalogue. In 1887 the need for practice teaching was satisfied through use of the district school. The teachers were probably the ones hired by the school district. After that year no mention of model school or practice teaching is made in the catalogue until 1891. Comments of people who went to school at that time seem to minimize the importance of practice teaching. For these years there appears to have been little practice teaching

required.

Attempts to Correlate Normal and Training School Staff

In 1892, the year Prince Campbell became president, the model school as an integral part of the training school was revived. For three years it continued a primary school with but twenty-five pupils supervised by one critic teacher. However, President Campbell was more training-school conscious than his predecessor for he went about to establish a real training school organization. In a statement entitled the "Model School" in the 1892-93 Catalogue appears:

The teaching in the model school is done by the critic teacher in charge of the work and the members of the senior class. The work of the latter will be under the supervision of the critic teacher and the Teachers of Pedagogics.²

Teachers of Pedagogics were the predecessors of our present-day department supervisors.

A definite effort at integrating the college and the training school is seen in the following, also taken from the statement concerning the model school:

Unity--a careful study of the entire system of development will be made in the observation and practice and methods work. The students will be led to perceive the relations of all the branches to each other and of them collectively to the center of chief interest, the child.³

In the 1894 Catalogue for the first time a full page

²Oregon Normal School. Catalogue 1892-93, p. 26.

³Ibid., p. 26.

is devoted to the names of those on the training school staff.

Training School Corps

P. L. Campbell, A. B., Superintendent of Training Department

H. B. Buckham, A. M., Professor of Psychology and Methods

Edith Cassavant, M. E. D., Critic in Training Department

Mary Coats, B. S. D., Assistant in Training Department.⁴

Real strides were made later in President Campbell's administration. Practice teaching was offered in all the grades of the elementary school. An established number of hours was required and the statement is made that certain training school theories then popular in the United States were being followed. Quoting again from the 1894-95 catalogue:

The school is able to announce this year for the first time a full eight grade training department, in which the members of the senior class will be given 40 weeks of practice teaching one period of forty minutes each day. By an arrangement with the Board of Directors of the Monmouth Public School, the privilege of teaching in the school under the auspices of the critic teachers is granted the members of the graduating class. The training department will be under the direct personal management of a staff of fine teachers, thus

⁴Oregon Normal School. Catalogue 1894-95, p. 5.

insuring thoroughness of work and the proper spirit of school government. This method of providing training for student teachers is the one adopted by such well-known schools as that of Dr. Sheldon, at Oswego, New York and that of Colonel Francis Parker, the Cork County Normal, Englewood, Illinois. 5

The school at Oswego was one established definitely on Pestalozzian Principles both as to organization and as to methods used. It is interesting to note that the following year W. H. Allen was secured as principal of the Model School. He had had his training at the Oswego New York State Normal. That year and the year following more emphasis was placed on the training department, its methods, organization and requirements than had ever been true previously. This is quite in line with the Pestalozzian theory which placed greatest emphasis on the actual doing of the thing rather than on reading about it, in acquiring a technique of teaching by practice rather than by being taught how by means of lectures.

Further evidence of attempts to correlate the normal school and the training department are to be found in this period. Notices of special methods classes which must come prior to practice teaching appear in the catalogue. Art, music and physical education cease to be wholly academic. In 1896, inserted in the paragraph relative to vocal music is the following:

⁵Oregon Normal School. Catalogue 1894-95, p. 25.

The best methods of teaching music in the public schools are presented in theory and illustrated in the work of the classes. ⁶

In the statement concerning physical education is the following relative to practice teaching:

Students taking theory are given an opportunity in the gymnasium for practice teaching. ⁷

Although it had not been advertized in the catalogues that there were supervisors of special subjects to help student teachers in presenting these subjects to their training pupils, the above statements show conclusively that here was their embryo.

Duties of Principal

The principal of the training department held a unique position in this period. Students were directly responsible to him for certain observation criticisms that were required the term before practice teaching. He directed the regular critic and student conferences which seem to have taken place weekly. He was always on hand as a supervisor of the whole training department. He was responsible to the president for certain policies and for the general organization of the model school, and he taught certain classes in methods and pedagogics.

⁶Oregon Normal School. Catalogue 1896-97, p. 38.

⁷Ibid., p. 41.

Duties of Critics

It was during the time that Mr. Allen was principal of the training department that first intimations as to the duties of the critic were presented.

The work of actual teaching under the helpful supervision of experienced critic teachers will prove invaluable to the student teacher. Plans for all work will be submitted in outline to the critic teacher who will make such corrections and suggestions as may be necessary. Frequent meetings corresponding in purpose to grade meetings, will be held for both general and individual discussion of work. No pains will be spared to encourage, advise and assist student teachers in the spirit of helpful friendliness.⁸

The critic supervised student teaching, made suggestions and corrections of lesson plans, went to grade school meetings, and participated in general and individual discussion of the work of practice teaching.

The first mention of observation appears in the 1898 Catalogue when the following statement appears: "The students of methods classes observe the teaching in the training school and make written reports to the Principal."⁹

Whether this observation was that of the work of other student teachers or of the critic teacher is undetermined but conducting classes for observation became one of the duties of the critic teacher in the following years.

⁸Oregon Normal School. Catalogue 1896-97

⁹Oregon Normal School. Catalogue 1898-99

Rural Training Suggested

In 1898 Robert C. French became principal of the training school and in that year work in the country schools was initiated. This subject has been treated in another chapter, but from the standpoint of organization of the rural department of the training staff it must be mentioned, as in later years the supervisor and critics of the rural department became an important part of the training school organization. At this time all matters pertaining to practice teaching were under one head.

The last year (1902) of President Campbell's administration found the training department enlarged and bearing a semblance of organization. It had grown from nothing to a staff of eight people, the president, a principal, professor of pedagogics, two critics, two assistant critics, and a teacher of manual training, music, and drawing.

Growth Under President Ressler

Special and Department Heads

The stormy session when E. D. Ressler was president saw little change in organization but a faithful continuation of that which had been established and a constant growth of the training school staff.

Special supervisors played their part in the training

school organization. They supervised practice teaching in special subjects at the training school. A comment on the arrangement between the district and normal reveals this:

The arrangement is of mutual advantage, the districts receiving expert supervision, special instruction in music, drawing and manual training, etc., and the normal the privilege of assigning its student teachers to the schools.¹⁰

The teachers of pedagogics continued to assist in training school matters:

The (training) department is under the general supervision of the principal assisted by a competent corps of critic teachers. The heads of departments in the general faculty also assist in directing instruction. The actual teaching is done by the members of the senior class.¹¹

Further Duties of Critics

Certain duties of the critic teacher are listed in the 1907-08 catalogue.

Supervision of teaching, discipline and room management.
Much actual teaching.
Observation of student teachers and daily consultation with them.¹²

The teaching of observation classes by this time had become a regular duty of the critic teacher. From the 1907 Catalogue is quoted the following:

Each student begins the work of actual teaching by observing the teaching of one or two subjects by a critic or experienced student teacher.

¹⁰Oregon Normal School. Catalogue 1905-06, p. 26.

¹¹Ibid., p. 27

¹²Oregon Normal School. Catalogue 1907-08, p. 18.

While observing the student takes full notes on the recitation, the preparation of the lesson, the methods used and submits these to the critic for criticism. As soon as the student is able to make a lesson plan actual teaching begins.... The critic stands ready to take the class and exemplify difficulties in the presence of the student. 13

A monthly criticism of students was required:

Each month the student teacher is given an estimate of the work done in teaching during the month based on (1) knowledge of subject matter, (2) knowledge of specific methods, (3) management of pupils, (4) personality. 14

The Monmouth Herald for September 25, 1908, throws some light on the work of the critic during the opening week of school:

During the present week (evidently the first week of school) the critic teachers will have entire charge of all the work in the rooms and next week the student teachers will begin their work in assisting the critics. 15

Certain other phases show up in the organization of the supervisory staff from the following statements from the same catalogue.

The principal and critic meet the student daily for consultation. The principal visits the work as often as possible and illustrates any particular difficulty by teaching in the classes of the Training Department. 16

¹³ Oregon Normal School. Catalogue 1907-08, p. 18.

¹⁴ Ibid., p. 20.

¹⁵ Monmouth Herald, September 5, 1908.

¹⁶ Oregon Normal School. Catalogue 1907-08, p. 19.

Summary for This Period

The summary which follows the explanation of the student teaching organization presents rather clearly the dove-tailing of the duties of the supervisory staff.

The student teachers are prepared for teaching by means of the following courses and plans.

1. A study of methods, management, principles of education, supervision, theory of teaching with the regular faculty of the normal school.
2. A study of the management and discipline through actual observation for 20 weeks under the supervision of the Principal.
3. A study of special methods in all common branches in the course of study for 20 weeks with the Principal.
4. Observation of teaching in the training department by critic teachers, the Principal and student teachers.
5. Actual teaching under the supervision of the critic teacher for 150 hours to be divided between two semesters.
6. Preparation of daily plans under the direction of the critic teachers and the Principal.
7. Errors..... are pointed out daily and a monthly estimate is made of the student's progress in teaching. ¹⁷

The Normal School closed its doors in 1909, but the organization of the supervisory staff had been initiated. There were now on the supervisory staff the principal, four critics and a special teacher for music, art, and

¹⁷Oregon Normal School Catalogue 1907-08, p. 20-21.

physical education, besides the instructor in psychology and pedagogics, who was closely connected with the training staff.

Rounding Out and Overexpansion

The years that J. H. Ackerman was president were characterized by the fact that all the work seemed to take on a more definite character. Instructors began to know their exact duties. The announcements of courses were more specific and many of them showed correlation with the practice school by means of observations. In fact, correlation by observations began to be run into the ground.

Following the description of the course, the phrase, "this work will be illustrated by classes of pupils in the training school" appeared in many instances. These were not courses in practice-teaching but courses in pedagogy, Oregon State course of study, school gardening, art, music physical education and the like. Special professional courses, too, such as professional history, professional language, and professional reading promised observation in the training school. It is evident that during this period, the critic teachers began to be called upon for many demonstration lessons.

The taking over of special methods courses by the critic teachers occurred in the summer of 1913. This is

significant because these teachers of special methods were the forerunners of the department supervisors.

Practice Teaching First Required by All Oregon Normal Students

Perhaps it should be stated here by way of clarifying the situation to the reader, that in 1912-13 there were five courses which led to a diploma from the Normal School: the standard course--ten units above four years of high school or ten units above the elementary course; supervisor's course, the same; elementary course--16 units above the eighth grade plus education (four units accredited for completion of the ninth grade); rural--16 units above the eighth grade. It can readily be seen that much of the normal school work was still in the secondary stage. Many of the students who came were experienced teachers who thought to better themselves, but wouldn't spend the time to graduate in the standard course. According to Mr. Gentle in an interview it was very difficult to require practice teaching of these students. In fact it was not until 1916 when certain important changes in entrance requirements which were established by the state, demanding the completion of the fourth year of a standard high school or its equivalent, that practice teaching was listed in the catalogue and began to be required of every one. The course in

Practice Teaching is described as follows:

During the last semester of the senior year each student is required to teach a given period per day in the training school. This work is carefully supervised by expert critic teachers and graduation will not be allowed until it is satisfactorily done. The student is permitted to practice in the subject and grade she wishes to specialize in and is also required to teach in some other grade in order that the correlation of work between grades may be better appreciated. 18

Distinct Separation of Graded and Rural Departments

Following these requirements more students demanded practice-teaching opportunities. This called for a larger staff and critics in other schools, besides the work in the rural schools. It was during this period that the rural and graded departments were separated and practice teaching was carried on under two separate heads. The catalogue announcement of the training schools makes the general organization evident:

The work of the training schools is divided into two divisions--graded and rural. The graded consists of (a) the elementary children of Monmouth who are taught in the normal training school building.... and (b) the elementary children of Independence who are taught in the elementary school building of the Independence District. The rural centers consist of (a) Mountain View School.... (b) Elkins School.... and Oakpoint School. 19

The separation was complete by 1924-25 when the terms

¹⁸Oregon Normal School. Catalogue 1913-14, p. 28.

¹⁹Oregon Normal School. Catalogue 1917-18, p. 46.

Superintendent of Training Schools and Superintendent of Rural Training were first used. Both the graded and rural departments showed much growth due, of course, to the great increase in normal school attendance.

Staff Becomes Unwieldy

Oregon Normal School had added certain specialized courses, one of them being the commercial course which demanded practice teaching in the high schools. This was provided in both Monmouth and Independence. The normal school had begun to offer such a wide array of courses and the number of students became so alarmingly large (there were 1886 students enrolled at the Normal School during the year 1926-27) that the organization of the whole staff began to be unwieldy. Besides, there was no single person in whom was vested the authority for the whole training school organization. There were courses for special teachers in art, music, and physical education. These were supervised by the teachers of special subjects who came to the various training-school rooms to teach these courses. There were teachers of special methods, but these began to have less and less connection with the training schools. Everyone in his sphere was doing conscientious work, but what was needed was a good organizer who would integrate the whole training-school staff, specials, rural

teachers and graded teachers.

Efforts to Gain More Efficient Organization

In 1928 Delmer R. Dewey became Director of Training. Among his aims was a more efficient training-school organization. Certain statements made with reference to the training department by the government survey made in 1931 may help the reader to visualize the training school organization at that time. This also contains certain criticisms and recommendations.

At Monmouth observation and student teaching were conducted at the time of the survey in six public schools--Monmouth, Independence, Valsetz, Greenwood and Oakpoint. Typically these schools are organized as elementary schools.... While all these public schools are under the joint jurisdiction of the institution and the public school board, a high degree of control is actually centered in the director of training, who has two assistants with administrative functions, in addition to a well-qualified supervisory staff....

The director of training and his assistants are responsible for the conduct of the work of observation and supervised teaching. His responsibilities comprise the execution of the program as a whole, including the supervision of student teaching, maintenance of contact with various communities, coordination of training activities with the academic side of instruction, and similar functions. The assistant director of training has charge of tests, diagnostic and remedial work. In addition he exercises immediate general supervision over the elementary group of student teachers. A second assistant director of training is vested with control over personnel work, faculty, pupils, interpretation of the latest research for teachers, and the promotion of higher scholastic standards of the staff in service.

He is the acting principal of the training center at Independence.

Organization of student-teaching facilities and staff. The officials responsible for the coordination of the observation and student-teaching program with the college work of the institution are the director of training and the methods teachers. The director of training, however, does not have oversight over all the course offerings in either education or academic subject matter. His chief work is the direction of the student-teaching program.

The professional rural-school courses are conducted independently of the director of practice for the institution as a whole.... To divorce one element of student teaching from the remainder of the program is unjustifiable, and a consolidation should be effected at once. The present director of training is well-qualified in this field of work and thoroughly sympathetic with a program of rural education. He should be put definitely and unmistakably in charge of the practice work in rural education. All necessary authority should be conferred upon him commensurate with such responsibility.

Too great a degree of separation exists between the department of education and the practice unit. Student teaching is a professional course. The work should be conducted in close cooperation with the other professional courses of the institution. In order to rectify existing conditions, plans for a closer administrative and professional functioning of these two separated units should be put into effect. 20

There were certain fields such as rural education, commercial education and special subjects which the authority of the director of training did not touch. In the training-school organization, there were definite attempts

²⁰United States Department of the Interior, Survey of Public Higher Education in Oregon, Bulletin 1931, No. 8, p. 131-32.

at integration. There were frequent group meetings when the program was carefully discussed. At frequent intervals there was sent to each supervising teacher a bulletin called Hints Along the Way. This carried suggestions for the general program, pointers on department organization, recent educational findings, the names of new books on education, any message that the director wishes to send to all his staff. The teachers in charge of the apprentice student teachers in certain more distant places also received this bulletin, keeping them in touch with the ideals for which the staff was working.

A training school office secretary in both Independence and Monmouth did much to keep the organization integrated.

The Government Survey and Reorganization

Authorization of Survey

In 1929 was created by an act of the Thirty-fifth Regular Session of the Legislative Assembly of the State, the Oregon Board of Higher Education. This Board was to supersede the three Boards of Regents of the five institutions of higher learning in the state. The Law (General Laws of Oregon, Chapter 251) provided for some actions which would cause drastic reorganization of many departments of the institutions of higher learning. Section 9 states:

As soon as possible after the passage of this act the board shall secure the assistance of some nationally recognized, impartial authority or authorities in making a complete survey covering the present conditions and future needs of all branches of all state supported higher education and scientific research in Oregon.... The results of this survey shall be embodied in a report, on the basis of which the board shall proceed to draft a program of higher educational development adapted to the needs of the state....

Section 10 provides:

The board shall inaugurate its program beginning July 1, 1931 and shall have full authority to reorganize the work of each and all of the institutions under its control. 21

The State Board of Higher Education took office on July 1, 1929, and Mr. C. L. Starr was named president for the ensuing year. On November 3, 1929, he sent a telegram to William John Cooper, United States Commissioner of Education, requesting that in 1929 and 1930 a survey be made, including the normal schools, of the institutions of higher learning in Oregon. The request was granted with the requirement that findings and recommendations should be published. The final survey was made under the direction of Dr. Arthur J. Klein, Chief of the Division of Collegiate and Professional Education in the United States Office of Education (now professor of higher education, Ohio State University), Dr. George A. Works, professor of higher education, University of Chicago, and Dr. F. J. Kelly, lecturer

²¹Oregon. General Laws. Chapter 251, Sections 9 and 10.

in higher education, University of Chicago. It was a very complete and scholarly piece of work and made definite suggestions to the State Board of Higher Education as to future reorganization. To a large extent the State has been courageously attempting to follow these suggestions.

Reorganization of Training Schools

The Normal schools, as did the other institutions of higher learning came in for some revolutionary changes. A Director of Elementary Teacher Training whose duties should be the ordering of a unified curriculum in the three normal schools and whose term of service should begin on July 1, 1932, was selected. This man was also to be the President of the Oregon Normal School at Monmouth. The man chosen was J. A. Churchill who had been prominent in educational affairs in the state for many years. At one time he was the Superintendent of Schools in Baker. From July 1, 1913 to July 1, 1926, he was the Superintendent of Public Instruction in the State of Oregon. While Superintendent of Schools in Baker he was appointed as one of a committee of three to investigate the normal school situation in 1907. More lately he had been President of Southern Oregon Normal School at Ashland. He is a man who, through his long experience and close association with both the public school needs of the State of Oregon, and the problems

connected with the normal schools was suited for the newly-created office of Director of Elementary Teacher Training.

Following the change in Oregon Higher Education and the appointment of J. A. Churchill as Director of Elementary Training, a new organization of practice teaching was established. This organization is unique in its individuality. President Churchill in his pamphlet, The Teacher Training Program in Oregon for Elementary Teachers, has stated clearly his goals for practice teaching in Oregon and the technique by which he arrives at these goals. Oregon Normal School places most of its graduates in rural schools so "the overwhelming objective is the preparation of teachers for the rural schools,"²² yet "it must not be inferred that teachers preparing for rural school service should have different academic preparation from that needed by those who are to teach in the city schools.... The child in the country should be taught the same facts of history, geography, nature, etc., as the child in the city. The wealth of literature should be as much a portion of the rural child's education as that of the child in the city."²³

The second objective is the securing of larger professional growth of the teachers in service.

²²Churchill, J. A. Teacher Training Program in Oregon for Elementary Teachers, p. 1.

²³Ibid., p. 2.

In setting forth the organization of the practice schools, the writer feels that President Churchill's own presentation given on page five of his pamphlet is clear and simple and will give the reader an overview of the plan. The plan is herewith quoted:

Important in the efficiency of an institution for the training of teachers is the provision for practice teaching....

An adequate supervisory staff is necessary for the conduct of a successful training school. The staff of a practice school in Oregon consists of a director of training, supervisors of departments, supervising teachers, and supervisors of the special subjects (music, art, and physical education).

The director of training is the centralizer, and serves in coordinating the various departments of the practice school. She supervises all departments of the practice school, and is directly responsible to the president of the Normal School for carrying out the policies of teacher training. The director of training is a member of the department of education in the Normal School, and conducts classes in The Principles of Teaching.

The department supervisors, two for the primary, one for the intermediate and one for the upper grades, are, like the director of training, instructors in the department of education in the Normal School. As instructors, they are responsible for the professional courses which directly prepare the students for their work in the training school. As members of the training school staff, the department supervisors are responsible for planning the teaching load of the students assigned by the president to their departments. It is also their responsibility to interpret to supervising teachers and to students the educational policy which is the accepted one for the school. It is the responsibility of the department supervisors to see that there are no

discrepancies between the department of theory and that of practice,

The supervising teachers are responsible for the welfare and progress of the children attending the training schools. They are elected by the local school board upon recommendation of the president of the Normal School....

It is the responsibility of the supervising teachers to direct and to supervise closely the teaching done by the students in their departments. They do demonstration teaching for classes in the Normal School, and also for the student teachers.

The supervisors of the special subjects teach the theory sources in their fields of specialty. The executing in the training on the part of their students is carefully followed and supervised by them, which forms another strong link between the department of theory and that of practice.

Organization of Practice Teaching

Since most of the inexperienced teachers begin their careers in the rural schools of the state, there must be provided for them a scheme of practice teaching which will best prepare them for that work. Many of the schools in Oregon are one-teacher schools, so, only that training is adequate which provides for the student opportunity to teach in every grade from the first through the eighth.

Therefore, students are required to spend in the training school two hours each day during the three quarters of the senior year. The program for practice teaching is so arranged that students have practice in all grades from the first through the eighth. The plan is to divide the seniors into three groups at the beginning of each quarter, one group doing practice teaching in the primary grades, a second group in the intermediate grades, and a third in the upper grades. All students are allotted major subjects in each grade in the department to which they are assigned. When a quarter of practice is completed, the groups of seniors are reassigned to a new department and, again, every student is

assigned major subjects in all grades of the department. When two quarters of practice teaching are completed, students may elect to return for a second quarter to one of the departments, or they may be assigned to a third department. By returning to a department for a second quarter a student's work is so strengthened that he is well-qualified for a position in a two-room rural school.²⁴

Statements from Rockwell Report

In the Report made by Dr. Henry Rockwell for the American Association of Teachers Colleges previously mentioned in this study, a statement was made concerning the present practice-teaching organization. Portions of that statement follow:

In order that all pupils may have the privilege of practice in every one of the eight grades, President Churchill and his efficient director of training, Miss Clara Trotter, have worked out a plan whereby the curriculum includes a practice teaching assignment for each of the three terms of the second year. It totals no less than about 360 actual teaching hours for each student. Neither does this include hours of observation nor minor participation. Each student has 360 hours actual teaching hours distributed through eight grades. I know of no other state or school which accomplishes such commendable results in practice teaching. Not only does this individual practice teaching requirement greatly exceed the requirement of the American Association, but it is handled in a manner which first seems unduly mechanical, but which works smoothly and effectively. Every standard teaching room in the various five practice-schools used is provided with two or three smaller adjoining rooms where small squads of pupils may be taught by the student

²⁴Churchill, J. A. Teacher Training Program in Oregon for Elementary Teachers, p. 5-6.

teacher. In a given standard room, for example, a language lesson is being taught, four student teachers may be working on as many groups in the main and three adjoining rooms under the supervision of the critic, which must naturally be somewhat divided. After an extensive presentation of language for twenty minutes, the scene changes and each one of the student teachers will be immediately transferred to another grade and another subject. A further shift is made at the end of the next twenty-minute period, and so on, until about four assignments are covered by each student teacher in succession. At first thought it might seem that the lack of continuity and the apparent desire to crowd so many different subjects into the work of a student teacher in a given time might be disadvantageous, but as I have carefully observed this plan in operation, it is so well-organized and the mechanics are operated so smoothly that I am certain that these students are given an exceptional variety of practice-teaching professionalized under very adequate and competent supervision. In addition to this plan, conferences are held not only with the critics but with the directors of practice teaching of which there are several. This provision, together with a sound curriculum.... constitutes an exceptionally strong program which, in my opinion, deserves marked commendation. 25

Value of Department Supervisors

President Churchill's plan of organization has brought about a closer integration of special teaching methods and the work of the training school. The supervisors of departments act as that desirable go-between of the normal and the training school, which all too often in teacher-training

²⁵ Rockwell, Henry C. Report on the Oregon Normal School at Monmouth to the Accrediting Committee of the American Association of Teachers Colleges, Section VI.

institutions does not exist, and each department goes on its way working according to its special theories. Consequently, much material is repeated; there is a greater or less amount of contradiction; and students coming from the academic to the training department find themselves confused.

Summary

(1) An efficient organization of the supervisory staff is necessary in order to maintain adequate practice teaching facilities.

(2) There was no organization of the training school staff prior to 1892.

(3) The first attempts to organize the training department and to integrate it with the Normal were made during the administration of President Campbell. During this time the duties of the principal were described. Duties of the critics were intimated and rural training was suggested.

(4) From 1902 to 1909 special teachers and department heads began to be important in the training school organization. Duties of the critics were further clarified and there was a close relation between the critics and the principal, who was the most important personage in the training set-up.

(5) The first years of J. H. Ackerman were characterized by definiteness and improved organization. Special methods courses, presented in the summer by the critics were initiated. These led to the need for general methods teachers who later became the methods teachers and supervisors of today, and also to the establishment of organized summer practice teaching. Practice teaching first became required by all Oregon normal students. Rural practice teaching was established and was placed under a separate head from that of graded practice teaching.

(6) In the 1920's the normal school began to offer such a wide array of courses that the organization became unwieldy. There was no head in whom was vested authority for all practice teaching work.

(7) Certain efforts were made during 1928-1931 by the newly-elected Director of Training to organize the Training School staff.

(8) A government survey of Oregon Public Higher Education was authorized in 1929 and following its completion, drastic reorganization took place. At present the practice-teaching staff is highly organized and integrated. There are a Director of Elementary Teacher Training, in whom authority for the practice-teaching program is vested; department supervisors, who teach educational theory classes and integrate the Normal with the practice school; special

supervisors, who control the practice teaching of special subjects such as music and art; and supervising teachers, who order the general practice teaching.

CHAPTER VIII

SUMMARY AND CONCLUSIONS

The earliest history of teacher-training includes the idea of practice teaching. Pestalozzi's theories, set forth in his teacher-training institutions (1800-1825) made the model school an integral part of the teacher-training institution. America planned her normal schools on the order of the Pestalozzian schools established in Germany. The Normal School Act of 1838 (Massachusetts) provided for the establishment of practice schools. Although practice schools were originally provided for many problems have arisen about their establishment in America.

In relation to the progress of other states in the United States, Oregon has been slow in founding state-owned, teacher-training institutions and reluctant to appropriate sufficient funds for their upkeep. This has been due:

- (1) To Oregon's recent pioneer status;
- (2) To private sectarian educational enterprise rather than public enterprise; and
- (3) To a certain conservatism on the part of a large sector of southern immigrants.

This lack of public interest has brought about much of the difficulty in standardizing higher institutions and establishing efficient teacher-certification laws. In about

1879 agitation for state-owned, teacher-training institutions began. A denominational school called Christian College became the first State Normal School.

The establishment of a model school was demanded by the Normal School Law of 1882. Oregon Normal School has struggled for many years to obtain adequate building facilities for this model school. In 1915 the money for the building of Monmouth Training School was appropriated and in 1925 that for Independence Training School was appropriated.

The provision of a typical teaching situation has been met:

(1) By acquiring a sufficient number of children for the grade schools. This has been done by means of

(a) An agreement with the Monmouth and Independence School Boards for practically permanent exclusive use of the district children for practice-teaching;

(b) By consolidation with certain surrounding districts; and

(c) By transportation of children to the training schools from other districts;

(2) By utilizing specially chosen rural centers

(a) To give rural teaching; and

(b) To meet the excessive demands for practice

teaching;

(3) By establishing summer schools for practice teaching; and

(4) By experiments with the apprenticeship method of practice teaching.

The provision of an adequately trained supervisory staff has been met progressively down the years. Normal School training, bachelor's degrees and master's degrees became prerequisites to membership on the staff. Certain difficulties such as living accommodation, heavy work and low salaries have in times past made it difficult to maintain a trained staff.

An efficient organization of the supervisory staff has been developed over a period of years. Duties of the principal and the critics were first suggested in the 1890's. Special teachers and department heads began to be important in the early 1900's. Special methods courses brought about the need for methods teachers who later became department supervisors. Rural practice-teaching was established and placed under a separate head from graded practice teaching. A large array of courses in the 1920's made the organization unwieldy. Certain efforts at organization were made in the late 1920's. A complete reorganization of the Training School took place following a government survey in 1931. At present the organization consists

of a Director of Elementary Teacher Training, department supervisors, special supervisors and supervising teachers.

The future for Oregon Normal School is looking up. The institution is gradually being improved in all ways. The State Board of Higher Education looks to the establishment of a first-class four-year teachers college in the coming years. At present a term of extra work a year is being added until 1942 at which time three years of training will be required of those who would be elementary school teachers. The school has become specialized offering only training for elementary teachers. Buildings and improvements have been added to the campus, and living accommodations have been progressively improved. Oregon must not stop until she has established laws for the certification of elementary teachers equal in scholastic and professional requirements to those of her sister states, and has provided adequate teacher-training institutions where her sons and daughters can obtain the preparation basic to these requirements.

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