

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1922, No. 44

THE AMERICAN TEACHER

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[Advance sheets from the Biennial Survey of Education
1920-1922]



WASHINGTON
GOVERNMENT PRINTING OFFICE
1923

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CHAPTER XX.
THE AMERICAN TEACHER.

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Observations on the Preparation, the Training, the Authorization, the Status,
and the Prospects of the American Teacher in the American School.

Foreword.—There has been so much written for publication in reports on the problems of education in the United States that it seems to be a work of supererogation for any educator to undertake to contribute anything new or important to the general knowledge possessed. This presentation, of necessity, on account of its limitations, is confined to observations and conclusions that are more or less opinions obtained by experience and study rather than from extensive investigation or a complete survey. There is so much diversity, there has been so much evolution, there is such constant legislation, there has been so much modification of standards from decade to decade, and even from year to year, that the reports that have appeared have become more or less ancient history before they have been distributed to the public.

The American system.—In the United States the public system of education belongs to the States individually, the National Government reserving to itself sympathetic cooperation and generous good will. The function of the State is a dominating characteristic, as legislation is formulated and passed without any regard for reciprocity or cooperation of adjoining States, and hence policies are established and systems developed with an independence that could only be equaled by absolutely separate nations. At the same time the States confer upon the district organizations authorized—the county, the township, the town, the city, and even less territory—the right to organize, finance, manage, and direct the work of education, subject only to general laws governing the system as a whole. In the community is located the opportunity for initiative, the spirit of interest, the developing of enthusiasm, and the ultimate control of everything that decides the basis of all influences that the American teacher wields for public betterment and national welfare.

The State service.—In the outcome of the administration of public schools each State determines the minimum standard of the qualifi-

cations of the teachers who can make contracts for service and can be paid from the public treasury for the work assigned. In addition it provides certain general kinds of supervision such as represent State authority and county authority, while it collects and publishes reports, examines and certifies teachers, decides the minimum salaries that are allowed to be paid to ranks of teachers according to certificates obtained and to experience had; and where subsidies are granted for special purposes like the support of schools in mining districts, of work in training teachers, in encouragement of the consolidation of rural schools, etc., the State assumes more than general authority by maintaining inspectors that decide whether the standards required are met and whether the subsidies granted can be continued. All these contribute to the welfare, the status, and the success of the American teacher.

The school district.—While the State standards that are set up as the minimum may be accepted by the several independent school districts, yet, as a matter of fact, they do not prove to be the system of determination, as each local community and organized school district has the authority to decide what additional standards shall be required beyond the minimum. This local power in reality decides the course of study, the character and scholarship of the teachers that will be employed, the duties and requirements that are expected, the data that are regarded as essential in the contracts, and the regulations that exist in the conducting of the schools. In this way there are as many classes of standards as there are school districts, and as a consequence these local standards are the true bases on which the American school depends, and hence the State legal standards are more formal than effective, and while necessary in educational administration, they are not yet regarded as authoritative in deciding the employment of teachers, the construction of school-houses, or the administration of the work being conducted for the better education of the people.

The certification of teachers.—Where the State system undertakes the licensing of teachers according to the standards authorized by law, there are two methods commonly adopted, known as (1) the examining system, and (2) the accrediting system. The examining system permits a variety of grades of licenses, the lowest being the minimum legal requirements as to scholarship and training. The number of teachers thus licensed is frequently the majority of the teachers authorized by a State, and since teachers with these qualifications are obtainable at the least possible salaries, the less ambitious school districts employ them, and the rest of this class are out of employment and can go to school in preparation for taking an examination for a better scholastic grade. The examining system has the effect of furnishing a large supply of teachers that have the least

preparation that admission to the examination requires and has the additional effect of spreading abroad the impression that much attendance upon a school or college for the preparation for teaching is unnecessary and uneconomical. The accrediting system consists of a plan that recognizes graduation from some accepted training school as superior to the examining system, and to encourage such preparation, only the higher grade of teachers' certificates are conferred as honor indorsements for such commendable preparation. While the accrediting system has much reciprocity between the several States, it is based more upon the recognition of the educational institution from which the candidate graduates than it is on the recognition given the State from which the teacher is licensed, because the standards of institutions of higher learning are much more reliable in grade of qualification attained than are the systems of certification of the several States.

The preparation of teachers.—All the observations made thus far are preliminary to the discussions that are to follow because these fundamental conditions have much to do with the decision of young men and women to enter college for the purpose of being prepared for the public service as teachers. There must be consideration given by them to the economic situation as to the support of teachers in service, to the status that is promised as to employment, to the capability to transfer from State to State without needless difficulty, to the restrictions and limitations that are imposed by society and by administration upon the occupation, and to the opportunities for promotion in authority and in income that are granted for distinguished efficiency and for notable success. Hence the student body that is enrolled in teachers' courses in educational institutions is regulated by the law of supply and demand and by the equivalency of status that teaching gives in comparison with other occupations and professions that are found in the environment of these students. The ambition and the attitude of these students as to the importance and greatness of the service and as to the willingness to make far better preparation than any of the standards in force require, have compelled the higher institutions of learning that welcome their patronage to place graduation on a higher standard than is decided by legislators or administrative dictators in order to guarantee to those graduates all the indorsement and the opportunities that the best civilization demands, thus opening for the educator a province that is equivalent if not superior to other professions.

The status of the occupation.—Public-school teaching has always been and must continue to be uncertain as a permanent business. There can be no permanent tenure and there ought not to be any life employment where there is a necessity for a continued adjustment of demands and of services. This does not give a desirable situa-

tion, so far as the teacher is concerned, as annual elections are always occurring, and there is constant liability to be discharged, without hearing or explanation. This causes a disposition to seek a better salary and better security, as well as better prominence and authority, by being candidates for positions in another location. In fact, a common way to get promotion or to get more rapid recognition in the vocation is by leaving one community, and becoming an employee of another community. In this struggle for prestige and promotion the less qualified teachers are subject to being released without opportunity to go elsewhere, and their places are given to young teachers who have better preparation for the work to be done. The recruiting of the profession of teaching is a wasteful system, as many persons under preparation must depend upon obtaining service by the process of elimination of those now in the employment of the public. The incoming prepared substitutes must be always a menace to the permanence of the service for all at work in the schools who have not enjoyed equal opportunity, as this plan of preparation of the young and the promising to drive the less successful from the business in order to have places for those better qualified is the American policy.

Classification of institutions.—There can be no satisfactory discussion of all the types of institutions that claim to prepare teachers, because they are so remarkably variable, but still there is a sort of classification that can be devised that will help make this discussion comprehensible if not complete, and thus permit a brief study of these many classes under more generic conditions. Every student of these problems can make this kind of a classification for himself and can improve on this in many ways, but the limitation as to space and time compels this segregation to be very general and broad, hoping that such a treatment will enable those interested to recognize the necessity of this organization of the undertakings existing in the several States. The classification here accepted is as follows:

1. Secondary institutions such as normal-training high schools, teacher-training classes, county training schools, etc., where the work to be done and that is preferred is almost all, if not entirely, secondary in grade and brief in training, the reason given for such work being temporary and emergent until something better can be done.

2. City institutions of many kinds that have been very fully studied by Frank A. Manny for the Bureau of Education in Bulletin No. 47, 1914. This is so full and complete that no attempt is given in this discussion to make more than very general observations on these classes of schools. They are variously named as city training schools, normal colleges, normal schools, teachers colleges, etc., each city using the title it prefers and changing the same at any time that the particular system decides as desirable. On account of their

being under no general law or required general standards, they are individual to such an extent as to limit their services to their particular cities.

3. State individual institutions such as are known as State normal schools, State normal colleges, State normal universities, State teachers colleges, and colleges of education. Some of them have the word "industrial" in their titles and some other occupational titles that indicate the wish of the legislative founders to determine that certain new types of education were intended to be emphasized in these institutions.

4. Educational departments in State colleges of agriculture and mechanic arts, where the original purpose has been to give major attention to agriculture, home economics, and related industries, and the teaching service along the major service of these State organized institutions.

5. State universities in which are organized colleges of education, teachers' colleges, departments of education in the liberal arts college, and graduate colleges or graduate schools, as the several institutions have seen fit to develop their instruction in technical and scholastic courses, art, music, home economics, etc., to meet the public demand and also the demand of their students who are in preparation for teaching in high schools.

6. Independent colleges and universities not under the management of the States that are large contributors in most of the States to the preparation of teachers under similarly organized administration as exists in higher institutions of learning under State management and control.

The secondary schools.—In recent years several of the States have organized, under the supervision of the department of public instruction, training classes of high-school pupils in the junior and senior years, in which elementary psychology, elementary school management, methods of instruction, elementary agriculture, and elementary home economics are stressed as a special course of instruction and development for would-be teachers of rural schools. The work done is largely elementary in instruction and observation rather than that of actual training by any system of practice teaching. The State in each case in which this plan has been adopted assumes that the graduates from these courses will add much to the improvement of the supply of elementary teachers and hence subsidizes the work by a small appropriation which places these high-school departments, after acceptance, under the supervision of a State inspector, who gives his attention to the quality of the high-school teachers employed, to the thoroughness of the instruction obtained, and to the examining of said students to determine their fitness to be elementary teachers. Experience shows that the success

secured is far beyond the financial expenditures made by the State, and that the stock of elementary teachers with a modicum of preparation is thereby much increased.

In the next place, some States have organized a county normal-school system, the expenditures being provided by the State and by the county combined. The purpose of this plan is the same as that in the high schools, that of preparing a good number of elementary teachers at the time they are taking their secondary education. In some instances a county high school is also jointly conducted for the benefit of such pupils of similar grade who do not intend to become teachers. Where consolidation of rural schools occurs and where high-school advantages are provided in this combined rural district, the county normal school will not continue to exist, and a similar plan to that used in city and village high schools has been adopted. What has been said about public high-school teacher training can be said in a measure of private high-school instruction of teachers, as all of them are below the standard that is accepted as permanent and satisfactory, as the pupils in most instances are not of sufficient age or development to acquire the kind of education or gain the kind of training that is the best in standard for the preparation absolutely needed. All these attempts invade the years when the studies assigned should be of a different kind than the teaching business can give, and for that reason they must be regarded as emergent and temporary rather than suitable and commendable.

State individual institutions.—From the founding of the first State normal school at Lexington, Mass., in 1839, by James G. Carter, of Boston, Mass., to the present, the several States have organized and maintained State schools for the sole purpose of preparing young men and women for the difficult work of teaching. This Massachusetts conception of teacher training was that of short-time, intensive training, and little advancement in scholastic education. Other States and cities followed Massachusetts, as follows: New York, 1844; Philadelphia, 1848; Connecticut, 1850; Michigan, 1852; Rhode Island, 1852; New Jersey, 1855; Illinois, 1857; Pennsylvania, 1859; Minnesota, 1860. Then followed Kansas, Maine, Wisconsin, Tennessee, Iowa, Indiana, until to-day (1922) there are representatives of the normal-school idea in every State in the Union. There are many differences in the standards and ideals of the several States, but there seem to be certain geographical and historical differences that permit the grouping of these schools during most of their earlier development into (1) New England normal schools, (2) the southern normal schools, (3) the Middle States normal schools, (4) the northern Mississippi Valley normal schools, (5) the Pacific States normal schools. Each of these sections has shown much unity in its attempts to do a certain work in a certain way on a certain standard, and each

of them has had results that are definite and suited to the laws and the customs and the standards of its respective State. It is evident that constant and consistent progress has been made in three-quarters of a century in every State, thereby keeping pace with the advancement that has come to the public-school systems, as well as to that appearing in higher education. What these schools have become and what they are able to do has depended all the time upon the state of public opinion regarding the necessary qualifications of the teachers in elementary and secondary schools. Being very close to the masses and dependent for support upon appropriations made by the State legislatures, their expansion of service and their efficiency as educational institutions have been a part of the intellectual history of every Commonwealth.

The State teachers' college.—This kind of an institution for the preparation of teachers began in 1890, when the New York State Normal School at Albany was reorganized under the title "New York State College for Teachers." In 1897 the Michigan State Normal School became a degree-granting institution, under the title "Michigan State Normal College." From these beginnings it was only a question of time until most of the States of the Union would follow this metamorphosis and provide whereby the typical, independent State teacher-training institution would become a full-fledged, equipped teachers' college. This development became a matter of necessity when the standard of teachers in high schools became that of graduation from a full college course, and when the teacher training maintained originally for the State became national in scope and character. The best teachers in every State had become national in their service rather than limited to State boundaries. Out of these developing necessities legislation quickly followed, and the State teachers' college organization as an institution became more numerous by a large majority, so that the national organization of teachers' schools assumed the new title "American Association of Teachers' Colleges," and their courses of study evolved as rapidly as convenient and permissible. This new province brought special recognition, so that these new grades of institutions brought remarkable changes in standards and efficiency.

Values in education depend very largely upon the immediate usefulness of the knowledge and the training obtained. Without this degree of practical usefulness, the results desired in efficient teacher training can not be obtained, and the teachers' college must depend for its continuing success upon its effective methods of instruction and its practical adaptability to the civilization of the present. Its graduates must be awake to the spirit of the times, to the necessity to meet emergencies without delay, and to the reliability essential to reach accurate conclusions. It is for this reason that the teachers'

college of State type recognizes the demand of the age, its promoters study the needs of the present hour, thus keeping it in the front rank of the marching armies of social and educational progress. Too long has general education been a recital of the success of the past, and the assumed fully educated man has been a scholar and a recluse without relation to the worlds of business and of action.

The American people are intensely interested in keeping the public schools as a training service for citizenship. They want their teachers to be leaders in human progress. They desire them to have a capability that knows what the new tendencies in civilization are and also to have the qualifications of accomplishment that give progress and potency to the education that is given to the children of the Commonwealth, so that it shall mean conscious discovery and real intelligence. The day has passed when meager qualifications in the American teacher are accepted as sufficient to meet the demand. Anything less than a four-year college standard of teacher preparation for all grades of instruction is only permitted and accepted as a temporary expedient to meet a very great emergency, but any student in preparation who accepts a short course as a guarantee to high acceptability in the vocation will find himself embarrassed by being prevented from entering upon the opportunities that will soon appear in the horizon of his life, because he is not qualified to enter upon the inheritance that civilization is distributing to worthy and capable educators.

Since the Centennial Exposition in 1876 there has been gradually an upward tendency to all American educational institutions, public and private. Out of this movement colleges became universities, industrial schools have become technical colleges, grammar schools have become high schools, and State normal schools have finally become State teachers' colleges. Their reorganization was slower and later because their foundation was statutory, and their transition a legislative process. This very system of change is a permanent one, as it is a definite upward movement by the State determining this change of policy and of standards, and hence there follow, without urging, financial support and opportunities that are accepted as essential and important.

The State agricultural college.—The United States made provision for the preparation of teachers in agriculture and mechanic arts by subsidizing the work wherever organized under congressional acts, by encouraging the colleges of that order to use their facilities, granted by the States and by the Nation, for the advancement of the work of teaching in high schools the new arts and sciences developed by this new system of scientific education. Much benefit came to the training of teachers in the lines of agriculture and home economics by this United States grant, and from this movement there came also

much cooperation on the part of other colleges and universities not granted such subsidy, whereby they also gave instruction in these practical lines, thus multiplying teachers of these industrial subjects until the demand required by law was reasonably met. At the same time there was created a new kind of educator, known by the name of county agent in agriculture, county club leader, and home-demonstration agent in home economics, most of whom were well trained in these State agricultural colleges for this special kind of work permitted to be given to the people on their farms and in their homes by these educational experts. For the encouragement of this important educational service the National Government made grants that were given to the States if they cooperated by making equivalent financial appropriations. Then the States required the counties to give equivalent support either by county tax or from public or private funds, all of which combined gave most of the States sufficient means to employ in every county experts as a regular staff of public instructors. This arrangement of the Nation to get cooperation of the States and of the local communities has been of the greatest efficiency, because at the same time the standards of qualification have been determined by the Nation and enforced by the agricultural colleges as the designated authority, selected by the Nation for such management. What has been said about county management and control of the education of the people in these practical arts can also be said about the Smith-Hughes high school, in which special teachers approved by the vocational board of the State and of the Nation and special subsidies of the State and the Nation assert an authority that gives supervision and direction into the hands of qualified officers. These things and the board and practical extension systems of these agricultural colleges supported by joint State and national funds have made a change in the content and the consequences of public-school education that can hardly be appreciated by the average citizen because they are largely beyond the activities of the standard public schools and are additional to public-school management.

The universities and colleges.—In an early day in the history of American education, Brown University organized and conducted at Providence, R. I., a department of education whose function was to give instruction to college students who planned to enter upon education as a business. The plan undertook to prepare State supervisory officers, school superintendents of cities and towns, and administrative officers of academies and colleges. Before that time, if any American wanted to secure definite and expert instruction in the fundamentals and philosophies of education, he had to go to Europe to secure it. In fact, John D. Philbrick, one of the first public-school superintendents of the United States, elected at Boston, Mass.,

found it necessary and desirable for him to go to Europe for study and investigation before attempting the new duty of developing a scientific system of common schools that he deemed was the best for public welfare in that day. In a similar way Horace Mann and Henry Barnard found it necessary to depend upon European ideals and models to give their great undertakings prestige and scientific value. Their lectures, contributions, and publications are full of information from these sources, thus admitting the primitive condition of education a hundred years ago in America.

The Brown University undertaking of that time finally lapsed because it did not receive the patronage and the support that had been expected. The would-be educators of the United States had not yet found that such preparation was required. Later the State University of Iowa established a chair of didactics in 1872 as a division of its work in the college department, and has continued this with different degrees of success from that time to the present. A little later the University of Michigan established a chair of education, thus giving emphasis to the new movement for the preparation of college students as teachers. This plan has been accepted and is now attempted by all creditable universities and colleges, public and private, at the present day.

In most instances these undertakings have been organized to accommodate the patrons of the institutions. When the number of students was few, from year to year, the plan adopted consisted of a chair or professorship of education, the title being generally the "Department of Education." When the work assumed larger proportions and the faculty consisted of groups of specialists, instructors, and lecturers, the organization was made in the form of a college with a dean, the title being "College of Education," "Teachers' College," or "College for Teachers." The results of this undertaking, covering a period of 50 years, have been chiefly those of educating high-school teachers, superintendents, and college instructors.

The graduate college.—The final educational enterprise in the United States that sought the uplift, the improvement, and the developing of teaching as a profession was the graduate college, a grand division of a well-established university or college, for the purpose of giving more advanced study and training than scientific and liberal arts colleges undertake to give. The courses that were provided led to the conferring of the master's and the doctor's degrees and have been adopted for the training of experts in research and in investigation, as well as for scholars for the higher types of teaching. In these graduate schools the candidates for appointments in college and university departments are prepared for superior capability and for larger accomplishment in the service of public

education. These institutions have had a marked effect upon the training and the preparation of teachers for public elementary and secondary schools in all organized collegiate institutions, because they not only train research workers and scientific experts, but also college teachers who are specially qualified to accept service in normal schools and teachers' colleges. They become professors, heads of departments, directors of divisions, expert psychologists, and investigators of educational problems and of methods of instruction for public schools. In addition, they instruct in the methods of interpretation, of mentality, and degrees of development of students and of pupils, giving aid to teachers by their technical information and making these teacher-training institutions more scientific, more progressive, and more effective in their efforts to prepare competent educators for the common schools than could have otherwise been possible.

In all these ways the various higher institutions of learning, the numerous colleges and universities, public and private, have united in making up a national system of preparing teachers by cooperating in every way that can be invented to forward scholarship, knowledge, and culture as the necessary bases of a notable, progressive, and complete civilization. Such a combination of State and voluntary agencies respect one another, have confidence in each other, and inspire all to have a grand part in a national system of education that is in reality one of the best known in the world of organized effort and accomplishment, guaranteeing a safe and sane outcome that is certain to perpetuate democracy as the best plan for governmental success.

Preparation of teachers in service.—The final act of attempting to improve teachers consists of organized efforts of extension instruction for the immediate help of the teachers in service. This plan of instruction commends itself wherever it has been developed, because there has been great need for many years for more of this kind of instruction than can be done by the common teachers' institutes, teachers' associations, parent-teacher organizations, and general or special study clubs. This plan is conducted differently by different States—sometimes by some one or more State institutions, sometimes by the State department of public instruction, and sometimes by business organizations developing correspondence work. So far as teachers in service are concerned, the most effective system is that in which the work done gives credit upon the courses of study of some standard teachers' college, as they can then unite extension study and summer-school study and thereby gradually complete a standard course and eventually secure a diploma that gives State recognition in a reasonable time at moderate expense. The holding of extension summer schools in different parts of the State on the same plan as that

used at the campus institution also gives a large opportunity to help teachers in service that can only be appreciated as to its value by being tried. The most effective and important extension service during term time is the organization of credit classes for teachers that are of the same quality and quantity as such subjects receive at the teacher-training institution that gives continuous study and recitation from week to week until a definite amount of work has been mastered. The effect of such effort is the returning of the teachers to an activity that produces mental rejuvenation and thereby produces the superior effect of improving mental capacity and mental equilibrium. Under a wise management, conservative as to standards and as to satisfactory returns, a limited amount of correspondence work will cooperate helpfully with student teachers who can not be gathered into extension credit classes for definite reasons or who can not profitably take the assigned subject that the extension class organized has selected. All these kinds of instruction require as nearly as possible the same standards of accomplishment and of examination that are universally required in the classes conducted at the institution by the regular faculty.

For actual help in definite lines of methods and of subject matter that can be profitably given to public-school teachers, the spending of several Saturdays a year at the several county seats where all the teachers are assembled gives notable results, if the subjects selected and treated are known by the county superintendent of schools to be specially needed. This requires as a necessity that the lecturers and instructors be experts on the phases of education they undertake to represent. Another very valuable kind of extension work is what may be described as consultative service, a kind of endeavor where an expert in music, an expert in art, an expert in reading, or an expert in any other phase of teaching in the grades visits the schools, inspects the work that is done in every room, gets the point of view accepted, and then meets the teachers with the superintendent and discusses what is being done, in what way it can be improved, emphasizing the better way by giving demonstrations of what is the best approach and the best accomplishment. This method, slightly varied, can be used to instruct teachers in the using of mental tests and measurements, as the teachers of a system can meet for several consecutive days and be given practical training in all the more important lines of investigating mentality and personal fitness of the pupils for the work assigned. A thorough study of such a system of work, followed by a careful investigation of all the pupils' capabilities and efficiencies, as well as their inequalities and shortcomings in a practical way, will generally lead to many changes of methods of instruction, so that success will be more certainly attained. A change also is attainable in the method of grading,

whereby every pupil in every class studies and recites every school subject in the right section in the system, and whereby every pupil becomes happy, interested, and successful because he is able to master fully the tasks he is assigned to do. It is thus that capability is acquired, that personal efficiency is comprehended, and that safe and sane instruction is accomplished. The improvement of the army of teachers in the United States is an undertaking that is worth the large investment required, as thereby standards of scholarship, of preparation, and of efficiency can be exacted and accomplished in two decades of enterprising endeavor.

The year 1922.—It may be appropriate and judicious to render to the year 1922 its fair place in educational progress, as the reader may not be trusted to recall the great things concerning teacher progress that must be credited to the present by the historians of the future. It must not be assumed that such perfection has been reached in public affairs that there is not an imperative necessity to seek better things for the immediate future and for greater considerations and accomplishments in the remote future, because the solution of educational problems is a task of generations instead of the task of the present day.

During 1922 there has been unusual reorganization in educational institutions that prepare teachers, the half of which could not be told; there have been so many evidences of advancement in standards and in prospects for the qualified teacher that the best informed can hardly realize the progressive development made; there have been such large increases in expenditures for the education of teachers that it would seem that the great American public had but recently awakened to the noteworthy importance of a qualified teaching staff. Take as an example the American State teachers' colleges that have been definitely transformed from the old-style State normal schools to first-class educational institutions of higher learning by acts of State general assemblies and with such statutory understandings that will positively require immediate returns of the highest character. It is not extravagant to say that educational history has gone by leaps and bounds that have never been equaled in decades of time in previous years of effort. The growth in a year experienced by departments and colleges of education, associated with universities, not to mention the extraordinary increase of students in graduate schools making education their major, shows a result that no description that is deservedly made can be equal to the progress that exists. All this has come to America because of the extraordinary organizations of teachers in the Nation and in the States, because of the unrestricted activity of National and State officials who have led in these incomprehensible enterprises, and because of the forcefulness of the educational press and of the educa-

tional authors whose works on teaching published in the United States are combined evidences of a progress, an enlightenment, and a spirit that must give an encouragement and a hope that assures to the American Republic a greatness and a distinction that can not yet be appreciated.

Conclusion.—For these interpretations of existing conditions in the United States dependence has been placed upon the voluminous reports of many organizations, many educational officers of State, city, and Nation, and many years of personal experience in the business of one State in the preparation of teachers. It was the writer's privilege to pursue a year's study under the direction of one of these early departments of education in a State university in 1872-73. He has followed with much interest the expansion of the work of fitting teachers for public schools. He has observed with concern one of the undesirable developments of the schools and colleges of education, and even of teachers' colleges, which consists of their partial separation from contact with the actual public school, and the substitution of the private demonstration or experimental schools managed by these institutions. This developing situation is likely to lead to a lack of sympathy and to develop a sort of incompetency and lack of that true knowledge which those who essay to prepare teachers for public schools should have. No one can professionally pose as a great public-school authority who does not believe in the American system of secondary and elementary education and thus comprehend and appreciate its adaptability and competency in the educating and the training of an American citizen.