

IX. COOPERATION OF CITY GRADES.

1. Need of a City Course of Study

Every city should have a course of study. Either the city should follow the state graded course as printed by the State department, or it should have at least enough copies of a type printed or printed course of study so that the practice teachers may become well acquainted with it.

It is only when the city course of study is in such form that it can be studied by training teachers and individual practice teachers that either the observation or the practice work can be well planned.

2. A Legitimate Source of Pride

It is something to be proud of when any school training country teachers is able to print in its announcement that no student will be asked to observe or to practice in a room taught by an untrained or unsuccessful teacher. It will also be a step in advance when every city which has any relations with a school that is training country teachers can point with pride to the fact that its course of study shows acquaintance on the part of the persons who formulated it with the best recent practice and highest educational ideals.

3. Questions Asked by Practice Teachers

After studying the city course of study and before observing classes in a fourth or fifth grade, for instance, the future practice teachers may very well be asked to make out a list of questions concerning which they would like definite information from the fourth or fifth grade teacher. The list may include such questions as:

- Do your pupils still need drill on the multiplication tables?
- Which tables give them the most trouble?
- Can they find words and their meanings readily in the dictionary?
- Have you any record as to the time consumed by different children in looking up four words?
- Can your pupils help themselves easily to the pronunciation of new words through phonics, etc., etc.?

4. Raising the Standard of Grade Work

a. **Training, salaries, equipment.** The establishment of a training school in any town gives grade teachers a greater incentive to do strong work. At the same time it adds materially to their responsibilities. The city superintendent has this as a further argument in his endeavors to secure efficient grade teachers with higher

qualifications in the way of preparation. If cities with training schools have grade teachers who, without normal graduation, are doing fair work or even good work, it is even then the part of wisdom to inspire them to take a year's leave of absence and get professional training. After securing these superior teachers, it may easily happen that in order to keep them, more adequate salaries and more money for grade equipment and furnishings may be necessary, if the training students are to get right ideals regarding ventilation, heating, lighting, seating, blackboards and well kept modern textbooks.

b. Progressive superintendents. The outlook is, on the whole, encouraging. The standard of grade work in all towns in which there is training work is rising. In a few of these towns, at least, no grade teacher of several years' experience is receiving ten dollars less a month than a high-school teacher who is teaching her first year. In the same towns, the city superintendent or supervising principal, even though his training and experience may have tended to make him better acquainted with high school work than with grade work, is seeing to it that he supplements his defective preparation by every means in his power.

5. Illustrations of Weak Work in The Grades

In spite of these encouraging facts opposite conditions at times obtain. Often the work done by the teachers in the grades does not illustrate the kind of work it is profitable for students to observe.

Of what avail is it to give students good training professionally if they afterward work in an intermediate grade in which the teacher has pupils say the multiplication tables in order day after day and never skips around? Of what use is good phonic teaching if they must work in rooms where pupils pronounce lists of words in concert before reading, receive no individual drill and then stumble over these words in oral reading and the teacher remains wholly unconscious that anything is amiss? Can one expect students to teach geography well when they go out in their own schools, if while receiving their training they observe a fifth grade teacher send twenty pupils to adjacent blackboards where each one writes the names and capitals of the New England States and the unobservant grade teacher remains utterly oblivious of the prodigious rate at which copying is done? Should training teachers teach students how to manage the writing of numbers correctly and then introduce them to grade teachers whose pupils in response to the direction "Write one million", first write 1,000, then 10,000,000, then 1,000,000? Is not not worth some one's while to see to it that these or similar illustrations may not be observed in towns in which training departments are situated?

6. The Rights of City Grade Children

There is no intention of leaving the impression that the chief reason for improving the grade work in any town is for the sake of the students who are receiving training there. The children of

* See relation between length of service and efficiency of teachers in *Suggestive Studies of School Conditions*, issued by the state department.

every city deserve excellent grade teaching for their own sake. Good grade teachers in a town in which a training school is located have a larger opportunity for public service than they have elsewhere and poor grade teachers in such towns do more mischief than they do in the other places. So there are peculiar reasons for improving grade work in towns which have practice work and observation. Here we see illustrated Henry W. Bailey's observation: "What the city does for the country, it does even more for itself."

7. Grade Supervisors

In order to have grade work attain a high standard, doubtless many cities should engage superior women as grade supervisors. A few cities have already done this. If care is taken in selecting for this position well trained women (the qualifications given on pages 52, 53 of this pamphlet may prove suggestive) this movement will do a great deal for both the city and the country children of this state.

To quote from Cubberley, Director of the Salt Lake City Survey: "The whole question as to the value of supervision depends upon its character and upon the type of supervisors employed. Nothing pays such large dividends in any line of work as plenty of good brains at the top. Cheap supervision is very likely to be poor supervision but expensive supervision may not be good supervision. It pays a city to offer good salaries for such work and to make its selections from a wide market. As a general proposition, though not always true, supervisors from the outside should be preferred to the promotion of individuals from within the force, because of the new ideas they can bring into the school system."