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A STUDY OF THE CONDITIONS  
OF THE RURAL SCHOOLS  
IN  
PENINSULAR FLORIDA

By

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## PREFACE

My early schooldays in a rural school filled me with sympathy for children of today in like conditions, and my real love for the rural field inspired me to make rural problems my life's work. In order to know the weakness of Florida's rural school system and to be able to suggest the means whereby this weakness might be met and the system be made a training department for a safe rural democracy, I was forced to make a personal survey from county to county to get the problems of the various localities. These problems have been studied and means for solutions suggested.

This thesis was written in 1921, in partial fulfillment of the requirements for the degree of Master of Arts in Education at the University of Florida. At first the writer did not intend to have it published, but the faculty of Teachers College, at the University, felt that it contained valuable first-hand material of the real conditions as they exist today in the rural schools of Florida—conditions with which few are really acquainted. It is given to the public with a hope that it may help to arouse sufficient interest to make the rural cause the concern of every patron of the public schools.

All parts of this booklet will not be of the same interest, perhaps, to all who read. The educator, who is interested in Florida's problems from every source, will read all of it. The first chapter gives why it was written and how the facts were obtained. The second chapter states briefly the history of the first schools of Florida and their development up to the present day system. The third chapter gives the rural conditions that are found in the home, school and church in the United States at large. The writer states the conditions and the means for improving them. Every one who possesses any state pride will read the fourth chapter, for in it Florida's problem is stated. The different localities are studied separately, the conditions that govern school opportunities are recognized, and a program to meet the demands for the best rural sections is suggested. Chapter five gives the conclusion in which the writer shows Florida's gain in school enrollment, in salaries paid to teachers, in assessed valuation of

property, and in bank deposits. Florida's sources of wealth or ready money are shown. The effect of the tourists on the school system is brought out. The last paragraph sums up the agencies that determine the rating of Florida's schools and then suggests that this rating can be changed only through legislation.

The writer expresses here her indebtedness to the various county superintendents and to the late State Superintendent, W. N. Sheats, for so kindly answering her inquiries, and also to State Rural School Inspector, R. L. Turner, for access to his files to check over her data, and for many helpful suggestions. To Dr. Joseph R. Fulk for his wise directions and for his painstaking interest that it might be a success, to Miss Florrie Wilkes for aid in making the graphs and checking material in its final form, and to Miss Cora Miltimore, University Librarian, for untiring efforts to aid in getting material and for her cooperation and sympathy, the writer makes grateful acknowledgment.

GERTRUDE MCARTHUR.

November, 1922.

## CHAPTER I

### Introduction

The purpose of making this study was to secure reliable information on the general character of the rural schools of peninsular Florida, together with first-hand knowledge of some of the conditions contributing to the home and school environment of these pupils and their teachers. The first effort to obtain this knowledge was by means of a questionnaire. This did not prove successful because the replies were not definite enough. These questionnaires were addressed to the superintendents, most of whom replied, but with answers so incomplete and varied that a personal visit to each county was planned, and an attempt was made to get material first hand.

This study deals with peninsular Florida, which includes the twenty-eight counties south of the 30th parallel. The northern tier of counties includes St. Johns, Putnam, Alachua and Levy. (See map, pages 8 and 9.) There were only twenty-five counties visited, but the three not visited—Monroe, Okeechobee and Pinellas—have conditions similar to those found in the other counties visited.

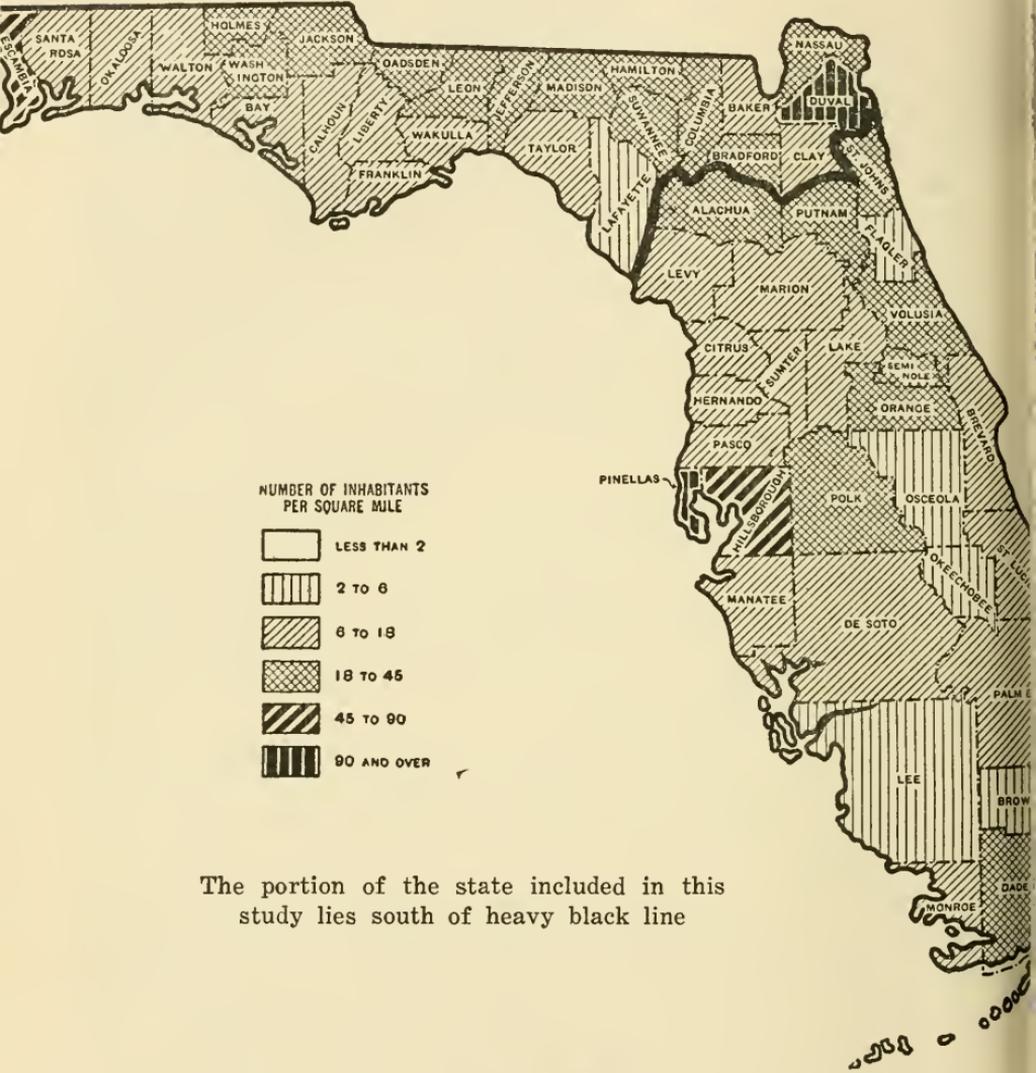
Peninsular Florida presents different problems from northern and western Florida, the latter being a more distinctly farming section, while the former presents more varied interests.

The extreme southern part has thousands of acres of waste land occupied only by an occasional settler. These districts are mostly cattle ranches. Polk, DeSoto and Lee Counties each have numbers of townships of this waste land. The Superintendents of schools of these counties estimate that there are about two hundred children in these districts who have no school opportunities. They live mostly on lakes which are numerous in these counties. A goodly number of the parents of these children are fishermen. In order to have school privileges, these children must be sent away from home or a private teacher employed. Few of these parents are able to provide either facility.

DENSITY OF POPULATION OF FLORIDA, BY COUNTIES, 1920

Rural population is defined as that residing outside of incorporated places having 2,500 inhabitants or more

TOTAL POPULATION

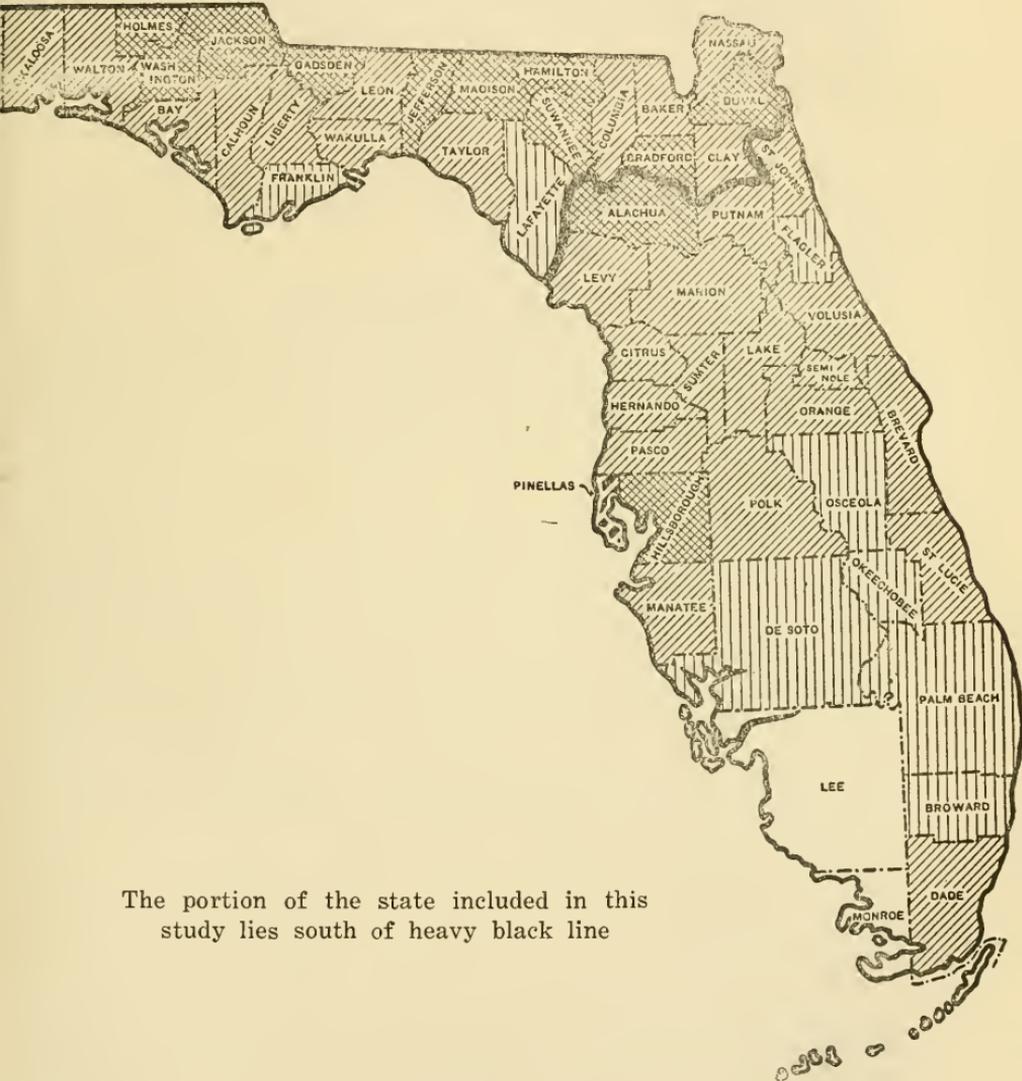


The portion of the state included in this study lies south of heavy black line

The East and West Coast counties present problems peculiar to their locations. The southern section of these counties is Florida's principal tourist section. The central and northern parts are interested in citrus groves as well as being a tourist section. The central line of the peninsula is the most stable and progressive. There is not the unstable periodic

DENSITY OF POPULATION OF FLORIDA, BY COUNTIES, 1920  
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## RURAL POPULATION



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 study lies south of heavy black line

circulation of money that is so characteristic of the tourist sections. While this section has tourists, yet the people are more interested in developing citrus groves and in trucking. The greater part of Florida's great phosphate business is found in this section. This study has noted the possibilities of each of these sections as a result of the varied interests of

that section. The direct purpose of this study is to find the real condition of the rural children, the causes of these conditions and the remedies that will most effectively relieve these conditions. The rural children in all the peninsular section come second in the school plans. The town schools come first.

## CHAPTER II

### Educational Development in Florida

#### A. EDUCATIONAL BEGINNINGS:

##### 1. *Educational Society formed in 1831:*

More than three centuries ago civilization first took root in America, but the first educational interest manifested in Florida was the organization of the Florida Educational Society in 1831. The purpose of this society was to secure information in order to pave the way for the establishment of a school system. The notice of this movement appears in Volume I of the American Annals of Education, published in Boston in 1831, and reads, "An important step has been taken by some friends of education—the organization of a society, arranged upon substantially the same plan as a state lyceum." Later on in the year the Governor of the territory of Florida was authorized by law to appoint three commissioners whose duty was to inquire into the condition of schools and to report the "Best system of education and the best means of carrying the system into full effect." (8:10.\*)

##### 2. *Private Fellenberg Schools at Tallahassee and St. Augustine in 1832:*

The Florida Educational Society awakened much general interest throughout the state, and an attempt was made to establish at Tallahassee a "Fellenberg" school patterned after the manual schools of Switzerland. In the American Quarterly Register for May, 1832, appears this record:

"Five individuals have agreed, if it can be done at an expense within their means, to purchase a small tract of land and form a small manual

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\*The first number refers to the corresponding number in the Bibliography following Chapter V; the last number refers to the page number of the reference.

labor school somewhere in the neighborhood of Tallahassee. A teacher is to be employed to take charge of a limited number of pupils; suitable buildings are to be erected for the accommodation of the teacher and pupils, who are to board together, with as little connection as possible with the inhabitants in the vicinity. The pupils will be required to devote a certain number of hours daily to agricultural and mechanical employments of the simplest kinds. No pupil will be admitted except with the consent of the teacher and each of the proprietors, nor suffered to remain in the school unless he submits to all its regulations. The studies, at the commencement, are to be confined to the usual branches of a good English education, including mechanics, botany, chemistry, etc." (8:12.)

A branch of the Florida Educational Society at St. Augustine reported that there were in 1832 in that city 341 children between the ages of five and fifteen, but only 137 of these were receiving any school instruction. The Society made an attempt to establish a free school similar to the one in Tallahassee. Though greatly encouraged at first, there is no evidence that either this project or the one at Tallahassee was ever carried to a successful termination.

### 3. *Early legislation:*

By an act of the territorial Legislature of March 2, 1839, three trustees were chosen in each township whose duty it was to look after the sixteenth section of each township which had been appropriated by Congress for educational purposes and to apply the rents from these to the support of the common schools. As there were few residents in many of these townships, there was little opportunity to rent, so this provision had no meaning.

There were several changes made in this legislation. In 1843 it was made the duty of the sheriff to attend "to the education of the poor". This would imply that those who were not poor employed private tutors. In 1845, by the act of the first state Legislature, the county judges of probate were to serve as superintendents of common school in their respective counties. They were to make a report to the Secretary of State, whose duty it was to report to the general assembly of Florida. In 1849 an act was passed to provide for the establishment of common schools for white children. In the same year the Legislature provided that the school fund should consist of the proceeds from the school lands, and five percent of the net receipts from other lands granted by Congress, also the proceeds from all estates, real or personal, escheating to the state, and from all property found on the coast or shores

of the state. The following year the counties were authorized to levy a tax for schools not to exceed four dollars annually for each child of school age. (8:14.)

There had been little interest in public education, but Congress authorized the sale of school lands, and the consolidation of school funds. The proceeds were invested and the interest was apportioned to the different counties according to the number of children of school age. In 1853 the apportionments were placed in the hands of county commissioners, who were authorized to take from the county treasury such sums as they might deem necessary for the support of the schools.

#### 4. *Public School, Tallahassee, 1852:*

As early as 1852 another movement had been set on foot by the Hon. D. S. Walker, afterwards Governor of the state. He conceived the idea of a public school for white children that should be sustained by a tax levied upon the property of the city where he resided (Tallahassee). Through his influence such a school was established and successfully conducted. This is worthy of mention, since it was among the earliest attempts in the South to support school by taxation. In 1858 the Superintendent's report shows that there were 20,855 children of school age in the state, and that there was appropriated from the Public School funds \$6,542.60 for their education—31 cents per capita. A few counties had organized a public school system with a term of three months, yet this was more satisfactory and cheaper than the private schools. (8:15.)

### B. ESTABLISHMENT OF STATE SCHOOL SYSTEM:

#### 1. *Funds for support of school.*

##### (a) *Government land grants:*

The school law of 1869 was a very helpful measure for progress. It declared that the State should provide for the education of all her children without distinction or preference. The Legislature, as authorized by the Constitution of 1868, established a uniform system of common schools. It provided for a Superintendent of Public Instruction, whose term of office should be four years. A school fund was to be formed from the following sources:

“The proceeds of all lands that have been or may hereafter be granted the State by the United States for educational purposes; ap-

propriations by the State; the proceeds of lands or other property which may accrue to the State by escheat or forfeiture; the proceeds of all property granted to the State when the purpose is not specified; money as exemption from military duty; all fines collected under penal law of the State; such portions of the per capita tax as may be prescribed by law for educational purposes; and 25 per cent of the sale of public lands which are now or may hereafter be owned by the State." (8:16.)

Only the income derived from this fund could be used, and this must be applied to aid in the maintenance of common schools.

(b) *Mill assessment on property:*

The law further provided that there should be an annual school tax of not less than one mill on the dollar on all taxable property in the state, and that each county should be required to add not less than one-half of the amount apportioned to the county from the income of the state school funds. (8:16-17.)

The school law of 1869 was a very helpful measure for progress. It declared that the State should provide for the education of all her children without distinction or preference. In 1874 Samuel B. McLin, who was acting Superintendent of Schools, reported: "Half a decade ago there were no schools outside of a few of the larger towns or cities. We have now nearly six hundred scattered throughout the state." (8:19.) This is the first mention of rural schools in the State, but the State had been supporting schools by taxation since 1852, so it is easy to see that rural people were not at that time getting a square deal.

In 1885 a new constitution was adopted which preserved all the old features of the Constitution of 1868, and added a measure whereby any community could levy a special district tax, and every county must levy a school tax of not less than three mills and not more than five mills. (5:229.)

In 1903 each county was required to assess and collect not less than three mills nor more than seven on the taxable property in the county. (50:6.) In 1917, by a constitutional amendment, ten mills was made the minimum county school tax. (30:1.)

The following is the table of Florida Public schools by decades:

The first record (1832) showed that there were 341 children between the ages of five and fifteen, but only 137 of these received any school instruction.

Year	Number of Schools	Enrollment
1840	51	925
1850	69	3,129
1858	97	2,032
1868	(Estimated) 400	3,000
1878	992	36,961
1888	2,249	82,323
1898	2,538	152,598
1908	2,457	224,677
1918	2,996	319,954

## 2. *First Course of Study:*

Previous to 1869, rural schools were kept in small cabins, outhouses and sometimes in dwellings, by itinerant teachers who scarcely ever professed to teach anything higher than Webster's Spelling Book and arithmetic as high as compound numbers. In 1868-69 the Federal Government built some twenty buildings at an expense of \$52,600, which accommodated 2,500 pupils. (8:18.)

Several of the more prominent towns in the state received money from the Peabody Fund donations for the support of schools during the years between 1870 and 1880. These amounts ranged from two hundred to one thousand four hundred dollars each.

A law enacted in 1872 provided that all elementary schools should be graded and divided into primary, intermediate and grammar departments, and that the branches taught should be confined to spelling, reading, writing, arithmetic, geography and history. Little regard was paid to this law prior to 1877, except by such schools as were aided by the Peabody Fund. The schools aided by the Peabody Fund were uniformly graded and the school year lengthened to ten months. Since 1877, as shown by the table, the schools have made rapid progress.

## 3. *Certificate Regulations:*

A new era in Florida schools began in 1903. W. N. Sheats became State Superintendent of the public schools of Florida in 1893, and largely through his influence the first real certification law was passed. Previous to this time, the county superintendents held the examinations, most of which were oral. After the passage of the certification law in 1903 the State Superintendent prepared all the questions which were uniform throughout the state, and the examinations were held at the same time in all the counties. (5:231.)

The Legislature of 1917 changed this method by providing for a Board of Examiners, to be composed of three eminently successful and well qualified teachers to be appointed by the State Board of Education upon the nomination by the State Superintendent of Public Instruction. (31:3.)

By Legislative Enactment of 1917 we find Florida for the first time recognizing teachers from other states without examinations. Such teachers must present a diploma from a standard university, college or normal school requiring a four-year course for graduation. (31:7.)

In 1921 the Legislature made another concession to teachers from other states. Teachers who have taught twenty-four months, upon presenting certificates issued in another state whose certification requirements are fully equal to those of Florida shall receive a Florida certificate of like grade, provided they have had from two to four years in a standard college, university or normal school above a four-year high school course. (32:15.)

### *C. Training Schools for Teachers:*

#### *1. Normals:*

In 1887 the Legislature established two normal schools, one for each race. The one for the whites was located at DeFuniak Springs. The one for negroes was at Tallahassee, and afterwards became the recipient of one-half of the Morrill Fund appropriation of Congress, with which assistance it is maintained as the State Normal and Industrial College for Colored students. By the Buckman Act of 1905 the white normal schools of the state became departments of the University of Florida and the State College for Women.

#### *2. High School teacher training department:*

Florida tried to meet the demand for trained teachers by putting in Teacher-Training Departments in the High Schools, but in some instances these did not prove a success. The teachers put in charge of these training schools were not always trained teachers themselves. As a result the people were not satisfied and the training departments were discontinued. These training schools are a success if trained teachers are put in charge of them and the entrance requirements raised. The pupils should be required to do at least two years of High

School work before entering. They are allowed to enter now after finishing the eighth grade.

### 3. *Teachers' colleges in State schools:*

The opportunity for teachers' training is very meager in Florida. The teachers' departments in the two state schools at the University of Florida and the Florida State College for Women provide the only means for teacher training.

The report of the Board of Control of 1918 shows that there were only 69 students in the Teachers' College and Normal School Department and 539 in Summer School, making a total of 608 who were taking teachers' training in the University of Florida, and for the same year in the Florida State College for Women there were 248 in the Normal Department and 363 in Summer School, making a total of 611 who were taking teachers' training courses. The grand total from both institutions was 1,219. (28:46, 218.)

In 1920 the report shows that in the University of Florida 72 students were taking courses in the Teachers' College and in the Normal School Department, and there were 712 in Summer School that year, making a total of 784 who were taking teachers' training courses. There were in the Florida State College for Women for that year 156 in the Normal Department and 433 in summer school, making a total of 589. Then in the two institutions for that year there was a grand total of 1,122 students taking teachers' training courses. (29:67, 238.)

All of these students, however, were not training to be teachers. The records of the University Summer School of 1920 show that of the 712 taking summer work, 353 have no certificates of any kind. There were 117 seeking first grade, 109 second grade, 26 state certificates, 20 specials and 24 State Primary. It is noticeable that the greater number are seeking first and second grades. The summer school work was not training for teaching, but for getting certificates for 353 of those who were at the University. The writer asked for the same record from the Florida State College for Women but received no reply.

These trained teachers do not often go to the rural districts. The cities can offer more inducements in every way—

then why go to the country? The trained teacher goes to town. The untrained teacher usually goes to the country.

There are three types of teacher in the country schools—the apprentice type, the neighbor girl type and the trained type. The apprentice type stays in the country just long enough to learn the trade, then she is promoted to town and gives the town schools the benefit of her experiments. The neighbor girl type is very detrimental to progress. She is one of the neighbor girls and knows nothing about teaching except what she learned from a former neighbor girl. There is a tacit understanding whereby the neighbor girls are extended the courtesy of teaching the neighborhood school in turn. Rarely ever do teachers of this type go even to summer school. There is absolutely no chance for school progress in this type. The trained type of teacher is the teacher with the rural vision—one who loves Nature and can show its wealth of beauty to others. There are very few of this type.

There is also the "Snowbird" or tourist type that is partly rural. There is some opposition to these, but often teachers of this type are trained and prove real assets to our teaching force. It is noticeable that a great percent of our summer school students are teachers from other states and teachers who have had normal training. Then why cry them down when our own state does not make provisions to train our teachers?

The educational development in Florida has been given in order that we may know when and where public education in the state began, how it was financed and how the standard of teachers has improved. By knowing the foundation and the gradual development of the system and the extent of teacher training in the state, we can have some conception of what to demand and what to expect of the school system of Florida.

### CHAPTER III

#### Rural Situation in the United States

##### A. FACTORS INFLUENCING:

###### 1. *Home.*

###### (a) *Parental sympathy is not lacking:*

In order to know the rural situation in the United States we must measure by the three factors that most closely affect

it—the home, the school and the church. If these three were closely allied for good, we would not have today's rural problems. It is not impossible to have this allied condition, but are we not getting further from it?

The mission of the home is to give back to the community more than it takes out of it—to produce something more valuable than it consumes. Is there any other way to judge the efficiency of the home except by its social product, or any way to judge the value of that product except by its effect on the race? (6:10-11.)

There is so much being said about the changed conditions of the home—that children are not being reared as carefully as they were a generation ago; that children lack obedience and respect to parents. Can it be true that the children have changed and the parents have not? If parents could only know each other! They need to know that "Others have troubles with calves, chickens and children; that others built hopes on crops of hay and harvested bins of grain; that others carried scars of frustrated ambitions, and dreamed of better schooling for their boys and girls than they themselves had". (6:15.)

It is so easy to say, "We have more hard luck; more trouble, less to show for our efforts, than our neighbors have", because we know our trials and do not know theirs. Where is the trouble? Is it with the home, the mother, or is it with the children? The boy or girl who can go away from home for the first time and not be homesick has not had all that the home should stand for. There is something sacred about the homesickness of a boy or girl. There is that which says, "We have left the best at home". Let us look into the homes of the mountain mothers of the Cumberland—the homes of our Southern mountains. The mountain mother has imparted her personality to her children, perhaps, as no other mother has. The mountain mother has the advantage of mothers in more civilized sections, for she is queen of their environment. She instills in them a love for the beautiful. There is very little in the home that could be classed as beautiful, but the whole mountainside is home, and they appreciate God's beauty as no other people can.

One mother—a mother whom we would call a crushed mother were she among our neighbor acquaintances—tells of a mountain trip: "My husband, he's choppin' at the first

clearin' two miles from here, and he's been plumb crazy over the yaller lady slippers up that-a-way. He's been sayin', 'I must take the two least (youngest) kids, what ain't ever seen sech, and go up there and see 'em 'fore they was gone'. So yesterday we went. It sure was some climb over them old logs, but them lady slippers was wuth it." (25:27.)

Are our mothers—the mothers we know—losing the opportunity of companionship, of comradeship, by being too tired to go to things with their children; by not taking time to cultivate in their children the appreciation of what the mother would have them appreciate? The mountain mother slaves in the home as no other mother does—yet she is not too tired "to take the two least kids" and go on a four-mile tramp to show them a bed of flowers. How many mothers do we know who would have kept putting it off, or have sent some one else to impress on her children the thing that is close to her heart—the beauty of Nature about them.

So carefully has the mountain mother trained her boys and girls that "Perhaps there is nowhere in the world a spot where women are respected as they are in the Southern Highlands. A woman might tramp alone from end to end of all this region and never anywhere be in danger of the faintest insult from any white man". The mountain woman lives untouched by all modern life. She has progressed so little in the past two centuries that she is the typical American in many ways. The past had its virtues, and the mountain mother of today is not so much a woman belonging to a different geographical region as she is a woman belonging to a forgotten past. (25:193.)

The next type of parents to consider is the type found in another section of the rural districts. Nothing so completely satisfies the first few years of the rural child's life as the well-ordered home. The city child at three and four years of age may slip off to play in the street or go to the neighborhood store. The nurse has trained him away from home while a helpless infant. The mother did not care for him. But the average rural child does know the mother's caress—the pressure of her hand and the sympathy of her tones. Why does not this mother always reign queen of the home? Is the mother responsible? Are the children at fault? Is the community to blame? Or, is the trend of time merely taking its

course? There is a description of the ideal mother that every mother should have framed in her memory. It reads, "Occasionally, when we were small, when school let out and we dashed into the school yard, we saw our mother with little sister in the go-cart. She was waiting to walk home with us. \* \* Our mother used her hands; she sewed and brewed and baked, embroidered and painted. Yet we have no recollection of a time, unless when she came to meet us, or was ill, that mother was not at home when we returned from school—at home waiting for us in a clean white apron." (17:1.)

The first part of this story is applicable to a great percent of the rural homes that we know. The children cling to the mother and reverence the father. One almost wishes that they could stay young, the faith is so implicit. So many of the parents of today are forfeiting the greatest trust they will ever have—the absolute confidence of their children. The parents slave instead of progress. They slave that they may be able to give their children a better chance. The parents are too tired to be interested in the children's affairs. They are too tired to give them a party, so the children go to the neighbor's home to the party. When the father needed a new suit or the mother a new dress, they denied themselves that the money might be laid by for John's or Mary's schooling. The trip that the parents needed to keep them young and to keep them apace with the times was postponed indefinitely that the children might have a better chance. The parents are not reading the best magazines. They subscribe for them for the children, but the parents are too tired to enjoy them. The children go to college. They are apace with the times and the magazines interest them. Then it is that the children begin to measure their parents by the men and women they have met elsewhere. The times that the parents have denied themselves in order that the children might have more, are lost sight of. The parents are measured as they are found on the outside, and not by the heart. Of course they are found wanting. If they had only taken time to fortify against the critical period of their children—the period when nothing is quite right. It is hard to say that the parents are responsible and it is not just fair to say that the children are entirely at fault, but it must be said that the parents owe it to their children to keep abreast with the times. They owe it to them-

selves and to each other that they never lose interest in personal appearance, and that they do not depend on the neighborhood for the social standard set their sons and daughters, lest the sons and daughters lay the blame at the parents' feet and the credit to neighbors' environment.

The parents have become more and more narrow until there is only one aim in view, and that whole aim, "To buy more land—to grow more corn—to feed more hogs—to buy more land", has the sons and daughters for the goal. The vision was too narrow—no one except the immediate family was considered in the circle of daily toil. The children's circle was once within the parents' circle, but the plans of the parents put it without their circle when they planned that they might go to college.

The parents have placed their boys and girls in a foreign environment, and the children have become aliens to the home that was so satisfying in youth. There is a great tendency to say that "The parents of today just don't understand their children". Can it be possible that the mother who has watched that baby grow from infancy, through the absolute faith age, watched her enter the terrible "teen" age, planned for her to go to college, slaved to keep her there, does not know and understand the daughter—that the daughter understands and the mother does not? The fact is that the parent knows the child better than the child knows the parent, and that the parent is worthy of consideration even after the child has grown up. (18:498-499.)

There is not a lack of parental sympathy, but there is the feeling of helplessness on the part of the parent. They have put their children in broader environments, but did not follow them.

(b) *Lack of spending money:*

The boy does not like the farm because it takes so long to get a start. When he works for a salary he is paid regularly and while he does not really save anything during the year, yet he has spending money. If he had been educated in the country, if there really had been school advantages there, then he would have grown up with rural habits. He would have planned for ideal rural conditions, and would have had interests at home. However, the country lays the foundation of

his character and the city builds on it. The job for the boy in the country is not made attractive. He is putting himself on a low social scale, for the conditions in the country have not been inviting to the better class of boys. He is not paid well, neither is he treated as an equal of the family socially. The country employer is narrow and does not give enough sympathy to his help.

The city employer finds it to his advantage to make some effort toward the advancement of his men. He does not treat them as his inferiors. There are also more boys working for the other man in the city than in the country. The employee finds a society of his co-workers. He may not save any money working in the city, but he is happier. (13:238.)

(c) *No satisfying community pastimes:*

The community attractions in rural districts are very meager. It is because the young people of those districts turn to the towns for their amusements. There is no reason why the amusements in the country should not far exceed those in town, but the country people will not cultivate them. They give them up if they are criticised by narrow-thinkers, while the city holds on to them and tries to defend herself in using them. (13:260-61.)

The slogan of the rural community, "Human contacts, more human contacts, and still more human contacts", if carried out, will do its big part to keep the rural boy and girl in the rural community, and keep them satisfied. (19:57.)

The rural mother is slaving to hold the traditional standards of the home, while the city mother is surrendering her home responsibilities to institutionalized agencies and is fast losing her social functions in the home. She is spending the evening out, eating out, and keeping only enough hours at home to sleep.

The rural home cannot satisfy its boys and girls socially when they come in contact with their urban friends who depend upon the outside public for their amusement. The rural boys and girls are turning their contributions to the city. Then, if the efficiency of the rural home is to be measured by the social product for rural uplift, it fails, and the effect of this product on the rural community is detrimental.

## 2. *School.*

### (a) *Teachers untrained:*

The United States has a right to justly and anxiously ask the country school teacher: "Are you educating the farmer's boys toward a more valuable and happy life on the farm? Are you uplifting the farm home through the education of the farmer's daughter toward greater usefulness and attractiveness in that farm home? Are you making life for the farm woman any easier and any happier? Are you sowing discontent in the home by contrasting the city comforts and pleasures with the country home's emptiness and loneliness? Are you really filling the mission of the broad teacher—the teacher with a vision? Are you seeing the big things in Nature and are you broad enough to show them to the rural people? Do you know enough to talk to the rural people—really talk sensibly for an evening?" The things worth while that some of the rough-looking farmers know would fill a valuable volume, and that quiet, unpretending mother can give the psychology of things in the home and not know it is psychology. It is only, "That I have noticed".

The school system of the United States is awakening to the neglect of the rural schools. It is realizing that the teacher makes the school. If the teacher is good the school is good, and if the teacher is poor the school is poor. There are very few teachers who have trained themselves for rural teaching. The teacher who is interested in the problems of rural life, who is in sympathy with rural life and who is willing to stay by the job is needed. (21:683.)

The Legislature of the state of Maine in 1919 gave funds to the State Superintendent and directed him to select each year, "One hundred rural teachers who are graduates from normal schools, who possess native ability, who are familiar with the conditions of rural life, who are in sympathy with them, and who are willing to make rural teaching a profession. In order to do this, the work must be properly motivated by compensation, by dignity of service, by opportunity and by the support and cooperation of the rural people." (33:282.)

The plan was to create a rural teaching profession, or rather a differentiated form of general education which will attract teachers of proper personality, character and education.

In the summer of 1919 the first hundred teachers were selected and put into a six weeks' course of study dealing with the rural school and with general rural problems. All the expenses were paid by the state. These teachers are employed in the regular way as teachers, with the additional duty of supervising other teachers. At the end of the year these teachers are given a state bonus of one-fourth of the amount paid them by the town.

The state school provided for these teachers is conducted as an officers' training camp and is called the "Educational Plattsburg". The unit plan of instruction is used and the programs consist of the following topics:

(1) Rural Life Movements; (2) Rural Surveys; (3) Rural Economics and Sociology; (4) The Standardization of Rural Schools; (5) Medical Pedagogy; (6) Rural Life and the Rural School.

The instruction was divided into three forms: (1) General lecture on topic; (2) Discussion groups from the state of Maine viewpoint; (3) Return group for general conference. There were round table discussions in the afternoons.

The benefits resulting from this plan are:

(1) It has cultivated rural education. Other teachers have entered the normals to prepare for rural service.

(2) The qualified teachers showed school officials how poor the rural teachers were.

(3) The results show clearly in the schools of those who took the training.

(4) Rural people now realize that good teachers are available.

(5) These trained teachers are leaders in educational movements.

(6) These hundred teachers are scattered over the state and have definite ideas and ideals of rural school advancement. (33:282-83.)

This is succeeding in Maine and will succeed here, if communities will set a standard. They only need something to rally to.

There are in the United States 650,000 teachers, 365,000 of whom teach in the rural schools. In 1920 151,450 inex-

perienced teachers entered the ranks. The total output of teachers wholly or partially trained by colleges, normals and high schools (Report of the Commissioner of Education, 1919) was but 24,000, so the remainder of 127,450 were inexperienced, untrained teachers and were, in most cases, thrust into the rural schools. The year before there were 122,000 of the same type of teachers who went into the rural schools. (33:298.)

Let us get a mental picture of our teachers. Place them in line, giving each teacher three feet of space. This line will extend unbroken for over three hundred miles. Arrange this line following the order of age—the youngest teacher at one end and the oldest teacher at the other. Starting with the youngest teacher and journeying along the line one will travel one-fourth of the entire distance before reaching a teacher who has passed the age of twenty-one. Then we must admit that one-fourth of our teachers are immature. In all likelihood one will have passed 100,000 teachers before reaching the first of the twenty-year-old group, while tens of thousands of those encountered first are only sixteen, seventeen and eighteen years old.

Form the line again on the basis of educational equipment, as shown by the length of time that these teachers themselves have attended school. One will pass at least 30,000 teachers in this line before reaching the first individual who has had any education whatsoever beyond the eighth grade of the common schools. There are nearly one million of the nation's children, an army half as large as that which was sent to France to save civilization, whose teachers are limited to this slender educational equipment. There would be 150,000 teachers passed before reaching the first individual whose total education amounted to more than two years of high school work. Four-fifths of the entire group would be left behind before one reached the first individual who had met the standard of preparation recognized in all civilized countries as constituting the barest minimum for elementary training—two years of training after high school graduation, or six years of education in all beyond the eighth grade.

Forming the line on the basis of experience in teaching, one would pass 150,000 teachers before reaching the first in-

dividual who had taught more than two years, while the middle of the line would be reached before greeting the first teacher who has taught four years. One-half of the nation's children are being taught by teachers who have not been trained in service.

This record of educational weakness is not surpassed by any other civilized nation. "The poorest democracy might fittingly blush with collective shame at such a showing. Will the richest and the proudest of all the democracies remain smug and complacent?" (34:119, 222.)

There is only one thing to do, and that is to raise the standard for teachers—not a standard of today, but a gradual standard to be met by training.

The Legislature of North Dakota has just made the ruling that after August 31, 1923, all teachers must be at least high school graduates. Each year of college or normal training added to the high school course gives her \$100.00 per year increase in salary. Other states are awakening to the rural conditions, and their Legislatures will follow the beaten trail. (School Life, May 1, 1921.)

The rural boy and girl are depending on their State Legislatures for a chance. The Legislatures must say, "Train", before the rural teacher will train. There must be training schools for the rural teacher. The average training school of today was not formed to meet rural needs—it was formed to meet urban needs. Then, if our rural teachers are trained to meet rural needs, rural training schools must be established.

The ideals of the rural schools will be the ideals of the children who attend such a school. The rural children replenish the citizenship of cities and towns, hence it is extremely necessary that they be trained for full citizenship.

The trained teacher will not be enough—she must be a trained leader. The leaders must live in the country and love it.

(b) *Consolidation needed:*

The rural school must offer opportunity for social and intellectual growth, and the larger the unit the better the

opportunity for cultural improvement. It must be great enough to give opportunity for expression and the development of leadership that is possible only through numbers. (11:64-67.)

Consolidation seems to be the only thing that will combine efforts and interests. The one-teacher school will have to be continued in some localities, but when it stays it should be supplied with a very strong teacher. She must be broad enough to train for complete citizenship. How severely the nation suffers because of the neglect of the isolated schools of the open country and the small villages may be somewhat dimly comprehended when we remember that these schools enroll in the aggregate nearly sixty percent of our boys and girls, and that a clear majority of the voters of the next generation will be limited in their educational opportunities to what these schools can provide. It is a fact that out of every six illiterates in our native-born adult population, five live in the rural districts. The only way to solve the problem is through a nation-wide reform of rural education, and this means, first of all, devising ways and means by which the present immature, transient and untrained teaching personnel of the rural schools can be replaced by a stable, relatively permanent and highly trained personnel.

These problems can never be adequately solved until we reserve for the isolated schools our very best teachers, making such appointment a distinctive honor and providing a salary that will counteract the attractiveness of urban service. These difficulties will be reduced with the growth of the consolidated schools, but the growth of the consolidated schools is limited. (2:230-33.)

About 50,000 of our little one-room schools have been replaced by some 12,000 consolidated structures. Three-fourths of these consolidations have occurred in the last ten years, but about two-fifths of our one-room rural schools have come to stay. Every section of the United States has felt the wave of consolidation, but the wave in the Middle West has probably been greater than in any other section. As the schools are consolidated, better houses are built and better salaries are paid the teachers, thus tending to bring contentment to the ranks of the profession.

(c) *Boarding conditions bad—no privacy—no accommodations:*

Consolidation also helps the boarding and social conditions. The solution of the boarding problem to a great extent relieves the social problem. The country home is not altogether to blame. Oftentimes it is the teacher who will make no effort to adapt herself to the home. The inmates of the home would be glad to give of their hospitality, but they are made to feel that it is not desired. This is not always the case. In some instances the teacher is taken for the board money. Her comforts are not considered. The room is often too cold for her to sit in to prepare her school work for the next day. She cannot study when sitting with the family; she is likely to be criticised for having to study to keep up with her classes. She is likely to be discussed if she deals in the 'round-fire gossip, so what can she do? The inexperienced girl usually fails; she does not, as a rule, have the personality to win her way so completely that the home will adjust itself to her. The teacher with such a personality is the only teacher who will count in the upbuilding of the community.

(d) *Lack of community spirit for the school and teacher:*

The social life of the rural teacher is often very narrow. She is not invited to take part in the neighborhood social affairs and she is watched when she goes away lest she enter into social events there. Sometimes the teacher is not invited to the rural festivities because she has made the people feel that she would be bored with them, so the rural teacher has not found herself, neither has the rural patron found himself. Though they live in the same home, they are aliens in word, in deed and in act. This teacher is not likely to go back to this neighborhood the next year. The school cannot progress until there is a satisfied, efficient leader.

When a community has a shifting membership, or when the leaders of the community life are constantly changing, but little can be done toward the development of a high order of community life. (35:37-38.)

There is a lack of community spirit towards the school and towards the teacher. One should not be surprised to find this, since the attitude of so many rural teachers has been a lack of appreciation for the rural life, and the attitude of turning

from the rural life to the urban life. The teacher must believe in rural life before she is safe to guide the rural boy and girl to a greater appreciation of the life about them.

When the teacher is broad enough to place the "upbuilding of the rural life" as her goal for teaching, then there will be no lack of proper community spirit and a proper attitude toward the school and toward the teacher. The school will become the community center. Everything will radiate from the school. Patrons will support it and protect it, and the teacher may be the guiding genius of the community. It will be through the teacher that progress will be directed. The teacher holds the key to the problem. She needs only to tell the things in school and the children are message-bearers to the home. When the teacher has a real rural vision and thinks with the people, they will, in turn, think with her and work for her.

(e) *Health conditions a menace:*

The wide-awake teacher will broaden her influence in the rural home by tactful talks on health lines. Much of the responsibility for the health of the city community rests with the health officer, while in the country the responsibility rests with the family. The family is thought of as the unit in health activities and the mother is commonly the health officer. Disease and ill-health are usually traceable to defects in sanitation. The farmer is an individualist, the city dweller a communist, and it has been well said that "The errors of individualism are best treated by education, and the errors of communism by legislation".

During a period of twelve years, from 1900 to 1912, the urban death rate of the United States fell 21.2 percent while the rural death rate fell only 8.6 percent. It is said that 400,000 people die annually in the rural communities of the United States and 2,000,000 others are seriously ill from infectious diseases, nearly all of which could be prevented by proper precautions. (9:3.)

Children will enter whole-heartedly into health movements. They enjoy the health crusades and it has done much to make the rural child think in terms of health. If the health habits of this crusade had been taught to our young men when they were in school, our Nation would not have a record of "One-

third physically unfit for military service". There are many diseases that belong principally to school children—diseases that are preventable if the children are only taught how to avoid them. The city child is taught to protect himself against disease by making his body strong, and there is an appreciable difference in the numbers of the city and rural children who have these diseases. The Federal Government has been given the power and duty to provide for the common defense. Has it done this when one-third of its people are physically unfit, and one-fourth are illiterates? Is there strength in either? Can we form a perfect Union—can there be union of thought and union of strength when one-third have no health and one-fourth cannot read? What could promote the general welfare more than trained intelligence and sound health? What would "insure domestic tranquility" more than common culture? Would it not "establish justice"? Would not health and intelligence give us prestige? Is there anything save this that will "secure the blessings of liberty to ourselves and our posterity?" Is our Government doing its part in giving the rural child liberty from illiteracy and from disease? (24:205-207.)

### 3. Church.

*Ministers cling to the towns and go into the rural districts just to deliver sermons, with no rural application:*

The rural church presents something of the same problems as the rural school. One is likely to find the conditions of the church and school parallel. If the rural people give a preference to either, it is likely to be in favor of the school.

There are distinct rural types of the church and of its ministers as a result of environment. We have the progressive type; the town-preacher type, and the non-progressive type.

The progressive type is the church located in a good farming section where the preacher's home is in the neighborhood, and the preacher enters into the rural interests. He visits in the home, knows enough about farming and farm life to spend a pleasant evening in the homes of his members. He must know something of soils and fertilizers, and the needs of different plants. He must know the latest machinery for the farm—in fact, he must think with them. A broad-minded

man of this kind gives his members more from personal contact than in the weekly sermons. The average farmer will meet the minister on his plane after the minister has met the farmer on his plane. There must be a common plane before there is personal contact. So many ministers are just men speaking from the pulpit. There is no response from the audience because the minister has not touched the right key—there is nothing in common. The progressive country church is the ideal church. All its interests stay in the neighborhood. The school builds on the church and the church gains strength from the school. The farmers take pride in their school and keep their sons and daughters at home for school. This keeps the social interest there. There is contentment when people plan for their entertainment to be in their own neighborhood. Unfortunately, there are very few of this type of rural churches and ministers.

The town-preacher type is the minister who lives in town and who comes out on Sunday morning to deliver his sermon in his rural church. The minister does not find conditions ideal in the country for his family, and for himself, too, so he lives in town and usually has some reason to give why he must go back to town on Sunday afternoon. His sermons do not appeal to the people, for they are not applicable to their every-day lives. The minister knows nothing of farming, and the farmer is thinking everything in terms of his daily life. This type of minister is wasting his time and filling these people with a low regard for the church and for that for which it stands. The minister is prompt on his day, but the people feel that he should visit them in their homes; that he should be interested in their affairs and since he is not, they are not concerned about the church and its affairs.

The non-progressive type of minister is the minister who is not educated, who does not read, who has no interest in daily happenings, and who is not practical enough to adapt himself to his people. The minister of this type is found only in very backward communities, but if more progressive men were put in these communities there would be some chance for improvement. There are usually some people in these communities who appreciate an educated man. It must be said that he fills a pulpit, but does he fill a mission? This type of man is detrimental to the cause. He drives people from the

church. He causes them to place a low estimate on the church and its affairs.

The rural church, on the whole, has lost its old-time place. The minister is not altogether to blame. The people are turning to the towns; they have automobiles and since they can go into town to church, they go. It gives them a new and broader outlook, but it gives them the restless and discontented attitude that is sweeping the country. They have lost the old-time peace and have not found that which satisfies. To get those old-time standards of contentment they must pay a progressive minister to stay with them, and build up their interests at home. One day in the week away from home tends only to fill people with discontent. They see only the Sunday side of life and the restlessness of the life is not shown. The farmer places the wrong estimate on this view, and measures his discontentment by this Sunday view. The result is not fair, for the conditions are not true.

It is a bad state of affairs when people nurse the desires for what they want and cannot get it, and, in turn, refuse to cultivate what they have. The satisfied, progressive preacher and teacher have a place and opportunity that no other persons have. It is their opportunity to show the rural people that they have the wealth and the beauty of the land at their disposal. They have the thing that satisfies most, and the conditions and environment that are conducive to make great characters. Will the teachers and preachers use their opportunity to fill this great mission in life? "It is one thing to have an organization and another thing to fill it with life. And then it is a very important matter to know what sort of life to fill it with". If the object of the organization is to afford a mechanism by which the whole community can cooperatively use its life, then there is a great deal in it. Without this spirit of cooperation the organization is dead and may be dangerous. (34:267.)

No worth-while young man ever left the farm because the work was hard. He left because of the feeling that life was not easier elsewhere, but better, more worth-while, less narrow, more free and gladsome. He was driven by a craving for something he was not getting, and he felt that life had something that he was losing. (34:247.) He left the farm

because he was not shown the great wealth it offers. Should the teacher or the preacher feel responsible?

## B. MEANS OF IMPROVING CONDITIONS.

### 1. *Enforce attendance:*

We, as a nation, have awakened to the fact that we are behind in education. We had been living up to the old adage, "You can lead a horse to water, but you cannot make him drink". We have spent money for education; yes, wasted it for education, and when the test came—the test of measuring our literacy, we found we were only 75 percent proficient. The attendance law is not a late legislation in all our states, but it is new in some. Every state has made some effort to make education compulsory. It seems that we should not need legislation, but opportunity to have an educated people. But the ignorant and short-sighted we will have with us always and the children of such must be protected.

A statistical report of the Commissioner of Education, which recently appeared, shows that the average person who completed his education in 1918 had attended school only 1,076 days. The average school term in the United States is about 160 days, or eight months. The average child goes to school 6.7 years. These statistics report conditions for the better city school systems, but the rate of progress is assumed to be about the same throughout the United States. (4:1.)

If a child goes to school continuously for the 1,076 days, he would be in school a little less than three years. The United States mortality statistics show that the expectancy of life after the age of five is almost fifty-seven years. The average child, who enters school at five years of age, spends one-nineteenth of his remaining life in school.

There is another waste in our educational machinery—the waste of money. The average yearly length of school term in the United States is 160 days, but the average child attends 120 days, or about three-fourths of the time. Then one-fourth of the total expense is wasted. The time is set, the table is prepared and the teacher invites them to come, but they with one voice cry, "I pray you have me excused", and we as a nation are answering, "You are excused". It is costing the nation annually \$194,000,000 to pay for the part of the

feast that these 5,000,000 children have failed for different reasons to be partakers of. (4:2.)

The attendance law is not accomplishing all that was hoped for it, but when the statistics show the increase of attendance for the past fifty years, there is progress noted. In 1870 the nation's children refused to use 41 percent of the nation's output for education, and now there is only 25 percent wasted.

There are two well-defined fields of work for the attendance officer, the one to secure regular attendance on the part of children who have not reached the lower age limit prescribed by attendance laws, the other to see that the children who have attained the upper age limit do not drop out of school or become delinquent. In 1918 there were twice as many pupils in the first grade as actually entered school for the first time. There were about 2,000,000 children repeating the work of the first grade. The children evidently do not attend school regularly in this grade. Parents do not consider the gravity of their irregular attendance. They excuse by saying, "They are little; they will have plenty of time". The attendance law should demand that they attend after they enter school. The reports show that forty-seven states permit six-year-old children to attend school, but not a single state compels them to attend. There are more children in the first grade than there are pupils attending the full high school. (4:2.)

Statistics show that the falling-off of children in attendance becomes noticeable after they have reached their thirteenth birthday. All except four states allow labor-permits to be granted to children who have become fourteen years of age, provided they have met certain educational requirements. Such laws invite withdrawal from school at this age, and only 68 percent of these children remain in school. The public schools must educate "all the children of all the people" and their full duty has not been discharged until they have given the tools of a vocation to every youth of the land. For the schools to meet their full responsibility, the Legislature must say to the children of the state, "You must attend school". The withdrawals among the retarded pupils is almost seven times as great as among pupils who are making satisfactory progress. The schools have failed to offer a type of vocational work fitted to the needs of the retarded children. These chil-

dren have been unable to master the usual academic school work, and seek the first opportunity to escape.

The attendance laws are too lax. They are made to fit too many special cases. The legislature must set its standards for education, and then enforce it. At present only 139 out of each 1,000 who enter the first grade are completing the public school course. The state can ill afford to allow over one-third of those who enter school to withdraw before they have finished the eighth grade. Schools supported by all should see that all are educated. (4:14-15.)

*2. Use standard curriculum but make local and general application:*

In order to plan the type of school that will meet the vital needs of a community, one must hold in view the social, intellectual and economic life of the community. The course of study must be planned to meet this. The course will not have fulfilled its mission if it meets only the community needs, but it must touch the life on the outside. It must be applied so that the entire community is touched. The training must be broad enough to expand with the times. The environment of a baby born in 1850 and living for twenty-five years is decidedly different from the environment of a baby born in 1900 and living twenty-five years. The environment of the latter is much more complicated. It is not only harder to be a baby now than it ever was before, but it is harder to be a grown-up today than heretofore. The successful grown-up has a greater responsibility than ever before. It is more complex. It is harder to teach one to be a successful grown-up, so the teacher's problem is many-fold harder today than it was a century ago. (10:1-3.)

The complexities of modern social and industrial life become a part of one's environment and since education is modified and governed by environment, it has become a complicated process. One's education manifests itself always through self-reliance, self-respect or self-control. These are personal habits or powers, and for one to be educated and to possess means of education, they must be personal.

Any personal problem that a child solves educates him in that line. A child's problems must be real, must be felt and must be personal if he increases his self-respect, self-control

or self-reliance. It is not at all necessary for a teacher to be present to have an educational situation. Oftentimes it is better for the teacher to leave the pupil alone and let him find himself by experimenting. This finding himself may develop self-control, self-reliance and self-respect. (10:4-5.)

If we are to measure—and it is a good and just measurement—by the standards that Dr. Strayer has given, then we, as teachers, should be serious. Dr. Strayer says, "Education is worth just the difference it makes in the activities of the individual who has been educated. Knowledge alone does not lead to right conduct. Many a man is not dangerous today only because he does not know enough to be dangerous. It takes a fine penman to forge checks expertly". (23:153.)

A child must not only be educated to make a living, but he should be educated to enjoy life. G. Stanley Hall says that the best training the world has ever offered has been in the country. Yet there has been a wave of teacher-training away from the country, because they have had no appreciation of the beauties of the country nor the proper kind of feeling toward farm life.

Education is putting an about-face on this wave. It is safe to estimate that there has been more written on country life in the past ten years than had been written in any fifty years before. The proper feeling toward rural life is prompting this Back-to-the-Country movement. The towns did not have that which could satisfy. The great majority of the farmers are doing better than the great majority of bread-winners in the city. The farmers have speculated on the possibility of getting rich quick in the city and a great percent of them have failed. The anticipated fortune did not materialize, and when middle age came on they found themselves in a great industrial machine, unable to return to the country. (35:140.)

Education must concern itself with the ideals, purposes and standards which should be acquired by children. Turn out of our school rooms children with high ideals, with worthy purposes and true standards of conduct and one may safely risk their acquiring useful knowledge and putting it later to good use. The course of study should not be so rigidly set that it will not bend to fit the needs of the pupils. This does not mean that the pupil's course of study shall be made to

conform to his likes and dislikes, for a pupil is often very changeable, but he is to be allowed to show his preferences.

The teacher is to see that he plans a course that is broad enough so that he may change with a minimum of discouragement and loss. If the boy goes from the country to the city, his course should have been so broad that he can meet the requirements of the city school. The rural course must be broad to meet the citizenship of the city and to prepare the pupil to hold the place of leadership in the commercial and industrial world. It has been said that 94 percent of the leading citizens in a large eastern city were brought up on the farm. Of a group of 100 representative men, commercial and professional, in Chicago, 85 percent were rural. Eighty-five percent of the students in four colleges and seminaries come from country districts, while upward of 60 percent of the men and women mentioned in "Who's Who" likewise are from the country. (35:143.)

This drain of leadership from the country has robbed the country of leadership. Those who were once the country's leaders have been drawn to the city, there to exercise their ingenuity in developing a civilization much more progressive than that which was characterized by the open country. (35:44.)

### 3. *Secure trained teachers with rural vision:*

It does not matter so much whether the pupil is studying history or civics, if the teacher is trained. She can develop the right type of citizenship in either class. If the pupil is historically inclined, he will present the subject from a historical standpoint, and she will correlate it with her work; and, on the other hand, the pupil who is interested in the governmental workings of the country will present it from his point of view and the trained teacher will apply his ideas. This develops independent thinking and the lesson is made much more valuable. The trained teacher inspires her pupils to think, and leads them to make applications to the life about them. When life to the rural child is in terms of things about him, when the things discussed mean his home, his life, his neighborhood and his school, then the rural school has found itself and the trained teacher is fulfilling her mission.

#### 4. *Give furnished homes to teachers:*

The first teacherage built in the United States was built in 1894 in Hall County, Nebraska. It was the first home erected by a school district and cost one thousand dollars in gold. Mrs. Josephine Preston, Assistant Superintendent of Schools of Walla Walla County, established the first teacherage in the state of Washington. Mrs. Preston got the idea from a rural teacher in a country district. This teacher could not find a boarding place, so she went to Mrs. Preston and asked that a portable cook house nearby be moved into the school-house yard for her to use. This was done. The house was twenty-five feet long and covered with canvas. She furnished and roofed it for the winter. Her brother, twelve years of age, came to live with her. This teacher was a leader. The patrons were ashamed of her shack and before school opened the next September the teacher and her mother moved into the new teacherage. This teacher remained here for three years and then went away to college to finish her education, but she had started something that has spread until now there are more than one hundred teacherages in the state of Washington. The state of Georgia has the record of one teacher who has a portable house. She pitches it in the yard of some patron and moves her house when she moves herself. (20:145.)

The teacherage is to solve more than one problem. The first question that is usually asked is, "How much can one save living in the teacherage?" From one who has lived in a teacherage the answer would be from many angles. The dollars and cents angle is disposed of first, for so many are living on the dollars and cents basis. Yes, it is much cheaper. If the teachers do their own work, it costs less than half what board would cost, but that is the smallest measurement of all. It is a home apart from the community. It is a home where the family has a common interest, and this interest develops personal sympathy. It is a place for teachers to really relax, really be true to Nature, really be free and feel safe in doing it. The teacher who boards in the patron's home must conform her life to the life in that home. It may be that the life in that home is entirely foreign to her. Their code of morals may be different, the type of food not at all to her liking, their appreciations of comforts may not balance on the scale. If there

is nothing in common between the teacher and the home, how can there be a unity of purpose? The teacher spoils the home, and the home in turn lessens the teacher's ability to do her best.

Many a teacher who fails in school would be a success if she had the quiet home to go to at night—the home that is hers to be free in, and from which to demand sympathy. The teachers are one family, working on the same troubles and giving a family sympathy.

Several of our leading foreign countries have had teacher-ages for years. The tramp teacher is unknown to them; the teacher who has spent a lifetime in one school is rather the rule than the exception. When the patrons of the schools in the United States feel that they want the teachers among them; when they let the teachers feel that they would like to have them as citizens of their neighborhood; when the patrons are really concerned about the comforts of their teachers, then the teacher becomes a part of them. She ceases to hunt a new place every year. She is no longer a tramp, but she appreciates the interest. She is glad to adopt their neighborhood for hers.

5. *Keep teachers from year to year as community co-operators:*

It has been said that a teacher must stay in a place for ten years before she can establish definite standards for the neighborhood. That helps to explain why the rural schools are not being built up. The itinerant teacher is the rolling stone that gathers no good. She does not stay long enough to really become interested in the affairs of the neighborhood. She did not come to stay, so she does not live for the time now, but for what she will do when she leaves. If the same teacher stays from year to year she invites progress. She is living for herself when she lives for her neighborhood. She plans things that will build up the neighborhood with the school. She encourages parent-teachers' associations, or any club that will bring the mothers into closer relation with the school. So often mothers are critical of the school that their children attend because they just do not understand. They feel that the teacher is an alien and cares only for her salary. After they know the teacher in the club, they realize that she

is interested in the same things that they are, and that she is dreaming the same dreams of the future that they dream. There are so many improvements that could be placed in every school, if there were clubs to work for them. The teacher must be a part of these clubs. Since the rural teacher has been one of the factors that has held the neighborhood down, she should be the factor to pull it up. She can best do this by inviting the help of the patrons through clubs. These clubs should be broad enough to affiliate with county clubs and thus make them feel that their school is a part of the school system of the county and of the state.

6. *Cooperate with County Agents and Home Demonstration Agents:*

The teacher should appeal to the patrons to encourage their children to become co-workers with the County Agent and the Home Demonstration Agent. These two organizations mean much more to the rural boy and girl than any other organization. In these clubs the boys and girls have their own stock, and have the money from it. They have their tomato crops and start bank accounts from the proceeds. The boys have their corn clubs and pig clubs. They, too, have bank accounts that they have started from the club proceeds. These clubs require accurate accounts of all expenditures and incomes to be kept, thus training the child in business principles. These clubs invite competition. To win out, the club members follow closely the directions given to make their work proficient. The boys have found, by actual experiment, the best way to grow corn, and the girls know how to grow tomatoes. The whole family becomes interested in pigs and chickens, and other stock is tried. The farm becomes an experimental station. Every section of the United States has felt the effects of these organizations.

This great agricultural construction work of the United States is divided into two parts—the fifteen Southern states, and the states of the North and West. There are about the same number of county agents in these sections, but there are about twice as many home demonstration agents in the South as in the North and West. The report of the Southern states is given because it deals directly with and includes the section treated in this discussion.

This work of the county agent in the South started on a small scale in 1909 and the results quoted show the progress of one decade. These results are very encouraging to one who is filled with a desire to see the Back-to-the-Country become a nation-wide movement, and "A better-developed farm" the nation's slogan.

The following is the increase of the farm productions of the South in this period:

Corn .....	17.9%
Wheat .....	150.0%
Oats .....	98.7%
Hay .....	113.0%
Irish Potatoes .....	64.5%
Sweet Potatoes .....	64.6%
Rice .....	100.0%
Peanuts .....	100.0%

Velvet beans increased from a small acreage in 1910 to more than 4,000,000 acres in 1918. Dairy cows have increased 10% since 1910.

Under the direction of the Home Demonstration Agent, \$15,000,000 worth of fruit and vegetables were put up during 1918 and \$1,800,000 worth of fruits were dried. The grand total production of the boys' clubs in the Southern states was over \$12,000,000. (12:8-9.)

The rural people are finding out that there are great problems to solve in the country—problems that will insure great wealth of interest, of contentment, of education and of dollars. The County Agents and the Home Demonstration Agents, together with the efficient, trained, satisfied teacher, hold the key to the situation. May they unlock the situation and show the farmer these great opportunities on the inside!

#### CONCLUSION

The reader might ask, "Why has so much of the educational development of the United States been given"? The answer is logical. Florida is the most cosmopolitan state in the Union. One is likely to find a dozen or more states and countries represented in one rural community. Perhaps the teacher, also, will be from another state. The Biennial Report of the State Superintendent of Public Instruction of 1920 shows that there are a little more than one-fourth of the teachers from other states. There are really more than this,

for numbers of homesteaders from other states are teachers and claim Florida as their state. (3:16.)

The school is then a result of its environment.

The progress of the State in all lines has been greatly aided by people coming in from other states. The Florida people welcome the outsiders when they come to buy land and build homes, but there is a feeling of resentment against the "Snowbird" teacher.

The advancement of the state has been largely determined by the people coming in from other states. She stands sixth from the bottom in the illiteracy list and fortieth in educational standards, but she is progressing. Her progress has been greatest in the last two decades. She measures her progress by comparison with other states, then, to know Florida's progress, we must know the progress of other states in that particular thing.

Florida's big problem is stated in the National problem, as discussed in this chapter, and it is applied to Florida in the following chapter.

## CHAPTER IV

### Florida Rural Schools

#### A. WHAT FLORIDA SCHOOLS HAVE.

##### 1. *Waste:*

Since one arrives at all definite opinions by stating the broad field, selecting different phases of the proposition or problem in that field, contrasting or comparing these phases, thereby arriving at the point that establishes the fact or gives base to the proposition; so, in like manner, to have a definite ideal of the rural schools of Florida, other schools of the state must be studied and the conditions that affect the rural schools must be measured by them.

The growth of widespread interest in public education in Florida in the last twenty years has been remarkable as has also the increase in expenditures for the support of the public schools. Within these two decades the public high schools have been established. The elementary schools in city and country have been greatly improved. There have been a

large number of modern school buildings erected, both in the city and rural districts.

From 1899 to 1919, in which time the population of the state increased 82.6 percent, the expenditures for public schools increased sevenfold and the expenditures for higher education in colleges and universities of all kinds, including normal schools, increased more than eightfold. The expenditure per capita of the total population for public schools, elementary and secondary, increased about 300 percent. (11:1.)

The average salary of teachers as reported to the United States Bureau of Education for 1918 is, for the city schools of the state, \$649.00; for country schools, \$361.00. At the rate of expenditure for public schools in 1918 the State was paying on an average for the public elementary and high school education of its children only \$262.00 per pupil through all the years of school life. In 1918 only 51 percent of the total expenditures for public schools was for teachers' salaries.

The sum total of all school expenditures for fifty years is \$61,491,020. It is quite probable that an addition of \$8,500,000, making a grand total of \$70,000,000 will cover all deficiencies in reports, all expenditures for public schools and higher education before 1870, and all expenditures for education through private schools below the college. (11:2.)

It will be interesting, particularly to those who think education has become too costly and the support of the public schools a great burden, to compare costs of schools with some other expenditures, public and private. For the year 1919, the people of the State of Florida paid into the Treasury of the United States on income profits and miscellaneous taxes \$15,623,811.89. Their proportionate part of the customs tax for the year was \$1,907,000, making a grand total of \$17,530,800 paid in Federal taxes. This is three and one-half times the expenditures for public schools in that year, and seven and one-half times the amount spent for teachers' salaries in these schools. (11:4.)

The Secretary of the Treasury has told us that the people of the United States spent in 1919 for luxuries \$227,000,000,000. Some of the items in this luxury bill were as follows:

Chewing Gum.....	\$50,000,000
Soft Drinks .....	350,000,000
Toilet Soap .....	400,000,000
Face Powder, Perfumes and Cosmetics .....	750,000,000
Cigars and Cigarettes .....	1,310,000,000
Tobacco in all its Forms.....	800,000,000
Food Luxuries .....	5,000,000,000
Ice Cream .....	250,000,000

The population of Florida is .009 of the population of the United States. If the people paid their full share of the luxury bill and of the items mentioned, then their total luxury was \$204,300,000.

A careful study of these figures will help to dispel the illusion that the cost of education is the chief burden of the people of Florida, and will show that, in comparison with expenditures, public and private, the cost of schools in Florida is almost negligible. Though the sum is small, yet there are great wastes in applying it. We waste the mite by not having capable men to direct the use of it, and in having teachers who are "killing time".

## 2. *Superintendents with urban vision or no vision:*

When corporations select a superintendent to direct their business they select a man who is proficient in that particular line—a man who is able to direct the business on a paying basis and who will best uphold the honor of the company. When the would-be superintendent applies to the corporation for the position, the corporation inquires into his qualifications from every angle. He must possess character, he must possess ability, he must possess expert training, and he must possess personality. The superintendent deals with the men principally from the standpoint of a money-paying basis, but he is trained, and he must be broad-minded enough to recognize the personality of the men and be charitable enough to see the proposition from the employee's point of view. If corporations are so particular as to the men who manage their business, should not we, as a state, be particular about the men who hold in their hands the direction of our greatest trust—the education of our boys and girls?

There are twenty-eight counties in the section considered. One superintendent in this section has no certificate and his teachers say he could not make a second grade. One of his teachers said that he objected to her failing to promote some

of her pupils on the ground that there would be hard feelings. She also volunteered the comment that she did not know what to do.

That superintendent, from a moral standpoint, is dangerous. Another teacher said of this same superintendent, "He will promise you anything in the way of equipment, but getting it is entirely different. The comment was ventured, "Perhaps he can't get it". To this she replied, "Oh, yes, it is there in the office but he never gives you another thought till you ask him for it again". The question was asked of one of his teachers, "If he is no good and the people know he is no good, how does he hold the job term after term?" To this query she replied with one word, "Politics". It is deplorable that the man who robs your stable of your horse serves his time in the penitentiary if he is captured, but the man who robs your child of his opportunity by not serving him, and who dictates immoral standards to his teachers is protected because we have no law against such procedure.

There is one man in this section who holds a second grade teachers' certificate only, over one-third of them hold first grades, and only three have Life State Certificates. There are two who have had training in a business college, and three who have normal diplomas.

There are only two superintendents in Peninsular Florida who have A. M. degrees. The remaining four hold A. B. and B. S. degrees. Information as to qualifications of county superintendents is very difficult to obtain; even the State Superintendent is not able to get this information in all cases.

The records of the General Extension Division of the State of Florida show that not one of these twenty-eight men are taking correspondence courses. Then there is one other avenue through which they may improve themselves professionally—that of reading. Some of these superintendents have professional libraries and take professional magazines, but are they educated enough to use them? Can they adapt an educational plan to Florida and work it out successfully because it worked out in some far-removed state? If it were not tragic, it would be laughable to hear what some of these superintendents plan to do. They have read of a scheme that some man worked out. It looks fine on paper, but they cannot take

the problem and apply it to the conditions in their own counties. Then what do they get from their magazines and from their professional libraries? Can they even get pleasure from reading them?

Politics is playing the leading role in this office. The pulse of the average superintendent may be taken by laying the fingers on the wrists of the leading men in the county. They will not dare to say anything is detrimental to the school system if that thing is popular.

From the educational standpoint, one of the greatest problems of the coast sections is the tourist problem. The towns of these sections use the free schools as one of their drawing advertisements. The tourists are not charged tuition. They enter after the schools open and usually leave before the schools close. The County Boards do not usually employ teachers to meet this overflow. The rooms are crowded. It becomes absolutely necessary for new teachers to be employed to help during the rush. The by-stander who has a sense of humor is reminded of the Christmas rush, or of some cheap sale. The teachers who are prepared to teach, and who have planned to teach, are already teaching. But teachers must be had and then it is that the County Board sets about to cull the lists of possible teachers and in this way the children are given teachers. Teachers? No. Substitutes, and they are not likely to be so good as the genuine article. The grade is formed at the opening of school, reformed to accommodate the tourist overflow, and formed again when the tourists leave and the substitute teacher is dismissed. Does the child have a chance? The schools are not prepared to take care of the tourist children. The rooms are crowded and every available room in town is used. In some towns shacks were built on the campus to accommodate the grades. There was not enough play-ground space at first, and these shacks are spoiling the play-ground that they did have.

The school population has grown so rapidly that the increased funds do not nearly meet the demands. The counties are badly in debt. Buildings were started and there were no funds with which to finish and equip them. If the state is not able to build and equip its buildings in a modern way and then employ enough good teachers to give their children the best training, they should not try to educate the children of the

tourists. The tourists do not expect it. A principal of one of the largest high schools in the peninsula said that about nine out of every ten tourists expect to pay tuition. They do not hope to have their children educated for them. Then why do it? One superintendent gave this evasive reply when asked if the tourists made a problem: "There are very few people in this town who are not in some class of tourists; very few were here when the town first began". He meant to say that one was about as much a tourist as another, but the teachers in this county say that there is a tourist problem, and that it is ruining the schools.

Another superintendent followed the writer to the door to be sure that she understood definitely the stand that he was taking on the tourist question. The superintendents know that the children are being cheated out of their rights, but their position is at stake. They dare not say what they think.

The equipment in the rural schools is not nearly as good as in the urban schools. Only five counties in the peninsula have libraries in all of their rural schools, but in all these counties the superintendents report them very small. There are several counties that have no libraries in the rural schools except the \$10.00 libraries required for standardization.

Only three counties in the peninsula have sanitary water toilets in all of their rural schools; several have the cans and keep them treated with chemicals, but others still have the old-time privies. Yet there is a regulation toilet planned by the State Board of Health. There were only two or three superintendents who reported play-ground equipments in the rural schools. The superintendents, as a whole, did not seem interested. One, when asked what equipment he had in his rural schools, replied, "None". When asked what the children played, he replied, "Just things that they can ring up and play". He ventured to remark further that rural children got about all the exercise they needed walking to and from school and doing the work they had to do at home. He had no vision of the joy that was due those children. A child is supposed to have some time to play and something to play with.

The rural schools are not well supervised. The superintendents do not have time to go out to visit them as they

should. The office work is too heavy and they are tied down doing clerical work. There are some superintendents in the peninsula who are capable of being excellent school supervisors; but those who are not school men in any sense of the word could hardly be school supervisors, and the schools would not be benefited by their supervision.

Two superintendents are making the rural supervising teacher the attendance officer. This plan has its good points and may lead to something better. This officer should be selected because of her ability to supervise teaching, and the attendance officer's work should be second to it. Every wide-awake superintendent is recognizing the fact that the rural schools must be supervised.

The rural people are not satisfied with their schools. They are realizing that they are not being served. They want something of the same opportunities that the town people have. The easiest and most popular thing to do is to give them consolidation. It tends to increase the popularity of the Superintendent, but is it best for the rural people? There is too much of the giving-up of the country to the town—too much of the interests of the rural neighborhood transferred to the town. One superintendent, whose county is in one of the best farming sections of the state, told of his consolidation. He told of bringing the pupils from the country into this large town. He was asked if the children were satisfied to go back to the country, and he replied, "No, they are not satisfied in the country any more". He realized that he had made a mistake, but the people were not willing to go back to the country school. He knew that it was not the best thing to do when he was doing it, but he thought it was the best he could do at the time, so he gave the baby the candle to keep down the crying.

### 3. *Untrained itinerant teachers:*

It is neither correct nor logical to say that the superintendents are entirely responsible for the conditions of the rural schools of Florida. One needs only to glance over the graphs given to see another great factor. The superintendent cannot make a good school; he may be a leader to plan with and to direct the teachers, but he is only one factor. There must be real teachers to take the plans. A plan that is never

executed has no force. How can a teacher who is not trained carry out a plan that has a definite aim? The teacher must know the plan. The plan must not be entirely the superintendent's, but it must be like our state constitution—it must fit our immediate state and our immediate needs, and still conform to the greater plans of the county superintendent and also the plans of the State Superintendent.

The Biennial Report of the State Superintendent of Public Instruction of the State of Florida for 1921 shows 31,957 children in the chart grade. The first grade shows 36,421 children enrolled. There is only one explanation for this increase of the first grade over the chart, and that is that Florida is doing her part towards keeping up the National weakness of repeaters in the first grade. (4:13.) Five thousand four hundred and sixty-four children are repeating the first grade. The statistics show further that the State paid \$31.10 per capita per pupil in 1920. (4:13.) The State in that one grade wasted \$169,930.40.

What are some of the logical reasons? Why these repeaters? One might advance first the fact that the children are too young to do a grade in a year. Then they should not be started to school so young. The age limit should be raised. It is a shame to waste \$170,000 on one grade when there is such a cry for more money. If we could only use the waste! Someone else says that the lack of trained teachers is the cause. Can that be denied? We think of children being in the primary grade up through the third grade. Then we have 125,737 children who would be classed as primary, (3:13), and there are only one hundred and thirty-two teachers in the state who have primary certificates. (3:14.) There were only thirty-four primary certificates issued in the state in 1920. In the same year eight hundred and sixty-seven teachers accepted a third grade certificate to go out and experiment with Florida's children, draw their pay, and thus do their part toward keeping Florida's standard permanent. (3:14.) It is doubtful if these teachers know that Florida stands fortieth on the National educational list.

More than one-third of the teachers who took the examination for certificates in 1920 failed to make any certificate at all. (3:15.) There seems to be only two reasons for so many failures. First, the standards of the examination com-

mittee are gradually being raised. The second reason is the construction that is being placed on teaching. Too many feel that it is a little profession. The standards of examinations are not being raised.

About 80 percent of the rural schools are one-teacher schools where instruction in eight grades may be required. A trained teacher could do very little in such a school and one wholly untrained could do little more than stay for company. (3:170.)

The untrained teacher is usually the itinerant teacher. She has no real plan for her work. She has no goal. There is nothing that calls her back year after year. She has nothing to finish.

"Why poor rural schools?" finds another answer. One could not expect much from a class of teachers when 97.7 percent go to a new place each year. (3:170.) The average rural child has a new teacher almost every year and often a change during the year. Nothing can be definitely accomplished in one year. The plan may be started, but it cannot be worked out in one year. It is discouraging to children never to finish anything. They can have no definite aim where there is no definite plan.

Is a teacher capable of making a definite plan when she is capable of making only a third-grade certificate? In 1920, 869 teachers accepted third-grade certificates to teach in the Florida schools, and only 796 accepted State, first and second grade certificates combined. There were 276 who took special and 34 who took primary, but these do not very noticeably affect the rural schools since most of the specials are for high school subjects and very few high schools are found in the rural districts. (3:15.) The teachers holding the primary certificates are usually directors of primary departments in the urban schools.

The rural teacher who has a plan guided by a great vision is discouraged when she talks to the itinerant teacher who tells her in bold terms why she does not stay longer in a place. The teacher who has a moral standard for her work is shocked and pained to think that a teacher could abuse her opportunity so thoughtlessly.

It is safe to say that 95 percent of all the teachers who attend the State summer schools are not sure whether they

are going back to the same place or not when school opens. A greater percent of these are rural teachers. They are holding off to see if they can pick up something better. It is disgusting to see the crowds who meet the visiting County Superintendents during the summer session at the State summer school to look over their salary list. This is a common expression heard on the campus during summer school, "I thought you were going to teach at So-and-So".—"I did tell them I would, but I do not know whether I want to or not. It pays only \$75.00, and the schools in — County pay \$85.00 and, too, I have been there a year and I would rather change. One can have a better time in a new place. They don't know so much about one. If I teach in this county I know I shall have a good time, for Bill lives in this county. It is only twenty miles to where he lives and he has a car and I know he will show me a good time".

She finally decides to go to Bill's county. She has the time she planned to have. She had her social plans well laid and they worked, but she never made her plans for those youngsters who look up in her face from day to day, demanding to be shown the vision of the greater things in life. She gives them no vision, for she is not thinking for them, neither is she thinking with them or about them. The untrained, itinerant teacher is a menace to the school system. She is of the class who stays on the job, but who does not really teach school. The teachers who attend the State summer schools are the state's best teachers.

#### 4. *Suitcase teachers:*

The suitcase teacher is another type of Florida's low standard teachers. There is not another state in the Union where conditions are more conducive to this type of teacher. This is true especially of Peninsular Florida. The climate invites the tourists. The towns plan to take care of the tourists and give them entertainment. The tourist sections have the best of good roads. These good roads encourage a good bus service. Nearly every town in this section is connected by bus lines. These bus lines are operated on a service basis, but it is a paying basis. They have planned to catch the traffic. The bus lines between the large tourist towns have a bus leaving from each end of the line every hour between seven o'clock

in the morning and eight o'clock in the evening. The suitcase teacher has every encouragement to leave her school behind on Friday afternoon and live independently for herself until Monday morning. She looks on her moral code and feels satisfied that she is staying with her school for the time that she is paid to stay. When she argues that, "This is all the time that I am paid to give to the school", then the serious teacher wants to ask, "Are you using all the time for the school that you are paid to use?"

It is impossible to have two great interests and not have one second to the other. She will cling to the one and despise the other, for she cannot serve school and society.

Teachers are living or boarding in one town and going in on the bus to school in another. They put up the plea that they cannot live on what those people eat, but one has a right to form an opinion of just why they live in town, when they are forever talking about what they are going to do tonight and never say what they are doing today at school.

The writer, while on her survey, met one of these bus teachers. This teacher lived in a town eight miles from the place where she taught. The bus put her at her school town at eight-thirty in the morning and picked her up at five o'clock in the afternoon. The teacher took it for granted that the writer was a tourist, and began to talk as soon as she got on the bus. The writer, seeing her lunch box, asked if she were not a teacher. She replied, "Yes, I am teaching. I did not have anything to do, so I decided that I would teach to kill time, but I don't like it". She said she had been a teacher in the North before she married, so she decided that she would teach when she came to Florida. She criticised everything connected with the school, from the Superintendent down. She was asked if they had beautiful school grounds. To this she replied, "Well, I should say not. I don't suppose the patrons have ever thought of the school grounds since school opened. They have not even raked them". She was given an opportunity to criticise all she wanted to, then the writer told her of the beautiful campus of the Model Rural School of the State. She was told of the rose garden, of the fern beds, of the poinsettias, of the pot plants and of the great space on the campus that had to be raked, and she

was also told that the teachers and children and not the patrons kept the campus.

Is it possible that this teacher "killed her time" only—that the ambition of her pupils was not killed also? Could those pupils have pride in their grounds when she took the stand that she did? Could she be an inspiration to those children when she abhorred everything connected with the village?

##### 5. *Poor boarding conditions for teachers:*

It is true that the average home was not planned to take care of the teacher. She was not included in the plans when the house was built; but is it not ungrateful when the teacher makes her list of criticisms and looks them over each morning lest she forget some of them?

The writer has been a rural teacher for ten years in Florida. She not only boarded in a home of the community, but she visited in other homes in the community and in other communities. While in every instance, perhaps, there were things that might have been added to increase the comfort of the room, yet the comforts might have been made much less by taking out some things in the room.

The women of rural Florida are good housekeepers. They do not depend on colored help, but do the work themselves in a systematic way. Their homes are nearly always clean. Many of the houses are old and the lighting is poor, but they are clean and they have the old-time comforts. The children are taught to work, and to keep neat and clean in the home.

The greatest deficiency in the home is a lack of proper heat. The average home has only one fireplace or heater. The homes were planned for the family only, but the teacher is given a welcome around the fireside. While this is their best, yet every teacher desires and needs privacy. She must plan her work for the next day. She must have time to think over the day alone. Sometimes it is unwise to sit in the family group around the fire, especially if the family deals in neighborhood gossip to a very great extent. The cold weather that is not expected to come to Florida always comes. It is rarely ever cold enough for ice, but it is too cold to be safe or comfortable sitting away from the fire. It is quite probable, if there had been an extra room planned for the teacher

when the house was built, that heating would have been planned for that room. The average rural home wants to give their very best to the teacher.

6. *Narrow, isolated patrons:*

There is so much said about the narrow-minded patrons. They are always trying to advise the teachers instead of advising with the teachers. Is it always possible to advise with teachers? The trained teacher wants to talk over the school problems with her patrons. She wants to do the best, and she realizes that the patron, as none other, can help her by cooperation. Of course, there are exceptions to the rule. Sometimes patrons are unreasonably narrow and self-satisfied. The teacher who moves a case like this is the teacher who adapts herself to the patron's views, instead of waiting for the patron to adapt himself to her views. Patrons question the method used in teaching. They have not used that method, and do not know the merits of it, but if the teacher would have patience, the average patron is willing to be shown. A greater part of the failures is because the patrons are made to feel that the teachers are of a different life from them; neither has met the other half-way.

7. *Underfed and diseased children:*

There have not been enough facts collected on the health conditions in Florida to give an authentic report.

Alachua County is the only county in the peninsula that has a Public Health Nurse. There are other counties that have the nurses for certain sections, but the Alachua County nurse works the whole county. Mr. R. H. Hixson, Secretary of the Florida Public Health Association, says that the report for Alachua County is typical of the peninsula.

Miss Katherine Murphy, nurse for Alachua County, gives the following statement for work begun last September:

Total Number Inspected.....	2,084
Total Number with Defective Teeth.....	938
Total Number with Enlarged Tonsils.....	852
Total Number Hookworm Suspects.....	841
Total Number Cases Malnutrition.....	669
Total Number with Disease of Eyes and Defective Vision....	668
Total Number with Nasal Obstruction.....	318
Total Number Defects Corrected or under Treatment.....	344

Brevard County has a most proficient nurse, Miss Annette S. Malin, under the Child Welfare Organization. Miss

Malin reports that the work has kept down epidemics. Seventy-five percent of the children had sore eyes, and sixteen and two-thirds percent had hookworm. She has had three hookworm clinics and fourteen baby examinations.

The whole county is organized into Welfare Leagues. These Leagues have bought six standard scales for school use. During the summer Miss Malin goes into the homes and takes up cases from her records. At the baby shows the mothers are told how to care for the baby.

Miss Malin says the organization is gaining favor with the public. Now it is the exception to find a child with sore eyes. A child at school will not sit by another child who has "Florida sores". Now all the children have tooth brushes, and take pride in showing that their teeth are clean and in good shape. Miss Malin hopes to put in posture cards next year to encourage proper standing and sitting.

The time has come when the whole child goes to school. The time is coming when would-be teachers will have to be qualified to look after the hygienic needs of the child, and help him in his physical development just as much as they are now required to know how to teach arithmetic and grammar.

All time spent on physical exercise, on the heating, lighting, seating and posture of children is time spent on school work, and is so considered by real school officials. Teachers must get the health vision before they can impart it.

Dr. William J. Buck, ex-member of the State Board of Health, gives a report from the southern part of the peninsula. He states that hookworm is found in 60 to 80 percent of both children and adults, the percentage varying with the locality. Rural districts carry the heaviest infection. Trachoma is found in about 20 percent of school children, and is often mistaken for sore eyes. Accurate statistics are not available for malaria, but Dr. Buck gives the statistics of a phosphate mining town. There had been a strike on in this town, and the town was filled with people whose living conditions were very unsanitary. Dr. Buck did not have full statistics for 1919, but there were 160 cases reported from 1200 people. The statistics are complete for 1920, and show that in this town of 2,500 people, protected by mosquito control, quinine prophylaxis and screening, there were only

twelve cases of malaria. Six of those were brought from other districts, three were chronic and three acquired in the community.

These facts show what can be done for health improvement if proper precautions are observed. While these are not the combined statistics for the peninsula, they include three distinct sections. Alachua County represents the northern part, Brevard the East Coast section, and the mining section the southern part. These sections are typical of the adjoining sections.

Florida could do more if she would only come out and work boldly, but, as in everything else, the tourist problem overshadows the efforts. The reports are not given to the public for fear of hurting the tourist trade. The tourist advocates objected to official health work being done under the name of the Tuberculosis Association, so the name of the organization was changed to Public Health Association. There could be so much more done if the Public Board of Health could work boldly and advertise more. It is nothing but right that the ignorant should be shown the conditions.

## B. WHAT THEY NEED.

### 1. *Enforced attendance:*

Since the purpose of the school is to educate the children, then the first need is to put the children into school. There is only one way to put all of them in, and that is by enforced legislation. This State has had legislation for compulsory attendance for two years, but its purpose is defeated by provisional clauses. These provisional clauses serve as gaps for the very people for whom it was made. The increase in enrollment and attendance in the September following the passage of the law was beyond expectation. The people thought they had to put their children into school. Some of the primary rooms were fitted with tables and chairs to accommodate boys and girls of fourteen and fifteen years of age. They went because legislation said "Go". In most cases there was no excuse to offer. The parents were not interested and they had made no effort to put the children in school before. Such parents are not always people who are entirely illiterate, but they are usually not good citizens. The writer has in mind

a family who had a daughter fifteen years old. When the attendance law was passed the mother did not know the weak points in the law, so she put this girl in school for the first time, in Gainesville. They soon moved away. When school opened the following September and the writer made a census of her town she found this family. It took repeated visits to this home to get this family in school. There were also two little boys in this family in the primer class. They were always absent from school and the writer would go out and look them up, but she was helpless, only for persuasion, for that mother knew every weak point in the law and she knew that she was safe.

It is ridiculous that the law should allow the children to be absent from school one day in every week, or allow them to take the four days' leave of absence at one time. The attendance officer in one county reports a very broad use of the gap. She said that they used the last four days in one month and the first four in the following month, thus getting an eight days' leave of absence from school. They could go to grandma's for a ten days' visit and the law could not touch them. The law as it stands is a joke with those whom it was made to protect. If the children cannot be put into school and kept there, why pay an attendance officer? There is so much red tape about convicting an offender that the efforts are usually entangled in the tape and stopped. It seems ridiculous that a parent should be served a notice that the child was absent from school so many days. The notice of the child's absence is not turned in to the attendance officer until the end of the week. Some time during the next week the officer notifies the parent that the child is out of school. He waits until he gets the teacher's report the next week-end before serving official blanks to the patron. If the officer is successful in making out a case against him, the papers are turned over to the sheriff to serve. One officer said that his papers lay for weeks with the sheriff. There are no provisions for financial backing in this law, therefore we need not expect service.

Mrs. Bass, the attendance officer of Hillsboro County, whose work is principally in Tampa, suggests that, "A notice of the child's absence to the parent should be a notice to appear before court". This would save at least two weeks of

school for the child, and the court would tend to impress the parents with the graveness of this error.

Mrs. Bass suggests further that, "All disabled children should get exemption in writing before school opens". This would be a fine regulation, for then the teacher and officer would be saved the task of checking up and could explain to the children just why that pupil is out of school.

Mrs. Bass says that the greater part of this problem is not with the children but with the parents. They lack interest, they lack energy to cooperate and they lack the desire to cooperate. If the parent stands in opposition to the school, the child is likely to take the same stand. The matter of attendance is not a problem in the home where the parents give their children a real home and where the parents are school co-operators. It is not natural for children to dislike the mingling together at school.

The Biennial Report of the State Superintendent of Florida shows for 1920 that there were 36,421 children in the first grade and only 1,509 in the twelfth grade. (3:13.) Florida is no exception to the national rule of dropping out. There are great exodus at the close of the fourth and the eighth grades. There are reported 2,458 more children in the fourth than in the fifth grade. Where did they go? The attendance laws did not give them permits to be out, neither did it keep them in. It is noticed in comparing the reports of two years back that there is some improvement in attendance. In 1918 there were 4,742 who entered high school, and 1,231 in the twelfth grade. In 1920 there were 5,754 who entered high school and 1,539 in the twelfth grade. This increase is caused by one of two things. The population of the state has increased or the popularity of the high school is increasing. The attendance law does not affect those in high school, for there is not even an attempt to make education compulsory above the eighth grade in this state.

The law as it stands is practically worthless, for increasing attendance, and it encourages children to have a low conception of the enforcement of the state's laws.

## 2. *Closer expert supervision:*

Rural schools can never be what they should be until they are supervised. The State provides supervision for our

high schools, but they do not need it as badly as the rural schools. The high school principals are usually trained men and they supervise the work of their teachers, while the rural teacher has no one to advise her and very few of the rural teachers are experienced teachers. The superintendents are so tied down with clerical work that they have very little time to spend out of the office. They do not really know their schools. The average length of the rural school term is more than two months shorter than the urban school term. Miss McDonald, State Rural School Inspector, in her report suggests that, "Inasmuch as these men are elected without any consideration for their educational qualifications for the office, it seems that they should not be expected to supervise the teaching, but that their work should be with the financial and clerical side and that expert supervisors should be employed. One look into the counties where this plan is followed is enough to convince anyone of its advantages. The counties which employ expert supervisors are doing much better educational work than those counties where the county superintendent attempts to supervise the teaching". It is easy to see that expert rural supervision will bring up the standards of the schools in the county. The rural schools must be supervised, if they are to improve. That is the best thing that can be done for the schools until there is some legislation that will require educational qualifications of the superintendents. If the superintendent is to have the direction of the school system, he might prove a millstone about the neck of the efficient supervisory teacher. If there can be only one expert in the county, let it be the superintendent, and let him do the supervising of the rural schools and employ enough office help to do the clerical work. The efficient superintendent has an idea of what kind of teacher is best fitted for different sections of the county. The law would not give the supervisory teacher power to place the teachers. Her work would be to suggest what is needed, but the superintendent can act. The schools will never improve and have a standard goal until the superintendent is an efficient school man. The efficient school man will have plans for his schools, and direct the teacher in putting those plans into action. We have men who are making plans that look well on paper, but if they do not go out and direct those plans they are worthless. For a plan

to achieve the most, the teacher must be able to see what it would be as a finished product. Can an untrained teacher who has never made plans take them and see a finished product? A man cannot supervise something that he knows nothing about. Those superintendents who have never taught, and who have never been schoolmen are figure-heads in the system. The superintendent should be the chief supervisor, but, there should be rural supervisory teachers paid by the county. These rural supervisory helpers should give full time to the rural schools. When the rural schools have expert supervision, then, and not until then, will there be improvement in the rural schools.

### 3. *Rural consolidation:*

The right kind of consolidation will help the rural schools as nothing else will. It is almost impossible to have expert supervision when a county has a great number of one-teacher schools. Consolidation for the rural school should be consolidation in the rural schools, and not consolidation of country in town. When the school is moved to the town the interests of the neighborhood follow the school. The people cease to have their old schoolhouse as a neighborhood center. They cease to plan for their old-time amusements. They lose interest in their neighborhood and it soon goes down. Consolidation for rural schools should be for the purpose of developing interest in the rural neighborhood.

Some of the one-teacher schools can never be consolidated. They are too far removed from each other. In the lake and Everglades region will be found schools of this type. There are no railroads and practically no dirt roads in some of these sections. One Superintendent said that it was impossible to drive an automobile in some of these neighborhoods. Consolidation would be impossible there. It seems a shameful waste of opportunities to consolidate the rural schools of good farming sections with those in some big town. The good farming section is the ideal place for consolidation. The school will develop the neighborhood and a course in agriculture may be put into the school. This will encourage the boys to stay on the farm and build up the country. The consolidated school in the country makes a satisfied farming people. They are

living well at home, getting a bank account and giving their children the advantages of a good school.

There is no state that has the climate that Florida has. She has twelve growing months in the year, with a soil that will produce if treated right. There are a great many failures in farming in Florida because the farmer does not know how to treat the soil.

The Government sent a representative down to look over Florida to estimate the possibilities of the bee industry. He spent several weeks in the state, and then reported to Mr. C. K. McQuarrie that this is the best territory for bees in the Union. He crossed near the central part of the Peninsula from East to West Coast and found there two very rare plants that produce a wonderful food for bees. The specialist was much surprised to find these plants in Florida, for he thought they grew only in Central America. The specialist said further that no section of the United States furnished as great a variety of bee feeding plants as Florida, yet there are very few sections that are really trying out the bee industry. Mr. McQuarrie says, "We get less than 10 percent of the actual nectar of the state". The Agricultural Extension Division would be glad to aid the county superintendent in finding out just what is best to put in the rural sections of his county. The superintendent should lead in developing those interests in his schools. Consolidation that has in view only the opportunity of putting the pupils in the classroom to recite is narrow and dangerous. It produces a discontented people. There is formed a dualism between school and the life they must live. Consolidation in the country is a consolidation of school and the life about them. Consolidation may be on a small scale at first, but hold on to it, keep it in the right place and build on it. It will broaden out. Give the rural neighborhood a high school, and do not send the children in to town for this work. The consolidated school should be a consolidation of every interest in the neighborhood. If it is a bee section, form a bee club. Encourage the children to grow new vegetables. Have a strong affiliation with the work of the County Agent and the Home Demonstration Agent, and thus lead the children to see that they are a part of the county and that their record does its part in giving the county its rank in the state.

#### 4. *Cooperation with County Agent and Home Demonstration Agent:*

The brightest vision given the rural schools as they stand today is given through the Cooperative Extension Work in Agriculture and Home Economics. It has given more vision, more uplift, more competition and more real joy than any other one thing. The earnest teacher, who watches the interest of these rural children as they grasp and use the first opportunity given them for putting forth personal efforts, is impressed with the zeal of these children. They are getting in touch, for the first time, with life outside of the neighborhood. They are finding that their neighborhood is a part of the county, and that their county is really related to the State.

Those who are not interested in this Cooperative Extension Work are those who do not know, or who do not care to be bothered. The writer can never forget the interest of these rural boys and girls in the coming of the County and Home Demonstration Agents. That was a calendar day of the month. Every pupil in school knew which members of the clubs had chickens, pigs or something that had been prepared for the county exhibit. They eagerly asked, "Did you get a prize?" We all knew what the exhibits looked like, and we all knew which were selected for the Tampa and for the Jacksonville Fairs, and we all anxiously watched the mails to see which one won. The trips that these boys and girls have had given them to Gainesville and Tallahassee are the biggest opportunities that they have ever had. Eighteen counties in Peninsular Florida have county agents and fourteen counties have home demonstration agents. Three of these counties have one assistant each, making 17 home demonstration agents in this part of the state.

The home demonstration agents have gone into the homes. They have taught the mothers to make bread; they have taught the girls to sew and do other needle work. Some of the boys and girls are in the contest for the best garden. They are encouraged to try out new things. New vegetables are planted and they are taught new ways of preparing vegetables for the table. They are given canning weeks in which the agent goes out and superintends the canning of vegetables, fruits

and meats. The table is the same, but the menu is different and it has not increased the expense either. It was merely the waste conserved.

Florida has less milk than any other Southern state. These agents have plans for the year. They talk these plans so much that they sound like hobbies; every agent in the report told of her milk drive. One agent staged the drive so well that the children have carried it into the homes and parents are concerned enough to consult the agent about getting cows. The children are being weighed and they are ashamed of underweight, so that they are telling the parents what can be done.

An agent told this incident of her milk drive. She and Miss Morse, the State Dairy Agent, were in a home that had few comforts, but the people were able to have a comfortable home and plenty of wholesome food. In this home was a little boy about twelve years of age. The agent said that he could not have been more than three and one-half feet tall and greatly underweight. They asked the mother if they had cows, and she replied, "Yes, we are milking several, but we don't save very much milk for we want to raise the calves". Miss Morse asked the little underfed, underweight boy if he liked milk. The mother replied to the question by saying, "No, he never did like milk". The little boy added, "Why, Ma, I don't know whether I like it or not; I never tasted it".

Is it not tragic when the mother is more interested in feeding and raising calves than in feeding and raising her own children?

In another county the Home Demonstration Agent told the following incident: This agent had come in from a long trip in the country and this incident had happened that morning. She had gone out to give a bread-making demonstration. These people were able to have comforts. She went with them over the farm to see the corn, and she said that they had a fine crop of everything. She asked if they got plenty of milk. They replied that they had several cows, but they had to keep up the calves so they gave all the milk to the calves to keep from hauling water for them. This man had married children and had lived on this place as a boy, yet he was still hauling water in dry seasons. This agent said this family

had nothing in the way of screening or any sanitary equipment. They did not even have an old-time privy.

Some short-sighted people have wanted to discontinue the work of the county agent and of the home demonstration agent on the plea of hard times. If the commercial side is the only thing to consider, they are a paying investment. They are the farmer's best friends. It is through these agents that the rural boys and girls are connecting their lives and interests with the lives and interests outside of their own neighborhood. It would be almost criminal to take these agents from the rural districts.

5. *Efficient, trained, satisfied teachers:*

If Florida had efficient, trained, satisfied teachers in her country districts, she could feel sure of progress. The best teachers are put in the urban schools and the rural child never gets the benefit of their experience until he is in high school. Very few of these children reach high school. Mr. Price of Putnam County has the best record of this. Four years ago there were four rural pupils who came into Palatka to take high school work and this year there are sixty-two. He gives uniform examinations to the rural children, and the papers are graded in his office and certificates granting entrance to the ninth grade are issued. There have been over one hundred certificates issued this term, 1921. These children are given transportation, or the Board allows them so much for board money to spend to attend high school. This is good only for the individual child. The neighborhood is not benefited unless that pupil is satisfied to go back and build up her home neighborhood.

There are places that cannot be consolidated, but the children in these places are given an equal chance with the children in the county for high school work. But where they can be consolidated, it is better than to send the children from home. If there were better trained teachers in the grades, the number entering high school would greatly increase. This would be especially true of the country, for so few of the country teachers are trained. It takes the children so long to finish the eighth grade and then there is not much to it. It has not been presented in a way to correlate with the life about them. They know a few facts, but they have never

thought that these facts had any relation to the life about them .

It is hard for the teacher of a one-teacher rural school to be satisfied. She may be trained and efficient, but it will be hard for her to be satisfied. There are so many things to do, so many obstacles to overcome, that she becomes discouraged. She may not be dissatisfied with the place or the people, but she may feel that her work is not counting for enough. However, very few teachers with so much concern for their work ever fail. The people will recognize her value and she will stay.

A better standard of work must be realized down in the grades. The trained superintendents are recognizing this need. Throughout the state undue prominence is given to high schools. Much inspection and supervision have been centered there that should have been done in a very intensive manner in the lower grades. Four years of high school work can do little good to a child who comes up through the grammar grades with weak training. Then there must be encouragement given the rural teacher. The report from the United States Bureau of Education shows that the average salary for the country teacher is \$361.00, while the average salary for the urban teacher is \$649.00, nearly twice as much. (11:5.) The rural teacher has no supervisor and she must have had experience and training if she is a success, while the urban teacher is closely supervised and may make a success without training. The rural patrons must meet the demands. They must be made to see that it is a paying investment to keep their school in touch with their neighborhood. They should be led to see that the best, most proficient teacher is not too expensive for their children. The writer is of the opinion that if we had superintendents who did expert rural supervision, we would soon have rural neighborhoods demanding the best teachers and willing to pay for the best. If they have never had an efficient, trained, satisfied teacher, how can they know her value? If they do not know her value, are they likely to offer salary inducements? It is natural for one to want a vision of what his money will buy. The expert superintendent can tell them what their money will buy, and the trained teacher can show them the results of a good investment.

### 6. *Teacherages:*

The teacherage has not yet become popular in Florida. There are less than one dozen in the Peninsula. Lee County probably holds the honor for the first teacherage in this section, located at Alva, while Polk County comes first in the number of teacherages. Those in Polk are not all owned by the district; in fact, none of them are owned entirely by the district. Polk County is in the heart of the phosphate region. These mining corporations have put in teacherages because they know that the satisfied teacher is more proficient. These mining towns usually keep their teachers from year to year. The principal of one of these towns has had the appointment for nine successive years and the principals for two others for five and three years respectively. They are satisfied, for they are given a home furnished free of rent. There are a number of other favors shown to the teachers. These towns are rarely ever found hunting teachers, but teachers are hunting them. This is the one educational movement of the Peninsula that is leading in the rural districts. Teachers often rent furnished apartments in town and do light housekeeping, but School Boards do not own furnished homes for the teachers. Board is very high in tourist towns. Teachers pay as high as sixty dollars per month for board in these towns. A member of the Board said that Dade County has two teacherages, but they have not proven a success because the teachers could not live peaceably in the same home. If teachers cannot agree in the same home, they cannot agree at school.

Volusia County has one teacherage and Orange County has two. A number of the superintendents are interested in teacherages, and the movement is growing in popularity. There will be a marked improvement in the schools when the satisfied teacher is given a home and she is made to feel that she is building up her own neighborhood.

### 7. *School activities leading children to beautify their homes:*

Every time the question of campus conditions was asked, superintendents replied immediately on the conditions in the high schools. When they were told that the question had reference to the rural districts, the reply was invariably changed.

There is very little pride taken in the school grounds. Some of the high schools do not have pride along this line. When the grounds are kept in the high schools it is done by the janitor and not through the efforts of the teachers and pupils.

Pinellas County put on a campus contest last year. A prize was offered to the school that had the prettiest campus. The school that won spent \$1500.00 on their campus. A campaign like that encourages campus pride, but there is a more loyal pride when the children help to build it up, and the Board is not responsible for results.

More than half of the rural schools are not even fenced. They have no pride at all. The teachers are largely responsible for this lack of pride. Children will eagerly enter into beautifying movements if they are only led.

Many of the superintendents are not interested in the school grounds. Only one reported that he considered the grounds as one measurement of the teacher's efficiency. The general neatness of the whole school property should count toward a teacher's efficiency.

This is the best avenue the teacher has of giving the children ideas of beauty to take into the home. The children will want flowers in their homes if they have them at school. The right kind of pictures should be used in the schoolrooms and these pictures should be studied with the children. The framing and hanging of the pictures should also be commented on. Different color schemes for rooms should be brought out.

The Rural School Inspectors have aroused much competition in schools by their system of grading the rural schools for standardization. Pupils are anxious for their school to standardize, and they enter into the prospect with zeal. Several of the points for standardization are points of neatness and improvement that the children can be responsible for. This is a strong point of the standardization table. The children, the patron and the teacher have standards to meet.

#### 8. *Organized and directed play:*

Organized and directed play is more neglected than any other school activity, but it has more of the elements for character-building than any other one thing in school. The

average teacher does not realize what the mingling through play would mean to her. She feels that she would rather spend the play-time away from the children. There is very little organized play. The stronger children are likely to domineer over the weaker if the play is not directed. The principals of the larger schools have the teachers take turns at play-ground duty, but that is not really supervised play. In the small schools, play is supervised only when each teacher goes out and directs the play of her own room. Some teachers of the one-teacher schools direct their play. In this survey of these counties, only one school with several teachers was found that has really organized and directed play. This is in the Model Rural School of the State at Brewster. In this school every teacher is expected to go on the grounds at recess and to play. The comradeship of teacher and pupils is very strong. The pupils have an opportunity of knowing the teacher through play, as well as through work, and the teacher really learns to know her pupils by this double intercourse.

People are just waking up to the fact that play should be directed. It has been the custom to direct play only as a coach for different ball games, but to direct play so that it will serve a greater purpose is a new reason for its direction. The selection and training of the best players for match games is not directed play. The ones who really need to play are left out and the stronger ones often injure themselves by over-play. The coaching for match games should not be at the recesses. That time should be used for all of the children. Each county in North Carolina has a play director whose duty it is to teach games to the children. There are very few of the peninsular superintendents in favor of such a director. There are few play enthusiasts, just as many opposers and quite a few neutrals among the superintendents visited. There were many neutrals because they did not know enough to oppose or to take a stand for it.

#### 9. *Parent-Teachers' associations:*

There are some fine school and home organizations in the different counties. Several counties have them in the rural districts. This is especially true of the counties that have progressive Home Demonstration Agents. These agents are organizers of home and school interests. These organizations

are proving very helpful to teachers who are anxious to serve the people. The mothers know the teachers better after they have met them in these organizations. In every instance where there is play-ground equipment in the rural districts, it was put in by some associations of patrons. The organization serves its purpose when the parent recognizes the needs of the child through the teacher.

### C. SUMMARIZED COMMENTS.

Definite information along some lines considered in this discussion is very meager. The superintendents were inclined to want to sugar-coat their reports. It took numerous questions to find out the things that they did not want to tell. One superintendent was asked about the conditions of the school grounds. He replied that they were well kept by a janitor. He was then asked if they were well kept in the rural districts, and he replied, "Very nicely kept". He was asked about flowers. He replied, "Some flowers". The writer then asked, "Are they all fenced?" He replied, "Mostly". The next question was, "About what percent are fenced?" He finally reached for his record book and found by actual count that there were four out of fifteen rural schools in the county with the yards fenced. This is an example of attempted sugar-coating. In some instances the superintendents did not know. They had been in office only a short time and seemed to know absolutely nothing about their counties. They seemed to have no idea of what was needed and therefore had no plans.

The writer was impressed with the bonds that are tying the educational system down. So many of the superintendents are keeping their hands on the pulse of the county board, and the leading men in their county, that they have no time to make and work out plans, and they are afraid to try. The tourist problem is over-shadowing everything else. No superintendent dares to say anything that will give his county a low rating from a tourist standpoint. Only one county, Palm Beach, admits that there is a tourist problem, and they are trying to do more than any other county to solve the problem. The opportunity teacher is used in that county when they have funds. The reader may say, "How does this apply to the rural districts?" Just here. These conditions are true in the rural towns and most of these tourists' counties have

rural demonstration teachers and when the funds run low these are the first teachers who are taken off the teaching list, thus leaving rural teachers without supervision. These counties are hopelessly in debt, and the funds are not sufficient to run schools for their own children. (3:29.) Then when the tourists come and crowd the schools there must be a break. Florida has the county unit system, so the rural schools suffer.

This expression is often heard, "They certainly do bleed the tourists in that town", meaning that they charge them such extortionate prices. The rural districts are living under the same price mark. The people are not happy. They are always feeling that they are not getting a square deal. This standard of living is developing the chance-taker. He plans to "do them first".

There is little real home life in the tourist sections. The owners of homes will probably rent out all of the house except the kitchen and dining room, and they crowd up in these little rooms all winter. It is claimed that the tourists leave 30,000,000 dollars in the peninsula yearly. (26:5.) What does \$30,000,000 mean when everything in the community is priced so high—when our schools are crowded out—when our homes become rooming houses—when our children are brought up to adopt floating financial systems of business? The tourist problem is so new and is growing so rapidly that the people are overcome with the greatness of it. They like the excitement of it, and are cultivating the tourists. They are putting them before their children in school, and before their families at home.

Some of the County School Boards are hopelessly in debt, caused chiefly by spending beyond their means to serve the tourists. (3:29.)

The writer tried to find out just how much of the county funds were spent on the rural schools, and how many annual visits the superintendents made to the rural schools, but there were not enough replies to tabulate. One man replied by saying that he did not have time to tabulate. One man replied by saying that he did not have time to get up the data. Others did not reply at all. A full report of conditions in the rural schools cannot be obtained until the county superintendents have records of which they are not ashamed.

The writer made every effort to get definite statistics on the health conditions of Peninsular Florida, but there is very little organized material and what there is is not given to the public. The health officials, too, think of the tourist first. The whole thing seems a plan that more tourists may come.

Following this chapter is a list of questions which the writer asked the superintendents, and a table of replies, also graphs, illustrating rural school conditions in Florida. The table of replies is not absolutely authentic for the men, not knowing their counties in some cases, made estimates. These estimates were not always correct, for some superintendents reported no libraries when they had standardized rural schools in the county, and one point required for standardization is a library, the minimum value of which is ten dollars.

#### D. QUESTIONS, TABULATED REPLIES AND GRAPHS:

##### *Questions asked County Superintendents:*

1. How many senior high schools in your county?—12 grades?
2. How many intermediate high schools in your county?—11 grades?
3. How many junior high schools in your county?—10 grades?
4. How many and what types of rural schools have you?
5. What salary is paid?
6. Do you have teacherages? This led up to price of board and accommodations.
7. What is the length of term?
8. How many grades in the average rural school?
9. Do you have domestic science and manual training?
10. Are the high schools well equipped?
11. Are the rural schools well equipped?
12. Do the teachers and pupils take pride in the campus?
13. Do your teachers have flowers at school?
14. Do your schools have play-ground equipment?
15. Is the attendance law helping in this county?
16. How many pupils in the county?
17. How many graduates in the county?
18. What percent of the graduates go to college and where do they go?

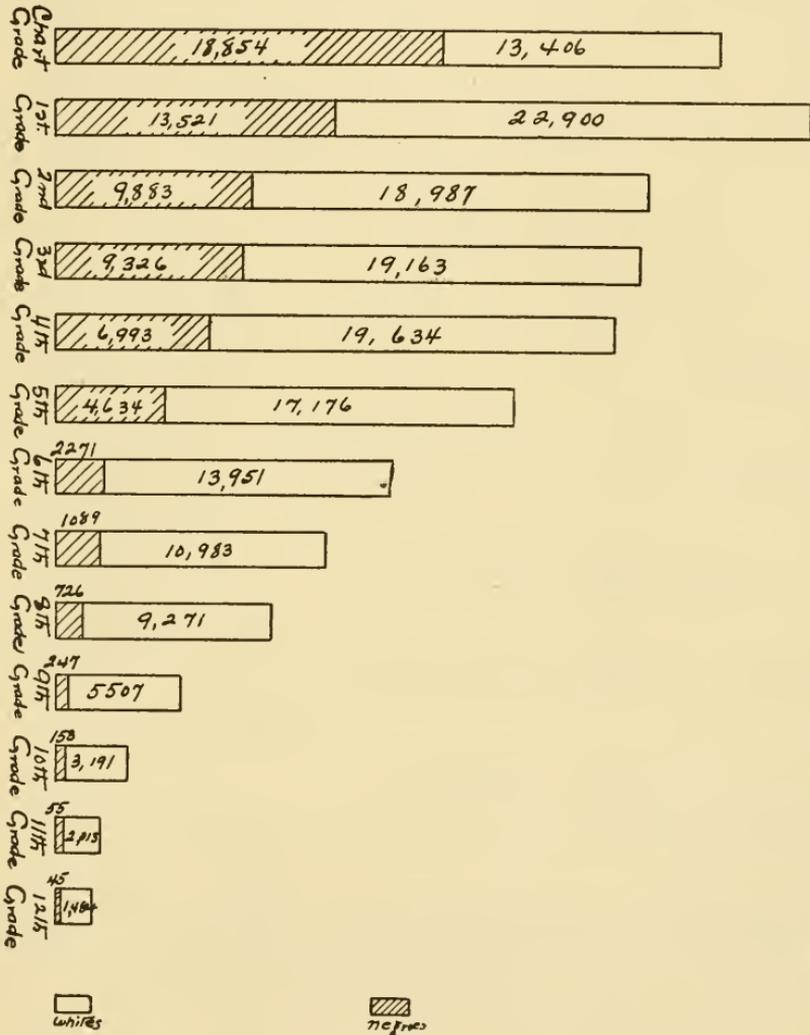
19. Are you consolidating, and how is it working?
20. How many are you transporting? Do the pupils like it?
21. Do you have a county nurse?
22. Do you have a Home Demonstration Agent?
23. Do you have a County Agent?
24. Do you have libraries in your school?
25. What kind of toilets do you have?
26. Do your teachers supervise play?
27. What county organizations do you have?
28. Have you a tourist problem in this county?
29. What are you planning to do for the schools while in office?
30. How are you going about it?

	Alachua	Brevard	Broward	Citrus	Dade	DeSoto	Flagler	Hernando	Hillborough	Lake	Lee	Levy	Manatee	Marion	Monroe	Okechobee	Orange	Osceola	Palm Beach	Pasco	Pinellas	Folk	Putnam	Seminole	St. Johns	St. Lucie	Sumter	Volusia
Senior High Schools	4	2	1	1	1	4	None	None	3	2	2	None	3	2	1	None	2	1	3	1	4	5	3	1	1	2	2	5
Intermediate High Schools	3	None	None	1	None	None	None	None	None	1	None	1	None	None	None	1	None	1	None	1	None	None	None	None	None	None	None	None
Junior High Schools	5	2	1	1	None	2	1	1	3	3	None	None	None	4	None	1	None	None	1	None	None	None	None	1	None	1	4	None
Rural Salary	\$60-\$100	\$85-\$125	\$108	\$75-\$125	\$50-\$125	\$60-\$95	\$90	\$70-\$100		\$50-\$100	\$70-\$200	\$60-\$100	\$75-\$125	\$80-\$125	\$60-\$85	\$75-\$100	\$75-\$125	\$80-\$125	\$70-\$125	\$80-\$100	\$85-\$125	\$75-\$125	\$80-\$125	\$90	\$85-\$90	\$95-\$100	\$75-\$80	\$80-\$110
Teachers' Home	None	None	None	None	Two	None	None	None	Three	None	One	None	One	None	None	None	Two	None	None	None	None	None	None	None	None	None	None	One
Length of Term	6-9 Mo.	6 Mo.	8 Mo.	7 Mo.	8 Mo.	6-8 Mo.	6-8 Mo.	8 Mo.	3	6-8 Mo.	8 Mo.	6 Mo.	6-8 Mo.	6 Mo.	6 Mo.	6-8 Mo.	3 Mo.	6-8 Mo.	8 Mo.	6-8 Mo.	8 Mo.	6-8 Mo.	7-8 Mo.	6-8 Mo.	6-8 Mo.	6-8 Mo.	5-8 Mo.	8 Mo.
Domestic Science	None	Yes	Yes	One School	Yes	Three Schools	None	None	Three Schools	Yes	Yes	One School	None	Yes	None	None	Yes	Yes	Yes	None	Yes	Yes	Yes	None	None	One School	None	Yes
Manual Training	None	Yes	None	None	Yes	Two Schools	None	None	Two Schools	Yes	Yes	None	None	Two (colored)	None	None	Yes	Yes	Yes	None	Yes	Yes	Yes	None	None	One School	None	Yes
School Equipment	Fair	Above Average	Above Average	Fair	Above Average	Poor	Very poor	Below Average		Averages good	Very poor	Very poor	Above Average	Poor	Poor in rural	Fair	Good	Poor	Averages fair	Very poor	Good	Fair	Poor	Poor	Very poor	Very poor	Very poor	Very poor
Care of Campus	Very limited	Very limited	Neglected	Limited	Neglected	Neglected	No care taken	No pride taken		Very little	No pride	No pride	Very little	Very little	No care	Some interest	Limited	Very little	No rural pride	Very limited	Good	Good	Increasing	None	No pride	No pride	No pride	Good
Playground Equipment	Very little	Very little	Very little	None	Good	Practically none	None	None		Being installed	Very little	None	Very little	None	None	Very limited	Very little	Very little	Very little	None	Good	Fair	Meager	Meager	None	Very little	None	Good
Attendance Law	Good results	No good	Satisfactory	No officer	Excellent Service	Increased Attendance slightly	No officer	No officer	Most excellent officer	No good	Good officer	No good	Good work	Little good	Good work	About average	Satisfactory	Good work	No county officer	No officer	Good work	No force	Good officer	No officer	Some interest	No interest	Increased attendance about 33 1/3%	Good work
Pupils in County	9650	1700	1640	2540	1640	5182	400	1400		3218	1800	2349	3331	6500	3000	189	4360	1655	2707	1785	4751	7937	6000	2800	2100	1800	1500	4700
High School Graduates	40	40	25	9	72	57	None	None		37	16	None	53	40	16	2	36	15	30	None	113	113	12	40	20	About 14	About 20	30
Number Entering College	20%	Good percent	36%	None	50%	25%	None	None		Good percent	50%	None	Good percent	Good percent	50%	50%	30%	75%	95%	None	12 1/2%	Good percent	100%	75%	90%	50%	40%	33 1/3%
Consolidation	Well consolidated	Of country to town	Of country to town into 5 schools	None	All but 5 schools	Not successful	None	None		Some	Of country to town	None	None	Of country to town	None	From country to town	Large scale	From country to town	Country with towns	None	Of country to town	Very little	From country to town	From country to town	From country to town	Country with town	None	Some
Transportation	800 in 20 buses	Provided for	Meets demands	None	Meets demands	Little need	30 pupils	No demand		Meets demands	Provided for	No demand	From rural to town	Meets demands	Not necessary	Only to town	Provided for	Well provided for	Many to towns	None	Meets demands	Not necessary	Well provided for	Meets demands	40 transported	Rural to town	None	Spent \$1200
County Nurse	Yes	Yes	None	None	None	None	None	None	Yes	None	Yes	None	Yes	None	None	None	Yes	None	Yes	None	Yes	None	None	None	Dental clinic	None	None	Yes
Home Demonstration Agent	Yes	None	Yes	Yes	Yes	Yes	None	Yes	Yes	Yes	None	Yes	Yes	None	None	None	Yes	Yes	Yes	Yes	Yes	Yes	None	None	Yes	None	None	Yes
County Agent	Yes	Yes	None	Yes	Yes	Yes	None	Yes	Yes	Yes	None	Yes	Yes	None	None	None	Yes	Yes	Yes	Yes	None	Yes	Yes	Yes	None	Yes	None	Yes
Rural Libraries	In every school—Minimum \$100	6	In all schools—small	In rural standardized	In all schools—limited	Very meager	None	Very meager		Three in county above standard	Very meager	None	In every school	None	None	None	In all schools—range \$50-\$3000	Four—\$125 each	None	In rural standardized	In every school	In few schools	Few rural	None	Only one	Very meager	Very meager	Good average
Toilet Equipment	75% Septic 25% privies	Fair	Best sanitary	Privies but chemicals used	Best sanitary	Unsanitary	Old-time privies	Old-time privies		Privies with chemicals	Old-time privies	Old-time privies	Sanitary chemicals	Very poor	Old-time privies	Good sanitary	Old-time privies	Old-time privies	Privies with chemicals	Old-time privies	Sanitary water	Old-time privies	Average poor	Old-time privies	Old-time privies	Old-time privies	Old-time privies	Sanitary
Supervised Play	Very little	Partial	Partial	None	None	Very little	None	None		None	None	None	Very little	None	None	Very little	Very little	None	None	None	Little	Some	No operation	None	None	None	None	Some
School Organizations	Fairly good	Best Child Welfare	Well organized	None	Well organized	Poorly organized	None	Very meager		Very best	Very little	None	Well organized	Very little	None	None	Well organized	Good	Good	No rural clubs	Well organized	No rural clubs	Good in town	Well organized	Poorly organized	Very little	None	Well organized

A Graphic Table of the Conditions as Found in the Rural Schools of Peninsular Florida

Date	Description	Debit	Credit	Balance
1890				
Jan 1	Balance			
Jan 15	...			
Jan 30	...			
Feb 1	...			
Feb 15	...			
Feb 28	...			
Mar 1	...			
Mar 15	...			
Mar 31	...			
Apr 1	...			
Apr 15	...			
Apr 30	...			
May 1	...			
May 15	...			
May 31	...			
Jun 1	...			
Jun 15	...			
Jun 30	...			
Jul 1	...			
Jul 15	...			
Jul 31	...			
Aug 1	...			
Aug 15	...			
Aug 31	...			
Sep 1	...			
Sep 15	...			
Sep 30	...			
Oct 1	...			
Oct 15	...			
Oct 31	...			
Nov 1	...			
Nov 15	...			
Nov 30	...			
Dec 1	...			
Dec 15	...			
Dec 31	...			

Educational Status of Children Enrolled in Florida for 1920.



Graph I.

Parent, do You know the Qualifications of  
the Teacher who teaches Your Child?  
She is on this List.  
1919.

518  Total Temporary

1026  Total Third Grade

2387  Total  
Second Grade

1138  Total First Grade

132  Total Primary

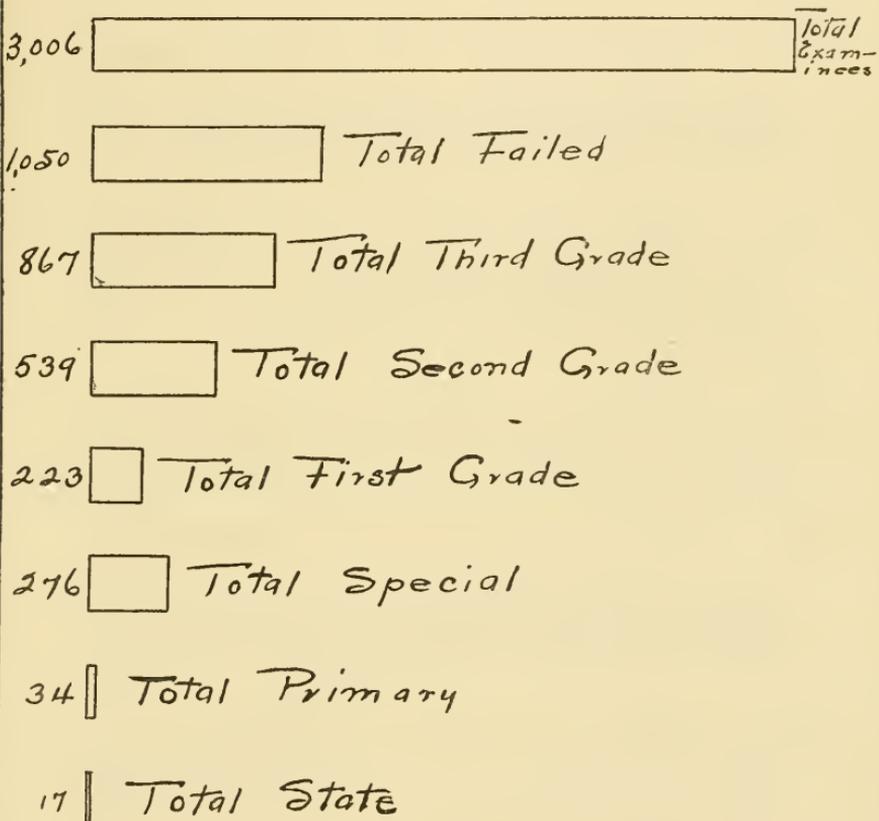
305  Total Special

180  Total State

And You Select Her for Your Child.

Graph II.

The Statistics of 1920 Show the Standards  
Lower Than for 1919  
(See Graph II)  
1920



It is up to you, Mr. Superintendent, to say,  
My county does not need four times  
as many Third Grade teachers as  
First Grade teachers."

Graph III.

## Florida's Standing As Compared With States of Highest Rank

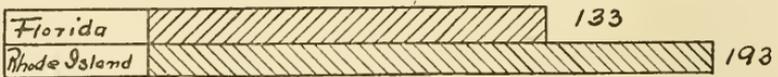
### Percentage of School Population Enrolled



### Percentage of Enrolled in Daily Attendance



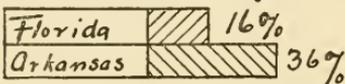
### Average Length of School Term in Days



### Average Days Schooling per Child



### Percentage of Men Teachers



The latest available statistics in these comparisons are for the school year 1918, while those of Florida are for the year 1920 - two years later - which is slightly to the advantage of Florida.

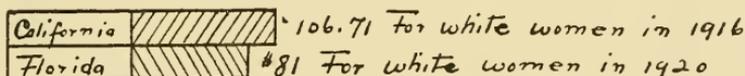
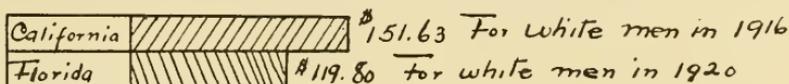
Graph IV.

## Florida's Financial Status As Compared With States Ranking First

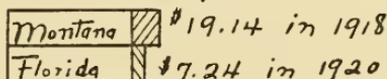
### I. Average Value of School Plants



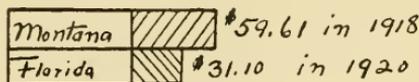
### II. Average Monthly Salaries Paid Teachers



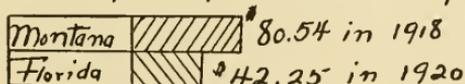
### III. Average per Capita Expenditure for Schools



### IV. Cost per Capita Based on Pupils Enrolled



### V. Cost per Capita Based on Pupils in Daily Attendance



Graph V.

## CHAPTER V

## CONCLUSION

The most important medium for judging nations and countries of the past has been and is now through their literature and the written records they have left; then, if we judge Florida by the same system, we must take the records that she is giving out. After a few of the following statistics are compared, it will be easy for the writer to substantiate the statement that Florida is measuring herself on the dollar basis and not in terms of educational progress.

In the last decade the school enrollment has increased about 58 percent. (3:13.) The average salary of the teacher has increased only 51 percent. (3:16.)

The assessed valuation of Florida increased 94.5 percent from 1910 to 1919. The bank deposits of Florida have increased 205 percent in the last five years. (26:10.)

Florida has three great interests in which she leads the other states of the Union. These interests, turpentine, phosphate, and the manufacture of tobacco, put millions of dollars into the state every year. (26:5.) The tourists spend in the state thirty million annually, while the produce sold from the farms per annum amounts to \$80,000,000.

With all of these millions of dollars that come into the state and the millions that are made in the state in a year, we find rural children getting as low as five months of school per year, and there is a decided movement to shorten terms for the school year 1921-22, and to pay the teacher less per month.

The statistics of 1920 show that Florida had 71,811 illiterates. There has been an appreciable decrease since 1910. In 1910 the statistics show that 13.8 percent of the population were classed as illiterates. In 1920 there were only 9.6 percent in this class. There is more illiteracy in the rural districts of the state than in the urban, the percentage being 12.2 for the rural population and 5.4 for the city population.

It is disgusting to one who really knows the extreme needs of the rural schools to see so many inducements offered to the tourists. When the city school suffers the rural schools must suffer also, for Florida's school system is built on the

county unit plan. The "Tin-Can Tourist" can hardly be classed short of an intruding nuisance. Some towns, during the last tourist season, gave these people camps with free lights and water, while often these tourists lived in the camps and worked in competition with the men who were tax payers in the towns.

It seems that the towns, in trying to advertise themselves, are neglecting home interests. There are times when one can do more for strangers than the strangers expect to have done. The writer is of the opinion that this is being done now in Florida when parents rent their homes from the children, when they allow their children to be crowded in school and when the wage scale of the community is lowered by unfair competition. Money should never be a medium of exchange for a child's opportunity in life.

The list of questions given on pages 71-72 was used merely as a guide in getting reports from superintendents on school conditions in their respective counties. These questions led up to other discussions, and the writer usually spent a full morning with each superintendent. In some cases the superintendent seemed reluctant to give data and appeared bored.

The writer also took notes from discussions with the home demonstration agents, county nurses, attendance officers and talked to various other persons about rural conditions. The replies to the questions tabulated on the attached folder are far from being definite and complete, yet they give a fair estimate of conditions as they exist, and represent an earnest effort toward that goal.

If the child's home life is practically given up; if attendance is irregular; if the children are crowded in school; if the school term is shortened; if the teachers are untrained; if there are no educational requirements demanded of county superintendents; if the salaries of teachers are lowered; if schools are not well equipped; if the state schools cannot furnish adequate training for the teachers; if the legislators are not men broad-minded enough to see the educational needs of the state; if our state officials are satisfied with our educational standing; how can we educate our children? The solution is with the legislators. It is they who will give or take away this opportunity.

Our legislators should be educated men, men who are concerned enough about the educational standard of the state to stand out fearlessly for the promotion of every child's good; then, and not until then, will Florida lose her rank of fortieth in educational standards.

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