

PROFESSIONAL SECONDARY EDUCATION IN TEACHERS COLLEGES

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CONTRIBUTIONS TO EDUCATION, No. 169

Published by

Teachers College, Columbia University

New York City

1925

PREFACE AND ACKNOWLEDGMENTS

Three comprehensive studies in the field of professional secondary education have presented interesting and important data concerning various aspects of this department of preparation of teachers. The earliest of these studies was made by George W. A. Luckey in 1903. Emphasis in his study is laid on departments of secondary education in American universities, and considerable space is given to outlines of the history of education, which at that time was the *novum organum* of professional education for teachers. In 1911 appeared *The Training of Teachers for Secondary Schools in Germany and the United States*, by John Franklin Brown. Dr. Brown presents valuable information concerning the certification of teachers in Prussia and in the United States, and gives detailed descriptions of systems of training high school teachers in American institutions and of such systems for the training of teachers for the Prussian *gymnasium*.

The third of these comprehensive studies forms Part I of *The Eighteenth Year Book of the National Society for the Study of Education* in 1919. A variety of topics are discussed; among them "Participation" and other plans of directed teaching, "Lesson Plans," and the "Most Common Faults of Beginning High School Teachers." The volume has additional significance due to the contributions therein by Dr. Stephen S. Colvin whose untimely death removed one of the outstanding leaders not only in educational psychology but in secondary education as well.

In addition to these larger studies numerous articles and reports of more restricted investigations have made available an extensive bibliography covering the preparation of high school teachers in American and European institutions.

The present study is concerned with professional secondary education in the teachers college, a comparatively recent newcomer in this field. During the development of the inquiry many interesting lines of research became evident, but attention was focused mainly on certain characteristics of the curricula that these colleges have organized for prospective high school teachers.

Grateful acknowledgments are made to the presidents of fifty-nine teachers colleges for their generous coöperation in supplying data, to the many faculty members of these institutions for their bountiful response to requests for descriptions of courses, to members of state departments of education for their letters and bulletins pertaining to certification, and to the representatives of many institutions who in personal conferences made further information possible. Similar courtesies from representatives of colleges and universities are also herewith gratefully acknowledged.

The author desires to express his gratitude to Dean James E. Russell, of Teachers College, Columbia University, for his suggestions, and to Dr. William C. Bagley, Dr. Thomas H. Briggs, Dr. Isaac L. Kandel, Dr. Edward S. Evenden for their generous coöperation as members of the writer's Committee on Dissertations, and to Dr. David Snedden and Dr. Maurice A. Bigelow for the help the author received from them in numerous interviews. Similar help from Professor Henry Johnson and Mr. W. D. Reeve is gratefully acknowledged. Expression of gratitude is made also to Miss Rosamond Root and Miss Adrienne Moukad, of the Department of Professional Education of Teachers in Teachers College, for the many ways in which they contributed to making possible the completion of the manuscript.

The present publication is an abridged form of the original study, and appears with the consent of the Committee on Higher Degrees, according to regulations governing the publication of dissertations. The complete study is on file in the Teachers College library.

A. L. H.

July, 1924.

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PROFESSIONAL SECONDARY EDUCATION IN TEACHERS COLLEGES

CHAPTER I

THE AGENCIES OF PROFESSIONAL EDUCATION

PROFESSIONAL EDUCATION OF TEACHERS COMPARATIVELY RECENT

Twenty-five years ago, when Dr. Henry L. Taylor, of New York University, presented his report on professional education in the United States, he discussed at length theology, engineering, medicine, law, dentistry and pharmacy, but omitted all reference to the preparation of teachers. Ten years before, however, in 1888, Teachers College was founded in New York City and chartered in 1889, and in 1898 became part of Columbia University. Previous to 1890 professorships and chairs had been established in several universities:¹ University of Iowa, 1855; University of Michigan, 1879; Johns Hopkins University (graduate work), 1881; Cornell University and Ohio University (Athens), 1886; Clark University, 1889; New York University and the University of Illinois, 1890. To this number there were added between 1890 and 1900 about twenty colleges and universities.

A considerable increase is noted in the *Report of the United States Commissioner of Education* for 1909 where 171 colleges and universities with at least one professor of pedagogy are listed. The *Educational Directory* for 1922-23 contains the names of 514 colleges and universities (not including normal schools or their successors, the teachers colleges) in which there is at least one individual offering courses in education. The same *Educational Directory* lists 361 public normal schools and teachers colleges or other institutions for the training of teachers, of which eighty are classified as teachers colleges. In addition to these there are listed forty-four private normal schools, making a total of 919 institutions offering courses in the professional education of teachers. If Dr. Taylor

¹ Luckey, G. W. A., *Professional Training of Secondary Teachers*, Chap. IV.

were writing his report to-day he could ill afford to omit the professional education of teachers with its approximately one thousand schools.

THE GROWTH OF PROFESSIONAL SECONDARY EDUCATION

Inasmuch as the present inquiry is concerned exclusively with the preparation of high school teachers, any extended reference to the development of professional education in general must be excluded. Treatment of the growth of professional secondary education, however, necessarily takes us for a moment into professional elementary education from which the former, in part, developed. A brief survey of this growth brings into view five types of schools that have contributed to the preparation of secondary school teachers.

1. *The Academy.* When the Latin grammar schools, which were essentially transplanted English public schools, ceased to meet the needs of the times they were succeeded (except in the case of the Boston Latin School, founded in 1635, which still exists) by "academies" at the close of the eighteenth century. The first of these was called the "Academy and Charitable School of Pennsylvania" proposed by Benjamin Franklin in 1743 and opened in 1751. It included a Latin school, an English school, and a mathematics school. One of its purposes was "that others of the lesser sort might be trained as teachers." In 1821 the Board of Regents of the State of New York declared that it was to the academies of the state "that we must look for a supply of teachers for the common school," the result being the New York law of 1827 which provided state aid to the academies "to promote the education of teachers."² This plan for training teachers continued in New York until 1844 when the first State Normal School at Albany was established, destined to become exclusively a center for preparing high school teachers. Teacher training in the academies, however, was resumed in 1849 and still exists in the high schools of the state. As centers for the preparation of teachers, the academies spread rapidly throughout New England, where Phillips Andover and others eventually introduced English courses for the training of teachers, and in the South and West.

The curriculum in the academy was far from professional. The only courses that would be recognized to-day as professional were

² Finegan, T. E., *Teacher Training Agencies*, Report of Education Department, Albany, N. Y., 1917.

Principles of Teaching and School Management, offered as one subject. The remainder of the curricular content was devoted to reviews of the common school subjects and to advanced academic studies, the latter being designed in part for the preparation of secondary school teachers. In the report of the work of the Elders Ridge Academy, March, 1854, reference is made to the fact that the design of the institution was from its beginning twofold: (1) To prepare young men for advantageously entering college; (2) to provide properly qualified teachers for common and *other* schools. From the employment of the word "other" we may infer that the academies sought to prepare teachers for schools of a level higher than elementary.

2. *The Normal School.* In America the normal school had its inception in the Model School opened in Philadelphia 1818.³ The more popularly known date, however, is 1823 at which time the Rev. Samuel R. Hall opened a seminary for teachers at Concord, Vermont. Later, in 1830, Hall became the first principal of the Teachers Seminary, organized as a department of the Phillips Academy at Andover. During this period, however, little seems to have been known of the progress that teacher-training was making in Prussia and France.

When the American Institute of Instruction was founded in 1830 there was not a public normal school in this country. Information regarding the Prussian system of teacher-training, however, became available at this time through the travels and writings of Henry E. Dwight, the agitation by Wm. C. Woodbridge, and through discussions with the representative of the Prussian government, Dr. H. Julius.⁴

To Lexington, famous for its contribution to American liberty, belongs also the honor of giving to American education the first normal school, established through the efforts of James G. Carter, the "father of the American normal school." On July 3, 1839, the newly established school opened as Lexington Academy, the first state normal school in the United States, with one instructor and three students. At the end of three years this number of students had increased to thirty-one. The second normal school was opened at Barre, Massachusetts, September 5, 1839; and the third at Bridge-

³ Taylor, Wm. S., *Development of Professional Education of Teachers in Pennsylvania*, (MS.) p. 34. Teachers College Library, Columbia University.

⁴ *Professional Preparation of Teachers for American Public Schools*, Carnegie Foundation, Bulletin No. 14, pp. 24-28.

water, Massachusetts, in 1840. Five years later, September 9, 1845, it was resolved by the Board of Education "that the schools heretofore known as Normal Schools shall be hereafter designated as State Normal Schools." In 1850 the first normal school in Connecticut was opened at New Britain.

The period between 1839 and 1860 was concerned with extensive developments throughout the United States, one result being increased demands for education and the correlative need of teachers. Normal schools were established in Michigan, Massachusetts (the fourth), Rhode Island, New Jersey, Illinois, Pennsylvania, and Minnesota, in the order named, during the period. Five years later this dozen of normal schools had increased to twenty state schools. This number had increased to 121 in 1893, the private normal schools increasing more rapidly than those receiving state aid. The peak development of the private normal schools was reached about 1895, but since that time they have steadily and rapidly decreased.

The scope of the early curricular offerings in the normal schools was necessarily narrow. At Lexington the period of training was one year in length, with a possibility of two years. The subject matter was chiefly academic and included orthography, reading, grammar, composition, rhetoric, and logic; writing and drawing, arithmetic, mental and written, algebra, geometry, bookkeeping, navigation, surveying, geography, ancient and modern with chronology, statistics, and general history, human physiology and hygiene or the laws of health, mental philosophy, music, constitution and history of Massachusetts and of the United States, natural philosophy, the principles of piety and morality common to all sects of Christians, the science and art of teaching with reference to all the above named subjects. In addition to this heavy program of studies there was a Model School where "the knowledge which they [the students] acquire in the science of teaching is practically applied. The art is made to grow out of the science, instead of being empirical."⁵

In the Millersville, Pennsylvania, Normal School the program of work as given in the annual report for 1859 included among its three courses a classical course and a scientific course. This fact is significant in view of the fact that the normal schools originated as institutions for the training of elementary teachers. At the time

⁵ *Professional Preparation of Teachers for American Public Schools*, Carnegie Foundation, Bulletin No. 14, pp. 24-28.

that the normal schools in Concord, Vermont, and Lexington, Massachusetts, began their work, the high school was practically unknown. The Latin Grammar School in Boston had been in existence since 1635, but for one hundred years the development of secondary education had followed along the lines of the academy and not the public high school. The latter had its origin in the English Classical School established in Boston in 1821, the name being changed to English High School in 1824. In 1837 the Philadelphia High School was established. Within the next few years other large cities recognized the need of high schools, Baltimore in 1839, New York in 1849 (The Free Academy), Cincinnati in 1850, and Chicago in 1856. A few of the old grammar schools persisted. Public support was given to the large number of academies, but inasmuch as one of their purposes was to prepare for the colleges, and since their efforts were devoted chiefly to the teaching of Latin, Greek, and mathematics, they, of course, by such means did not serve the people at large.

Before 1821 and for several years following there was no demand for high school teachers in numbers large enough to require that the normal schools include such training. As we shall note a little later, the colleges came to regard it as important that they train the teachers for the schools which prepared students for college. The high schools, however, grew slowly, the great majority of them being simply the expansion of the common school curriculum by the addition of now this and now that subject. It was to be expected that the normal schools would seek to prepare teachers for such expanding common schools. So long as the growth was comparatively slow the normal schools found little difficulty in supplying the demand. About 1890, however, when the high schools began to increase more rapidly, the normal schools were compelled to recognize their lack of equipment to prepare teachers for the entire school system. Emphasis was laid on the preparation of elementary teachers, and the colleges were encouraged to expand their offerings for the education of high school teachers.

3. *The College and University.* A year previous to the establishment of the normal school at Lexington a counter movement was endorsed at Lafayette College (Pennsylvania), in Professor Robert Cunningham's inaugural address, "Thoughts on the Question Whether Normal Seminaries Ought to Be Distinct Establishments or Ingrafted on Colleges."⁶ Referring to the report of the Super-

⁶ No. 11 of a volume of pamphlets. Teachers College Library, Columbia University.

intendent of Common Schools of Pennsylvania for 1836 in which he states that "the chief defect of the Pennsylvania system is undoubtedly the want of good teachers" and the chief remedy "the establishment of institutions for the proper education of common school teachers," Cunningham, the new professor of ancient languages, late from England asks:

In what description of schools are these teachers to be educated? In seminaries specially devoted to this purpose as in Prussia and France? [To this he names various objections.]

The number of such seminaries which would be required is so great that the funds available for educational purposes are altogether inadequate to their establishment and support. [At that time there were in the common schools of Pennsylvania, including Philadelphia (i. e., in 1836) "2428 males and 966 females."] Supposing the average period during which they serve to be fifteen years, the number of teachers required annually for the schools would be between two and three hundred . . . Taking three years as the period of training the number in these seminaries at one time would be nearly one thousand. To educate this number at least ten seminaries must be built and maintained at an annual expense, including board, of not less than \$100,000. If to save expense two great seminaries only should be erected, one in the east and another in the west of the state as has been proposed, not only would travelling expenses of the students be thereby greatly increased but their number would be such as to preclude the possibility of training them to the art of teaching in the attached model schools. . . . The educating of teachers apart from the rest of the community in schools under the direction of the government appears to be a system better adapted to a monarchy than a republic. The power which as public functionaries these teachers are afterwards to exert on the mind renders it desirable that their opinions on political subjects should be formed in schools frequented by other citizens and so constituted as to preclude even the suspicion of imparting any political bias.

[The difficulty of establishing in normal schools any form of religious instruction satisfactorily to all denominations is mentioned as another objection.]

Referring to the system in New York Cunningham says that there were one hundred and eight individuals in course of preparation to become teachers who had first "preparation lamentably defective, consisting merely in the future teachers being instructed in the ordinary branches of education along with other pupils of the academy without any attempt to train them to the art of communicating what they have learned."

The chief defect he finds in the "absence of the peculiar feature of teachers seminaries, namely, the means of training the pupil to the art of governing a school and communicating knowledge." In

the normal seminaries of Prussia and France the first year is spent in "obtaining clear views of the branch which they are afterwards to teach; but the second and third year are devoted principally to the art of teaching the theory, being communicated by lectures and examinations; and the practice by daily exercises in teaching under the eye of the director in the model schools attached to the seminary."

Cunningham's criticism seems to have been directed principally at the academies of the time. There were as yet no normal schools (the one at Concord probably not being extensively known). The objections to separate seminaries, namely, the large number required, their inadequacy for religious education, and their lack of facilities for practice teaching are less pertinent to-day than they probably were in his day. Cunningham's constructive program for teacher-training deserves notice. He proposed the following curriculum:

The powers of the student's intellect must be developed by strenuous exercise and his memory stored with useful information.

Philosophy of mind and civil history and political economy.

Natural history and natural philosophy, science of mathematics, valuable as a mental discipline.

Philosophy of language and general principles of grammar.

Critical knowledge of the English and in some districts of the German.

The foundation being thus laid broad and deep the edifice must be raised with special care to the uses for which it is intended. Hence, pedagogics or the theory and practice of education in the enlarged acceptance of the term.

The student must engage in the actual business of teaching under the eye of an experienced teacher acquainted with the system pursued in the Normal Seminaries of Europe, but with sagacity enough to discriminate between the essentials and non-essentials of the system, and with sufficient knowledge of the people of this country to accommodate to their circumstances what is borrowed from abroad.

His comment on whether or not there should be segregated professional education for teachers is significant in view of the rapid multiplication of teachers colleges:

Whether the candidate for the office of teacher shall follow out the course of education now suggested in seminaries specially devoted to the purpose or in colleges having a model school attached to them is a question of minor importance, a question merely as to names, for such seminaries if properly conducted would in reality be colleges.

The development of colleges and universities as institutions for the education of secondary school teachers parallels somewhat closely

the growth of the school for which such teachers were intended. The first American high school in name and fact was, as already noted, the English Classical School established in Boston in 1821, the name being changed in 1824 to English High School. During the same years high schools were established in Portland, Maine (1821), Worcester, Massachusetts (1824). Three years later, in 1827, James G. Carter, destined to become the "father of the American normal school," was influential in bringing about the enactment of the Massachusetts Law which required that a high school be organized in every town having five hundred families or over "in which should be taught United States history, bookkeeping, algebra, geometry, and surveying; while in every town having four thousand inhabitants or over instruction in Greek, Latin, history, rhetoric, and logic must be added. A heavy penalty was attached for failure to comply with the law. In 1835 the law was amended so as to permit any smaller town to form a high school as well."⁷ The name of Carter in this effort to stimulate the growth of high schools is especially interesting in view of the recent development of many normal schools into teachers colleges, and their expansion of curricula for the preparation of high school teachers.

Before 1850 there were thirty-one high schools in some of the more important towns and cities of the United States, a sufficient number to make the preparation of teachers for these and other schools of the same grade a real need. Prior to this same date, 1850, one hundred and forty colleges had been established.⁸ In addition to these there were, as we have noted, a few normal schools. The growing demand for high school teachers and the enlarging number of colleges and normal schools ready to include provisions for the preparation of high school teachers mark the beginnings of a movement that even to-day is far from its fullest development.

It is not within the scope of this inquiry to trace in any detail the growth of professional secondary education in the colleges and universities of the United States.⁹ Some attention, however, must be given to the evolution of tendencies that have persisted up to the present, some of which may deserve to become established policies

⁷ Cubberley, E. P., *Education in the United States*, Houghton Mifflin Co., pp. 193, 194. Also Inglis, A. J., *The Rise of the High School in Massachusetts*, Teachers College Contributions to Education, No. 45, Chap. II.

⁸ Cubberley, *op. cit.*, p. 204.

⁹ See Luckey, G. W. A., *The Professional Training of Secondary School Teachers in the United States*, Doctor's dissertation at Columbia University, 1903, for a detailed account of the development of departments of education in colleges and universities (Chapters III and IV). Also, Taylor, Henry L., *Professional Education in the United States*, New York State Department of Education, Bulletin No. 24.

in more highly organized institutions for the professional education of secondary school teachers.

a. Anticipation of the Coöperative Plan. One of these tendencies finds its beginning in Brown University, the first to establish a "normal department," in 1850. Samuel S. Greene, superintendent of the Providence, Rhode Island, schools, was placed in charge of the new department while retaining his position as superintendent. This close affiliation between the university and the public school system has received frequent emphasis throughout the United States and at Brown University found even wider expression during Dr. Colvin's incumbency as professor of education and state inspector of the Rhode Island high schools. While it would be incorrect to say that this early practice was the origin of the coöperative plan of teacher-training, we may properly regard it as setting a precedent that has made the later coöperative plans possible. The plan of coöperative teacher-training in Cincinnati can be traced directly to Brown University through the efforts of R. J. Condon, who was superintendent of schools in Providence, Rhode Island, immediately preceding his call to Cincinnati.

A second class composed of teachers and students, not members of the university, was organized by Professor Greene. In 1852 it grew into a private normal school, becoming in 1854 a state normal school, and shortly afterwards was removed to Bristol. The establishment of this normal school resulted in the abandonment of the normal department at the university, and it was not resumed until 1893-1894 when Walter B. Jacobs, principal of one of the Providence high schools, was made instructor in pedagogy. He gave during the third term of that year a three-hour course in "the history, theory and practice of organized education" elective for juniors, seniors and graduates.¹⁰

b. Education as a Liberal Arts Subject. A second point of view and policy received early emphasis at the State University of Iowa where a normal department was opened in 1855. It had a checkered career up to 1862 when its students were gradually merged with the classes in the university and in the preparatory school for their academic courses. In 1873 the department as a whole became a part of the academic department the reasons assigned being that "didactics, in the higher sense, is a liberal study. It includes the philosophy of mind, the laws of mental development, and all those

¹⁰ Luckey, *op. cit.*, p. 65.

branches of study and methods of instruction that are employed in general education. Besides, the course of study and methods of teaching in the academic department are such as would be selected if that department were organized and carried forward for the sole purpose of educating teachers for advanced schools. Such teachers need primarily accurate scholarship united with liberal culture. The instruction given in language, science, mathematics, and literature meets this demand."¹¹

c. Education as a Professional Department. A third type of policy appears in the origin of the work in education at the University of Missouri, where a College of Normal Instruction was opened in 1868. It seems to have been the intention of the legislature to make this college a distinct professional school, like the Law College. The report of the University for 1869 and 1870 states:

The Constitution of the State of Missouri prescribes that there shall be established and maintained in the State University a department of instruction in teaching.

The Normal College, like a Law College, is a professional school. Its distinct design is to prepare teachers for their peculiar vocation. The elementary branches will be thoroughly taught and reviewed in the preparatory department, while in the normal school proper, prominence will be given to the principles and methods, the theory and practice of teaching.¹²

In actual practice, however, the department was really part of the Liberal Arts College. At first there was a deanship of the normal faculty, but in 1891 a professorship of theory and practice of teaching and mental and moral philosophy was established. The following year requirements for entrance to the normal course were made the same as for entrance to the Freshman class of the University, and academic instruction was given by the professors in the several departments of the University and educational courses by the professor of the theory and practice of teaching.

d. The Origin of the Summer Term, and Short Unit Courses. The establishment of the Department of the Theory and Practice of Elementary Instruction at the University of Wisconsin in 1856 brings into focus three lines of influence that have been potent in the development of professional secondary education. The first of these is the employment of the summer term for professional instruction with the accompanying provision for short unit courses. During the late spring or summer terms of 1856, 1857, and 1858

¹¹ Luckey, *op. cit.*, p. 68. Also Aurner, C. R., *History of Education in Iowa*.

¹² Luckey, *op. cit.*, p. 72.

such courses were made available at the University of Wisconsin. During the last named year they were found unsatisfactory and were therefore discontinued for several years.

e. Education versus Liberal Arts Courses. The second influence is reflected in the report of the regents of the University of Wisconsin in 1865:

The faculty are of the opinion that the normal department has made the University a more useful institution during the past three years than otherwise it could have been. It is not, however, to be disguised that among former students of the University, and among leading ones now in the institution there has been a strong feeling of opposition to the department, mainly on the ground of its bringing females into the University. There has been an apprehension that the standard of culture would be lowered in consequence. No reason whatever has as yet existed for this apprehension. There has been no such mingling of classes in the higher and more recondite subjects as to render this effect possible even if it would be the result, and, in point of fact, there has not been a period in the history of the University when some few students have carried their studies to a higher or wider range than in recent classes.

The opposition may have been especially strong because the courses in professional instruction were given in the preparatory or collegiate departments of the University. It was strong enough to cause the abandonment of the department, and not until 1885 was such instruction resumed when a Department of the Science and Art of Teaching was created.

f. Preparation of Elementary Teachers in the University. The third influence can be seen in the fact that the department was designated as concerned with the Theory and Practice of Elementary Instruction. Doubtless one reason for the inclusion of professional elementary education, especially in the mid-western universities, was due to the scarcity of normal schools at the time. It is interesting to find that on the one hand the normal schools in the East sought to meet the demands of the expanding common schools by offering courses in the preparation of teachers for higher education (their original aim being to prepare teachers only for the common schools); whereas in the West the universities were called upon to meet the demands of the increasing number of elementary schools with courses in the preparation of teachers for these schools.

g. Administrative Relations between Education and Liberal Arts College. With the opening of the Normal Department of the University of Kansas in 1876 appear two policies that have caused