

HISTORICAL BACKGROUND AND EARLY DEVELOPMENT
OF THE NORMAL SCHOOL

A THESIS

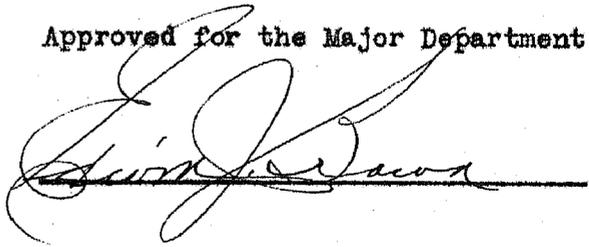
SUBMITTED TO THE DEPARTMENT OF
EDUCATION AND THE GRADUATE COUNCIL OF THE KANSAS STATE
TEACHERS COLLEGE OF EMPORIA IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF SCIENCE

By

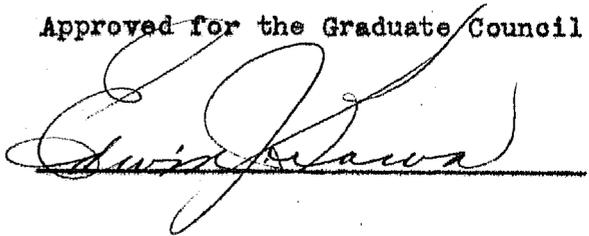
HARRY L. BURK

May 1939.

Approved for the Major Department

A handwritten signature in cursive script, appearing to read "Edwin J. Law", written over a horizontal line.

Approved for the Graduate Council

A handwritten signature in cursive script, appearing to read "Edwin J. Law", written over a horizontal line.

ACKNOWLEDGMENT

I hereby wish to express my appreciation to
Dr. Edwin J. Brown, Director of the Graduate Division
of the Kansas State Teachers College of Emporia, Kansas,
for suggesting this study and for the valuable suggestions
and constructive criticisms offered throughout the prepara-
tion thereof.

H. L. B.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Nature of Study.	1
Previous Studies	2
Sources of Data.	2
Scope and Limitations of Study	3
Method of Procedure.	3
II. EDUCATIONAL BACKGROUND OF TEACHER PREPARATION.	5
III. NORMAL SCHOOL DEVELOPMENT IN EUROPE.	15
Germany.	15
Switzerland.	20
France	28
England.	35
IV. START OF THE NORMAL SCHOOL IDEA IN THE UNITED STATES .	40
V. GROWTH OF THE NORMAL SCHOOL IN THE UNITED STATES . . .	65
BIBLIOGRAPHY.	104
INDEX	107

LIST OF TABLES

TABLE	PAGE
I. Courses of Instruction.	26
II. Founding Date of State Normal Systems	66
III. Growth of Public Normal Schools	70

LIST OF FIGURES

FIGURE	PAGE
1. Growth of Normal Schools as Shown by the Number of Institutions	73
2. Growth of Normal Schools as Shown by the Appropriations Made for their Support	78
3. Growth of Normal Schools as Shown by the Number of Instructors Employed	83
4. Growth of Normal Schools as Shown by the Number of Students	87
5. Growth of Normal Schools as Shown by the Number of Graduates.	91
6. Growth of Normal Schools as Shown by the Number of Volumes in the Library	95
7. Growth of the Universities and Non-Teachers' Colleges as Shown by the Number of Institutions.	97
8. Growth of Publicly Controlled Universities and Non- Teachers' Colleges as Compared with Public Normal Schools as to the Number of Students.	98
9. Growth of Universities and Non-Teachers' Colleges as Shown by the Number of Students Enrolled	100

FIGURE	PAGE
10. Growth of Publicly Controlled Universities and Non-Teachers' Colleges as Compared with Public Normal Schools as to Number of Students Enrolled	101
11. Comparison of the Growth of Universities and Non-Teachers' Colleges with Public Normal Schools on the Basis of Per Pupil Appropriation	103

CHAPTER I

INTRODUCTION

The importance of education has long been recognized throughout the world. Civilized countries have always done their utmost to establish and maintain, for the oncoming generation, a culture which would better prepare them for the struggle of life. One of the foremost institutions of this culture has developed into what is now called an "educational plan." With such an ideal occupying the uppermost place in their minds it seems strange that for some sixteen hundred years following the birth of Christ, little or no thought was given to those who must assume the place of leaders in the educational plan. Startling as such a statement would appear to the present day reader, such was essentially the true situation. Great as is the part which governments take in education today, it remained for religious groups and special organizations to take up the problem of teacher preparation. At that, it was not until late in the seventeenth century that any really worthwhile accomplishments were to be made by these organizations.

NATURE OF THE STUDY

The present study, which is of a historical nature, was suggested because of the seeming lack of any brief, simplified, concrete account of the early historical background of teacher preparation. It was thus decided to make a study of the origin and early development of the normal

school movement. For that purpose pertinent data have been accumulated from a number of sources and organized into this brief study in an attempt to make for a clearer and better knowledge of the teacher training movement.

PREVIOUS STUDIES

Many accounts have been written which deal with various phases of the teacher training movement and with the development of a particular school. Innumerable articles have been written on the subject of state and national normal school organization and the part the normal school has taken in education. The author of this study, however, has not been able to locate any study which definitely and concisely deals with the historical background of the movement.

SOURCES OF DATA

The statistics upon which this study was based were taken from the Reports of the United States Commissioners of Education. It was felt that these would be a reliable source and in this way all comparisons would be based upon a single source and thus all confusion arising from conflicting sources would be eliminated. The facts of a historical nature were obtained from the writings of authorities in the field. It is not claimed that the material presented here is original in nature, rather it is claimed that pertinent facts have been obtained from a rather wide sampling and are presented here in a more compact comprehensive form.

SCOPE AND LIMITATIONS OF THE STUDY

This study is confined to the origin and development of the teacher training movement. The origin and development of the normal school is the particular limitation of the study. It is only in the final chapter that mention of the teachers' college idea is made. In showing the trend of growth and development in the teacher preparation movement it was felt that much could be gained by showing this development over a long period of time. For this reason the early years of the teachers' college movement were included. No attempt has been made in this investigation to give a detailed account of the entire teacher training movement. This study has been restricted to the origin and development of institutions. Many of the later phases of the movement were not pertinent to the earlier stages and were therefore omitted. There is no attempt to stress the importance of teacher training or to show how it has influenced the educational system of the present. No attempt has been made to trace details of the movement--such as changes in methods of training, changes in the curriculum, changes in courses of study, and changes in the general type and quality of instruction and instructors. The study is a generalization of the origin and development of institutions of teacher training.

METHODS OF PROCEDURE

The first step in the treatment of this subject was to attack it from the historical viewpoint in an effort to show the time in the sequence of educational movements that the movement for teacher preparation came

into prominence. This was a preliminary step in preparing the reader for the introduction of the movement into the leading countries.

The second step is an effort to show by the writing of authorities the introduction and development of the normal school in the United States.

Finally the figures which are presented in the final chapter are given to enable the reader to gain a picture of the development of the normal school by allowing him to trace the growth of various basic phases of the normal school. The entire study is a result of the compilation of pertinent facts of normal school history and combining them into a brief readable text of basic historic facts pertaining especially to normal school development.

CHAPTER II

EDUCATIONAL BACKGROUND OF TEACHER PREPARATION

Not unlike many other movements which have had a long period of development and growth, teacher preparation cannot be said to have any definite point or place of origin. Although teacher training as such was not recognized until late in the eighteenth century, the idea had its development in the evolution of the general educational movements of the previous centuries.

Education in its own right can probably never be traced to any definite beginning or source. It is commonly accepted, however, that the contribution of the Jews¹ to western education and culture about 1500 B.C., was one of the earliest movements. In addition to the early contributions of the Jews there were those of the Greeks and Romans. Life changed for these early peoples much as does the life of present day peoples. The Persian War resulted in an expansion of all forms of human activity throughout Greece. With this expansion of activity there came the expansion in education and culture and ancient Greece became known for her scholars. To add to this expansion of Greek activity and culture the Sophists began their work. Thales² in 585 B.C., had opened

¹ S. P. Duggan, A Student's Textbook in the History of Education, (D. Appleton and Co., New York, 1916) p. 8.

² F. Eby and C. F. Arrowood, Development of Modern Education, (Prentice-Hall, Inc., New York, 1934) p. 6.

the way for the Sophist with his astronomical predictions. The teachers or Sophists as they were called had awakened an interest in science and in the social problems of the day. According to the writings of Eby and Arrowood³ such problems as:

Is virtue teachable? Is it a natural endowment, a gift of God, or the result of practice and habit? Is education a function of the family? Of the state? Or of both? What subjects should form the curricula of the schools?

furnished the motives for the Sophists.

In Roman education the family was the principal agency until well into the third century⁴ B.C. About the middle of the third century there occurred the conquest of the Greek cities by the Romans and the captive Greeks served as teachers in the first Roman schools. Thus was started the idea of schools and teachers in early Rome. By about 100 A.D. Rome⁵ had developed a complete system of schools: elementary, secondary, higher, and professional. Above the grammar school and not differentiated clearly from them or the professional schools came the schools of the rhetors. It was the primary purpose of these schools to offer to young men, destined for public life, instruction in rhetoric, literature, philosophy, history, and medicine. In addition to these, there were also professional schools of law, medicine, and engineering.

As has often been noted when there is a change in social ideals

³ Ibid., p. 7.

⁴ Ibid., p. 10.

⁵ Loc. cit.

and social life, there is sure to be a corresponding change in education. Thus in the period of the decline of the Roman Empire, education became more and more a privilege of the upper class. No great writers, artists, or philosophers of first rank appeared. As a result of this change in type of students and the lack of cultural contributions, the schools of grammar devoted themselves to a study of the classics.

A few centuries later with the spread of Christianity, there came the introduction of the cathedral school.⁶ With the spread of Christianity into the cities, schools similar to the catechetical schools gradually became known first as bishop's schools or episcopal schools, but gradually in the West this name was changed to cathedral schools.

With the continued growth and spread of Christianity and its entrance into world affairs, there appeared those who felt that spiritual perfection necessary to salvation could only be attained by remaining distinct from worldly pleasures and activities. These fled from society and found refuge in the wilderness of the desert or of the forest. Out of this movement grew the monasteries and the monastic schools.

The history of education does not reflect a steady growth and development. Like most movements it has its crests and its depressions. One of the crests is to be found during the reign of Charlemagne⁷ (771-814). He was intensely interested in education and out of his interests the

⁶ E. P. Cubberley, The History of Education, (Houghton Mifflin Company, 1920, pp. 849) p. 97.

⁷ Eby and Arrowood, Op. cit., p. 87.

palace school was developed. It is here perhaps that the first example of the teacher training principle can be noted. Charlemagne called together the scholars of repute from all over Europe to teach in the school. By means of this school Charlemagne hoped to secure intelligent administration both in the affairs of the church and of the state. Moreover it would serve as a model from which teachers could be sent to start similar schools throughout the empire.

Education continued on a more or less even plane for the next three hundred years. In the twelfth century many of the crusaders returned from the East influenced intellectually by what they had seen and heard among the Greeks and Arabs and seeking a solution to the doubts that had arisen in their minds. Hence the necessity at this time of showing the reasonableness of church doctrines and restating them in a more rational and systematic form. This need led to the rise of scholasticism which, Duggan says "is not so much a system of philosophy as it is a method of philosophizing."⁸

The number of students who attended the more prominent cathedral and monastic schools increased. Some of the teachers in these schools began to lecture on new subjects and thus new students were attracted. This in turn created a demand for additional teachers, and the elements of the medieval universities were present, viz., teachers, and pupils. Thus in the years to follow, the rise of the universities was the big movement educationally.

⁸ Duggan, op. cit., p. 95.

With the coming of the Renaissance in the fourteenth century education reached another of the crests along its way. There was an awakening, not only in political and religious matters, but in educational matters as well. Scientific discoveries were made and men began to reject the old authority of abstract ideas and concepts and began to demand proofs of a real and concrete nature. It was during this period that such schools as the German Gymnasium and Furstenschulen came into existence.

As a result of the Reformation which shortly followed the Renaissance, numerous groups and sects came into being. Most noteworthy of these groups from the standpoint of education was the Jesuit Order founded by Ignatius Loyola. The Jesuit Order is remembered in education mainly for its work on the secondary level.

What the Jesuit Order did for secondary education, La Salle and the organization, The Christian Brothers, did for elementary education. The schools of the Christian Brothers were much superior to other elementary schools of that period in that: 1. They used the class method. The method of teaching used everywhere at that time in elementary schools was individual instruction. The teacher did practically no teaching; he simply heard pupils recite. 2. They used for the first time the practical application of the training of teachers. The ordinary elementary teacher of the seventeenth century was a broken-down soldier, church sexton, or poor worker who eked out his little income by whatever he could get teaching school. He frequently had little intelligence, no preparation for his teaching and was often a bad influence on the children who went to him.

La Salle organized training courses for teachers and nobody was permitted to teach who had not attended one of them. These improved methods account for the rapid success and expansion of the schools of the Christian Brothers in France.

Shortly after this, with the division of Protestantism into rival sects, quarreling over trivial points of doctrine, education declined. With the success of the Jesuits, the bitterness between the followers of the old and new faiths increased and finally resulted in the Thirty Years' War. This was a most severe blow to education. Schools were closed and interest in education in general lagged. This conflict, however, had no effect as far as diminishing the degree of formalism into which education had fallen. A strong reform element known as the realists appeared to oppose this continued formalistic tendency. The demand of this reform group was that education deal with the realities of the present life and prepare for its concrete duties. These realists were classified into the following groups: humanistic realists, social realists, and sense realists. This movement brought about a number of educational changes, the most noteworthy of which was the beginning of the institution of the Academy in England. An important name that should be associated with the realist movement in general and especially with the sense-realists is that of Herman Franke. As a leader of a group of sense-realists he established, in Germany a charity school for poor children. This was followed by a secondary school for wealthy students and in 1697 a seminary for the training of teachers.⁹

⁹ Cubberley, op. cit., p. 419.

Another hundred years were to elapse, however, before this faint beginning of teacher training was to begin to take any definite form. The year 1798 is a milestone in the history of education and in teacher training. That year marks the beginning of Pestalozzi's educational reform from a practical standpoint.¹⁰ In 1798 the Swiss government asked Pestalozzi to establish an institution at Stanz to take care of the orphans left destitute by the French massacre of the inhabitants of that town. From this humble beginning, developed the school at Burgdorf (1799-1804) where he started an institute for the training of teachers.¹¹ After five years at Burgdorf, he started the even more noted school at Yverdon¹² (1805-1820). Yverdon was visited by teachers and laymen from all over Europe. Textbooks were compiled and teachers trained to spread Pestalozzi's methods in every important European country. With the spread of the Pestalozzian methods the principle of professional preparation was established in Europe.

Another name which should receive mention along with Pestalozzi's is that of Fellenberg. After a brief partnership with Pestalozzi in 1804, Fellenberg established his own well known school at Hofwyl¹³ near Berne. One of the chief aims of the institute at Hofwyl was to train teachers for the common schools, especially in the rural districts. The influence of the work of these two men was felt in other European countries.

¹⁰ Duggan, op. cit., p. 228.

¹¹ Ibid., p. 229.

¹² Loc. cit.

¹³ Ibid., p. 235.

In Germany, Herbart, Frobel, and Fichte were leaders. In France, Victor Cousins did much to promote the Pestalozzian methods. In England its development was not so remarkable. Its introduction into England was due to the work of Reverent Charles Mayo and his sister Elizabeth.

Another movement closely related to Pestalozzianism and the philanthropic principle was the Sunday School movement. In 1780, Robert Raikes,¹⁴ a manufacturer in Gloucester, in the hope of doing something to lessen the ignorance and poverty among the poor of the town opened for both adults and children a school that was to meet on Sundays. Though Raikes did not originate* the Sunday School movement he became its greatest advertiser. He paid his teachers a shilling a week for their work. His school was so successful that others soon were established in many cities and towns in Great Britain. In 1786 the movement spread to the United States and developed rapidly.¹⁵

Another phase of the philanthropic movement was the Monitorial school.¹⁶ In 1798 Joseph Lancaster founded the first school of that type in one of the districts of London that was inhabited by the poorest and most ignorant of the population.** In order that he might give the

¹⁴ Cubberley, op. cit., p. 617.

¹⁵ Duggan, op. cit., p. 290.

¹⁶ Cubberley, op. cit., p. 624.

* The idea was tried by John Wesley in Savannah in 1737.

** The idea appeared in India at about the same time under Bell.

benefits of his teaching to as many persons as possible, he used the plan of using older pupils as assistant teachers for the younger ones. He first taught the lesson to these "monitors" and each of them in turn taught the lesson to his group of children that had been placed under his control. In this way a simplified and practical form of teacher training came into being.

The movement for the professional training of teachers for their work which was initiated in the latter part of the eighteenth century was, according to Williams,¹⁷ probably the most significant educational fact of the century and brought the most important results to the future of education. Williams goes on to say that before this men had served a long and tedious apprenticeship to various arts or trades or had labored years with patience to master the learning, the theory and the technique of the several professions, but strange as it may seem the science and art of presenting and mastering arts, trades, and professions had been ignored. Thus the vocation of teaching had been left wholly to chance and had all too frequently fallen into the hands of those who with a certain mediocrity of literary attainment, were unfit for any other employment. Williams¹⁸ again says,

Even those people who were less heedless had adopted without consideration one of two vague and baseless

¹⁷ S. G. Williams, The History of Modern Education, (C. W. Bardeen, Syracuse, New York, 1896) p. 269.

¹⁸ Ibid., p. 269.

theories, one of which made the ability to teach successfully wholly dependent upon a knowledge of subject matter to be taught--while the other rested on a shadowy something comparable to animal instinct called the inborn capacity to teach, as a dog barks or a canary sings.

Such was the standing of the profession of teaching at the end of the eighteenth century, when after about thirty-three centuries of educational effort and endeavor the theory of professional training for teachers began to take definite form on the European continent.

CHAPTER III

NORMAL SCHOOL DEVELOPMENT IN EUROPE

Germany

One of the earliest steps in teacher training comes as a part of the Pietistic movement although more strictly speaking it was the work of Franke. Franke, born at Lubeck in 1663 and left an orphan at an early age, became disgusted with the cold scientific type of theologic and religious teaching, then in common usage. After a period of personal doubt and wonderment he found religious peace in a religion which he states "embraces both heart and soul."¹ Out of this religious peace or philosophy of his, came the school for poor children which he started in his own house. Out of this humble beginning developed a poor school which would now be called a Burger school* in Germany; the school for a richer class into a Latin school or Gynnasium; the school for nobles into what was called a Padagogium;² and the provision for a few orphans into Franke's Orphan House. The second notable fact and the one of greatest importance to this study, was the provision which he made for some preliminary training of a professional nature for those who were to teach in his schools. Barnard in his Reports says of this second fact:

¹ Samuel G. Williams, The History of Modern Education, p. 263.

² Ibid., p. 263.

* In the present time it would be nearly equivalent to our high school.

The first teachers class was founded by Franke in 1697, by providing a table or free board for such poor students as stood in need of assistance, and selecting, a few years later, out of the whole number, twelve who exhibited the right basis of piety, knowledge, skill, and desire for teaching and constituting them Seminarium Praeceptorium. (Teachers Seminary).^{*3}

These student teachers received special instruction for two years and obtained a practical knowledge of the method of teaching the classics in the several schools. In return for this assistance they bound themselves to teach for three years in the institution after finishing their courses. The first regularly organized Teachers Seminary or Normal School was established in Halle, in a part of Hanover, in 1704. Of this Teachers Seminary, Barnard says,

A school organized of young men who had already passed through an elementary, or even a superior school, and who were preparing to be teachers by making additional attainments, and acquiring a knowledge of the human mind, and the principles of education as a science, and of its methods as an art.⁴

This Teachers Seminary at Halle was, in reality, only a maturation of the teachers class founded by Franke in 1697. By 1704 the former plan had matured and the supply of teachers for all lower classes were drawn from the Seminary as it was now called.

In addition to these schools which were chiefly for the training of teachers for the elementary schools, provisions began to be made in

³ Henry Barnard, Normal Schools and Other Institutions, Agencies, and Means Designed for the Professional Education of Teachers, Volume III, p. 23.

the eighteenth century for the professional preparation of teachers for the secondary schools, by the establishment in some of the German Universities of Seminaries⁵ and lectures on the teaching of German and the classics and on teaching matters in general. One writer speaking of the need for teachers who were better trained for their work stated,

The origin of the whole evil lies in the fact that men are placed in charge of schools who are better fitted for anything else than for teaching, who are indeed in a condition neither to think, nor live, nor even to speak correctly.⁶

It was such a condition that moved Gener, about 1738 to establish in Gottingen a teachers seminar and to conduct it himself for nearly twenty-five years.⁷

The idea of teacher training received another stimulus from the Real School Movement. The theory of the Real School Movement was in the complaint that schools were arranged with a view toward learning Latin and that children who were to enter into a business career were thus forced to learn Latin, a subject which was useless to them. Not only this but subjects which would have been useful to mechanics, artists, or merchants were neglected. It held that special classes should be organized for such pupils. In order to make provision for such training it was necessary to have teachers with a knowledge of these special courses

⁵ Williams, op. cit., p. 272.

⁶ Loc. cit.

⁷ Loc. cit.

and of the technique of presenting the new material.

The first Real school of any importance was started in Berlin in 1747 by Johann Julius Hecher,⁸ a follower of the ideas of Franke. In the next year a seminary for teachers was added to fulfill the need for persons trained in these new classes. Not unlike any venture into a new and unexplored field of endeavor, this school and those which followed it made many errors and were guilty of extravagancies. The greatest mistake was the large number of studies which were attempted. In reality not less than eleven hours of the day were required for school work. However, after a period of time, changes and adjustments were worked out until these schools fitted well into the German system.

As was noted above, Hecker in 1748 established a Teachers Seminary in connection with his Real school. Barnard relates in his Report⁹ that the King became interested and commanded by an Ordinance in 1752, that the country schools on the Crown lands in New Mark and Pomerania should be supplied with teachers from this institution.

It is unfortunate that Frederick's practice of filling school positions with veterans from his armies defeated his own purposes and the beginning of the nineteenth century saw the Prussian elementary schools declining. The schools were luckily saved by the rapid extensive establishment of normal schools under the influence of educators who had visited Pestalozzi. In 1803 J. E. Plomann, who had been a student at Burgdorf,

⁸ Ibid., p. 268.

⁹ Barnard, op. cit., p. 32.

established a normal school in Berlin, which received royal recognition two years later. At this time the government sent a few students to Yverdun. On their return these young men established institutions for the training of teachers. It is evident that to some extent the practices borrowed from Switzerland made the Prussian state system of education the system which was looked up to by the leading educators of the period.

In 1757, Baron Von Furstenberg established a seminary for teachers at Munster, in Hanover. In 1767 the Canon Von Rochow opened a school on his estate in Rekane, in Brandenburg, where by lectures and practice, he prepared schoolmasters for county school in his own and neighboring lands.¹⁰

Up to this time the term normal school, the term by which seminaries are now generally known in America, was not used. The first important school to which the name Normal School was applied was founded in Vienna in 1771 as a model school to which was attached a school for the training of teachers. Its first director, Bishop Febenger, said of it: "Its chief purpose is this, that it may serve as an example to all other schools in and around the city and in the country."¹¹

Barnard says of this same school:

Bishop Febinger organized a normal or model school in Vienna, with a course of lectures and practices for teachers, extending through four months.

Barnard goes on to say that about the same time Ferdinand Kindermann converted a school in Kaplitz, in Bohemia, into a Normal Institution.

¹⁰ Williams, op. cit., p. 271.

¹¹ Barnard, op. cit., p. 32.

Barnard further relates that between 1770 and 1800 teachers' seminaries were introduced into nearly every German state.¹² These seminaries were in all instances supported in whole or in part by the government. By the end of the eighteenth century there were at least thirty teachers' seminaries in Germany.¹³ Thus at a date when most of the countries were only experimenting with the teacher training principle, Germany had a definite state system for the preparation of teachers for her schools.

The movement for the professional preparation of teachers progressed so much during the nineteenth century that at its end all the schools in Germany were supplied with well-trained and thoroughly tested teachers.¹⁴ Not only this but the example of Germany had exerted a powerful stimulus in the other European countries to follow in her footsteps.

Switzerland

If it is to be said of Germany that she had the first state system of teacher preparation it can be said of Switzerland that one of her citizens was in reality the father of the modern normal school. The responsibility for teacher training must in part be placed under the name of Rousseau for it was from Rousseau that Pestalozzi received some of his inspiration for his work in education.

¹² Ibid., p. 33.

¹³ Williams, op. cit., p. 406.

¹⁴ Ibid., p. 406.

Johann Heinrich Pestalozzi¹⁵ was born in the Swiss town of Zurich in 1746. Williams¹⁶ divides Pestalozzi's life into three periods: (1) the period of experiment in industrial education for juvenile delinquents (1774-1780); (2) the period of literary activity for social and educational reform (1780-1798); (3) the period of reform in the teaching of elementary school subjects. While there can be little doubt that many of his reforms in the teaching of elementary school subjects were worked out as a result of his experiences in the first two periods, yet it is the third period which is of primary importance to this study.

In 1798 the philosophy of Pestalozzi seemed to change from one of theory to one of practice. In that year the French troops had massacred the inhabitants of the town of Stanz. The Swiss government asked Pestalozzi to establish an institution in an old convent to care for the orphans left destitute by the massacre. Pestalozzi began with the idea of an industrial school for poor children in which the stress would be placed upon manual labor. Such a school had for years been one of Pestalozzi's most desired projects. Difficulties began to arise all around, the winter was severe, there were no tools nor equipment for industrial teaching. Emphasis was shifted to the work of instruction but there were no books, equipment, or assistants. Pestalozzi as a last resort devoted his time to oral teaching in numbers and language work by means of objects and in geography by means of conversation. There was marked improvement in the eighty children

¹⁵Williams, op. cit., p. 225.

¹⁶Ibid., p. 226.

who had been under his care, but after six months the experiment was ended by the return of the French troops. "That six months at Stanz," says Williams, "marks the transition from his interest in industrial education to the work of reforming the methods of teaching the ordinary subjects." Pestalozzi was a firm believer in sense perception, hence his stress upon the object lesson and oral teaching. He insisted that the prevailing method of a child studying a book and reproducing it, only filled the child's mind with a confusion of words. In this way, through Pestalozzi's method the teacher was no longer merely a passive hearer of recitations but was now an active participant in the education of the child. To add to this role of the active teacher, Pestalozzi held that the only right relation between teacher and pupil was one of sympathy and understanding. For a teacher to step into such a position as an active participant and perform his work in a worthy manner was a situation which demanded training of a particular type. Thus teaching passed from a job for which anyone could qualify irrespective of training to a profession in which the members by necessity must have professional preparation if they were to carry into practice these teaching methods.

After a brief period spent in recovering his health, Pestalozzi took up work at Burgdorf in 1799. Williams relates that here he was first engaged in the village school as assistant to the shoemaker, but was released because of his new methods. His friends secured a part of the old Burgdorf castle and here with a few other very capable teachers

he continued with his work. He took a few boarding pupils and day scholars. In addition to this he maintained an institute for the training of teachers. His main work up to the closing of the school in 1805 was working out the importance of the use of objects in the art of teaching. After the closing of the school at Burgdorf, Pestalozzi started the famous Institute at Yverdon, and here carried on for the next twenty years the experimental work begun at Burgdorf. Textbooks were written and teachers were trained to spread the Pestalozzian methods of teaching procedure into the chief countries of Europe. Numerous governmental agents and committees made investigations of the Institute at Yverdon with the result that Pestalozzian methods and procedures were carried into nearly every European country. The Institute at Yverdon was closed in 1825 but the results of its twenty years of existence has continued to influence educational practices.

When Pestalozzi was forced to give up his school at Burgdorf in 1804 he formed, for a brief period, a partnership with Fellenberg and together they established a school at Munchenbuchsee.¹⁸ These two men agreed upon the fundamental theories of education, but Fellenberg was essentially a practical administrator, and Pestalozzi could not endure his efficient business like organization of affairs. They separated in mutual friendship and respect and while Pestalozzi was establishing his school at Yverdon, Fellenberg established his Institute at Hofwyl, near Berne. Barnard says of the Institute at Hofwyl: "The great educational establishment of Dr. de Fellenberg at Hofwyl, in the Canton of Berne,

¹⁸ Duggan, op. cit., p. 236.

perhaps attracted more attention, and exerted a wider influence, than any one institution in Europe or America during the nineteenth century."¹⁹

Fellenberg aimed at three things at Hofwyl: To carry out the Pestalozzian idea of giving to the children of the poor an industrial education and at the same time the basic elements of an intellectual education. To realize the idea of educating the children of the rich and of the poor together in order to develop a mutual sympathy and understanding. To train teachers for the common schools, especially in the rural districts.²⁰

This last objective of Fellenbergs was started in 1808, when he began the formation of a Normal School or seminary for teachers at his own expense. Thus two contemporaries, each in his own way, were striving to advance the idea of teacher preparation.

By way of comparing the progress of teacher training in Switzerland with that in England, Barnard²¹ in his report quotes Joseph Kay as saying:

This small country with a population* less than Middlesex and less than one-half its capital, supports and carries on an educational system greater than that which our government maintains for the whole of England and Wales. Knowing that it is hopeless to try to raise the character of education of a country without first raising the character and position of the schoolmaster, Switzerland established and supported in 1846, thirteen Normal Schools for the instruction of schoolmasters and schoolmistresses while England was satisfied with six.

¹⁹ Barnard, op. cit., p. 187.

²⁰ Duggan, op. cit., p. 236.

²¹ Barnard, op. cit., p. 173.

* In 1846 the population of Switzerland was about 2,400,000.

Eleven of these were permanent and held during the whole year the remaining two were in session only about three months yearly for the purpose of examining monitors desirous of obtaining diplomas to permit them to act as schoolmasters. In these schools of Switzerland is to be found an added detail. The members of the various religious sects were willingly received, a detail which was not found in all countries at that time.

In order that the type of instruction which these early normal schools presented may be observed, the following course of instruction which was offered at one of the Swiss schools in 1839 is given.

Two details of this course are quite obvious. The importance of a knowledge of subject matter is made quite evident by the number of courses which were offered in the academic school subject. Thus far the techniques and methods of presenting material were not considered of primary importance and as a result usually only one course, Art of Teaching, was offered. The other fact is the presence of the number of work periods that are to be found in the course of instruction. With respect to the theory of manual labor in the Swiss normal schools, Barnard again quotes Kay as reporting, "With respect to the necessity of manual labor in a normal school opinion is almost unanimous in favor."²² Many of the schools have had lands annexed to them which are farmed and cultivated by the pupil-teachers. In five of the schools

²² Ibid., p. 174.

TABLE I

COURSES OF INSTRUCTION²³
 PURSUED AT THE NORMAL SCHOOL IN THE CANTON OF THURGOVIA, SWITZERLAND,
 UNDER THE SUPERINTENDENCY OF M. VEHRLE, IN THE SUMMER HALF YEAR OF 1839

Hours	Class	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5 to 7	first	out-door labor	out-door labor	art of teaching	out-door labor	out-door labor	art of teaching	
	second	out-door labor	out-door labor	out-door labor	art of teaching	out-door labor	out-door labor	
7 to 8	both	breakfast	breakfast	breakfast	breakfast	breakfast	breakfast	
8 to 9	first	Natural History	Biblical History	Profane History	Natural History	Biblical History	Profane History	
	second	Profane History	Biblical History	Management of land	Profane History	Biblical History	Management of land	
9 to 10	first	grammar	grammar	Natural History	grammar	grammar	Natural History	
	second	Geometry	arithmetic	grammar	Geometry	arithmetic	grammar	
10 to 11	first	singing	singing	grammar	singing	singing	grammar	
	second	grammar	grammar	Geometry	grammar	grammar	Geometry	
11 to 12	first	arithmetic	Natural History	art of teaching	Natural History	Natural History	art of teaching	
	second	Natural History	Geometry	art of teaching	Natural History	Natural History	art of teaching	

Attending divine services, sacred music,
teaching in Sunday School

²³ Barnard, *op. cit.*, p. 205.

TABLE I (continued)

COURSES OF INSTRUCTION²³

PURSUED AT THE NORMAL SCHOOL IN THE CANTON OF THURGOVIA, SWITZERLAND,
UNDER THE SUPERINTENDENCY OF M. VEHRLE, IN THE SUMMER HALF YEAR OF 1839

Hours	Class	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
12 to 1 $\frac{1}{2}$		Dinner and Gymnastic exercises each day						
1 $\frac{1}{2}$ to 3	first	singing	writing	drawing	singing	writing	drawing	Attending divine service, teaching in Sunday school, sacred music.
	second	writing	drawing	violin	drawing	singing	drawing	
3 to 4	first	geography	arithmetic	arithmetic	geography	arithmetic	writing	
	second	arithmetic	geography	Natural History	arithmetic	geography		
4 to 5	first	geometry	reading	repetitions	geometry	reading		
	second	reading	geometry	arithmetic	reading	geometry		
5 to 6	supper	supper	supper	supper	supper	supper	supper	
6 to 9	Garden work							
	house work	same	same	same	same	same	same	
	conversation							

²³ Barnard, op. cit., p. 205.

such lands were extensive enough to employ all of the young men in the normal school for at least two hours each day in their cultivation. On such lands all the pupil-teachers accompanied by their professors and dressed in coarse farmer's frocks might be seen working at this cultivation about the middle of the day. In addition to this field work the pupil-teachers were required to do certain tasks about the school. This manual labor is considered as part of the routine work for the preparation of persons engaging in the teaching profession in Switzerland. Thus the little country of Switzerland, small and insignificant as it may appear in political history, had contributed more than its proportional share to the development of professional training for teachers.

France

In the movement for the professional training of teachers France can claim her place among those countries receiving honorable mention by virtue of two facts. First, that the name Normal which was applied to these early schools was a French adjective derived from the Latin noun Norma which signifies a carpenter's square, a rule, a pattern, a model. It is probably this last idea which led to the idea of a model school for practice, an essential part of a teacher's seminary. Second, is the fact that the first normal school ever to be established anywhere was at Rheims, France, in 1685 by Abbe de la Salle.²⁴ However, to pick

²⁴ Cubberley, History of Education, p. 745.

up the first definite step in the movement in France requires that mention be made of the year 1672. The first recorded class which was formed with the definite purpose of giving training to teachers, was a small group of local training teachers of reading and the catechism, conducted by Father Demia, at Lyons, France,²⁵ in 1672. Not many years after this came the establishment of the first normal school in 1685. Only four years after La Salle had organized the Brothers of the Christian Schools he opened the normal school at Rheims. His idea, first of all, was to awaken interest in primary education. He did much to improve the work of such early educators as Faurier and Demia. The method of instruction up to this time had been largely individual. The pupils were called up to the teacher, one by one or at most two by two, and after their lessons had been heard were sent back to their seats to study. For the improvement of this method of procedure, education is indebted to La Salle. He conceived the idea of grading together pupils of the same achievement or stage of advancement and teaching them all at once as a group. The "Simultaneous Method"²⁶ as it has become known and which is now used in primary schools everywhere thus came into existence. This change from a mere hearer of routine recitation to a leader of group recitations or discussions necessitated some training on the part of the teacher. As an outgrowth of this need he established the first normal

²⁵ Ibid., p. 745.

²⁶ L. Seeley, History of Education, p. 231.

school in history at Rheims in 1685, twelve years before Franke organized his teachers class at Halle, and fifty years before Hecker founded the normal school at Stittin.

The first general movement²⁷ toward general professional training of teachers in France was made in 1794. In connection with this movement the name of Lakanal should be mentioned. He has his name associated with the foundation of normal schools in France. His main aim in education was to secure the training of teachers.²⁸ To accomplish this aim Lakanal proposed to assemble at Paris, under the direction of several eminent masters, a number of young men called from the whole of France. The masters of this great school were to give the pupils lessons on the art of teaching. After these pupils had been instructed in the art of teaching at the Normal School of Paris they were to go and give out in all parts of the Republic the lectures they had heard and thus they would form the nucleus of a system of normal schools.

October 30, 1794, the National Convention adopted the proposals of Lakanal.²⁹ By ordinance of the Convention an institution was to be established in Paris to furnish professors for colleges and the higher seminaries.³⁰ The³¹ school opened January 20, 1795. Its organization

²⁷ Barnard, op. cit., p. 259.

²⁸ G. Compayre, History of Pedagogy, p. 405.

²⁹ Ibid., p. 405.

³⁰ Barnard, op. cit., p. 529.

³¹ Compayre, op. cit., p. 405.

was poor. To begin with there were too many pupils--four hundred young men were admitted without any competitive tests; professors were not adapted to their work; and the lectures were insufficient in number. After one year's service it was suppressed and not reopened³² until 1808. Thus the experiment for which there had been such high hopes came to a close and the expectations were not realized. The idea of establishing provincial or local normal schools was not carried out, but irregardless of that fact the example had been given and the principle of the general establishment of normal schools had made a start.

In 1808 Napoleon re-established the school in the ordinance creating the Imperial University of France. The Ordinance of March 11, 1808, recognized the necessity for training teachers for elementary schools in the statement "Measures shall be taken by the University that the art of teaching children to read, write, and cipher, is practiced henceforth only by masters capable of communicating easily and accurately the elements of all knowledge necessary to every human being."³³

In 1810 the first seminary designed for teachers of elementary schools was established at Strabourg through the efforts of Count de Lezai Marnesia and the cooperation of the Rector of the Academy and the

³² Barnard, op. cit., p. 259.

³³ Ibid., p. 259.

perfect of the department of the Lower Rhine.³⁴ The seminary opened in 1811 as a normal class of primary school teachers.³⁵ Barnard says of this school, "No pupil was admitted who was under sixteen years of age or over thirty, or who was not acquainted with the studies given in elementary schools. The course included four years and took in as wide and thorough a range of studies as was included in the best normal schools of France." The number of pupils was limited to sixty and those who came to the school under a scholarship came under obligation to teach at least ten years in the schools of the department. With this start it was not long before other departments organized normal schools. Barnard reports that in 1833, just three years after the revolution, there were forty-three normal schools in France. This number, he continues, increased in 1849 to ninety-three. In 1834, he says, there were but 1,044 graduates of normal schools employed in the primary schools while fourteen years later the number had increased to 10,545.

Seeley³⁶ reports that in the last quarter of the nineteenth century France outstripped any other nation in her educational advancement. As one phase of this advancement he gives that of teacher preparation as being significant. France during the period mentioned did develop a teacher training system which was quite representative of the progressive countries of Europe.

³⁴ Loc. cit.

³⁵ Loc. cit.

³⁶ L. Seeley, op. cit., p. 302.

In brief, the system of teacher training employed in France about 1900 was as follows,³⁷ The whole of France was divided into seventeen parts called Academies. These did not coincide with political divisions, but were made merely for convenience in school administration. A narrower division was into departments. There were ninety of these in France and Algiers. In each department there was a normal school for each sex, though in a few instances two departments combined to maintain one normal school. There were two classes of normal schools in France, the elementary, of which there were eighty-seven for men and eighty-five for women--practically one for each sex in each department--and the higher, of which there was one for men, one for women, and one for kindergartners. Nearly all teachers are graduates of normal schools, and as no candidates for positions were considered unless they held a normal certificate, it seemed that before long all of the teachers of France will be professionally trained.

Candidates for admission to the normal schools must be at least sixteen years of age, of good moral character, and fair abilities. They must pledge themselves to teach for ten years.

The elementary course covers three years. After graduation, the young teacher was appointed provisionally until he had taken a final examination which had to be within the ten years. If he had been successful in the schoolroom as well as in his second examination he became a permanent teacher and could be removed only for immorality.

³⁷ Ibid., p. 296.

The course in the advanced normal school took three or more years depending upon the preparation with which the candidate entered. Only those between eighteen and twenty-five could be admitted. These schools trained principals, superintendents, inspectors, and teachers for the elementary normal schools. They were the model schools of France and shaped the educational practice of the republic.

Graduates from the elementary normal schools were not debarred from entering the higher normal schools; the ambitious teachers were encouraged to prepare themselves for higher work.

Seeley further reports that no other country in the world did so much as France to assist young teachers in their preparation. In all the normal schools mentioned, tuition, board, room, and books were free. And when the young teacher had been graduated, the state recognized its own work by giving him the preference in appointments.

The increase in number of normal school and in the number of normal school graduates continued on its upward trend on through the nineteenth century until in 1895 Williams³⁸ reports that France had 172 well-equipped normal schools or one for every 222,000 of her population.

³⁸ Williams, op. cit., p. 406.

England

History may bear out the conclusion that in many respects England in a general sense was the leading nation of Europe during the eighteenth and nineteenth centuries, but it cannot be born out that she led in educational development. Not only was England not a leader in education but in some of the phases of education she was decidedly in arrears. There was no noteworthy attempt at teacher training in England until well into the nineteenth century and even then the attempt was a feeble one.

There were perhaps a number of things which exerted a retarding influence in England in respect to educational matters. Not the least of these forces was the continued and prolonged domination of educational affairs by the church rather than by the state and the early influence of the Monitorial system of teacher training. Thomas Hunter³⁹ declares that strange as it may appear the erroneous monitorial system of Bell and Lancaster ultimately imparted the first great impetus to the normal system in England. The monitorial system paved the way for scientific teaching but the paving process was far too long in the extent of time. Hunter goes on to say that the genius of Bell would have infused life and vigor into the worst system the ingenuity of man ever invented. When their system fell into weaker hands; when the temporary teachers, studying other professions; when the failures in other callings under-

³⁹ Thomas Hunter, "Normal Schools: Their Necessity and Growth," Education, Vol. 5, p. 240.

took to carry out the Bell and Lancaster system it entirely failed. The raw uneducated boys and girls from twelve to fourteen years of age who were appointed as a matter of economy, to assist one man or one woman to instruct a school of 400 children, were generally ridiculous failures. Hunter continues by way of saying that this was the system that George III was so delighted with that he subscribed £ 100 annually toward its support; that so recommended itself to Mr. Whitbread that in a speech in the House of Commons he hailed it as "the greatest reform that could take place in any kingdom"; that caused Lancaster to receive an ovation on his lecture tour through the provinces; that caused De Witt Clinton,* in America, to say of him, "I recognize in Lancaster the benefactor of the human race. I consider his system as creating a new era in education." In spite of all this praise that was heaped upon Lancaster it must be recognized that Dr. Alexander Bell had anticipated the system before Lancaster came into prominence. Hunter states that Dr. Alexander Bell learned of the monitorial system from a Malabar boy whom he found teaching his playmates to write in the sand. In fact, Hunter goes on to state, the system of mutual instruction by children had long previously existed in China and Hindoostan. Pietro della Valle,⁴⁰ the celebrated traveler in Egypt, Turkey, Persia, and India gave an account of it in a work published in 1660.

Thoughtful men began to see that the monitorial system would work

⁴⁰ Ibid., p. 241.

* Governor of the State of New York and a strong supporter of educational progress.

great mischief unless these monitors were educated and trained for their work. In this respect the special training brought on by the monitorial system became the nucleus of the normal system. From the other point of view, however, the prolonged influence of the monitorial system unquestionably delayed the establishment of normal schools. In England the normal school had its beginning in Glasgow⁴¹ in 1837. David Stowe, whose primary interest in education was for the betterment of educational conditions for the poor children, organized, in 1828, the Glasgow Infant Society. Because of financial difficulties the school was not a success and in 1835 the Glasgow Educational Society took over the school and resolved to establish a normal seminary. A number of teachers had already studied the training system but the seminary would afford better models and a more thorough preparation. The new buildings were opened in 1837, but a debt of £ 10,000 greatly crippled the institution. Finding that he could gain nothing more from the Christian public, Stowe, in 1842 applied to the government for an immediate £ 5000 and an annual £ 500. The appropriation was granted on condition that the college be formally affiliated to the National church. Stowe saw no objection, but the next year came the disruption. Stowe and all of his teachers except one were seceders, but with the help of the English Wesleyans they carried on the work till the existing Free Church Training College was built for them. Here Stowe continued his work until his death in 1864. Thus even the teacher training phase of education was made to feel the dominance of the church.

⁴¹ Paul Monroe, A Cyclopedia of Education, Vol. 5, p. 426.

As has been mentioned the beginnings of teacher training in England came with the introduction of Monitorial instruction. Both the Bell and the Lancaster Societies found it necessary to train pupils for positions as monitors, and to name certain schools as model and training schools. In 1833, Parliament⁴² made its first grant of money in aid of education. Up to 1840 Cubberley reports that this money was distributed by the two National Societies, and in 1839 a portion of this aid was definitely set aside to enable these societies to establish model schools. In these model schools prospective teachers were educated. They were trained in religious instruction and in the art of teaching. In 1836 the Home and Colonial Infant Society was formed and it in turn founded a Pestalozzian Training College.⁴³

The government, Cubberley relates, in 1846 in an attempt to secure trained teachers for the schools, adopted a plan then in use in Holland and instituted what is known as the "pupil-teacher system." This was an improvement on the failing monitorial system. Under this new system the promising pupils were apprenticed to a head teacher for five years. He agreed to give them instruction in secondary school subjects and in the art of teaching in return for their help in the schoolroom.

Cubberley goes on to state that in 1874 the pupil-teacher-center system was begun and between 1878 and 1896 the age for entering as a

⁴² Cubberley, op. cit., p. 753.

⁴³ Loc. cit.

⁴⁴ Ibid., p. 755.

pupil-teacher was raised from thirteen to sixteen and the years of apprenticeship reduced from five to two. In most cases the Academic preparation continues until seventeen or eighteen and is followed by one year of practice teaching in an elementary school under supervision. After that the teacher may or may not enter what is known as a Training College.*

Seeley reports⁴⁵ that the pupil-teacher idea has lost its force and gives as proof the following facts: From 1876 to 1893 the increase of graduate teachers was 114 per cent, the increase of "assistant teachers" 691 per cent, while there was a decrease of 15 per cent in the number of "pupil-teachers." This would seem to indicate that England is demanding better prepared teachers. Thus England though nearly one hundred years in the arrears of other major European nations in the professional training of teachers seems to have finally fallen in line by the end of the nineteenth century.

⁴⁵ Seeley, op. cit., p. 307.

* These are higher institutions which offer one, two, three, or four years of academic and some professional education, and may be found in connection with a university; may be maintained by city or county authorities; or may be voluntary institutions. In 1910-11 there were eighty-three such institutions in England and Wales.

CHAPTER IV

START OF THE NORMAL SCHOOL IDEA IN THE UNITED STATES

In view of the date of the discovery and settlement of the territory which later became the United States it is not to be expected that her name would be found among those nations contributing to the early professional training of teachers.

According to Gordy,¹ the first suggestion by any American educator which he was able to find as to the need of more thoroughly trained teachers was made in the June number of the Massachusetts Magazine for 1789 and included the following statement.

My idea of the matter is simply this: That there should be a public grammar school established in each county of the state, in which should be taught English grammar, Latin, Greek, rhetoric, geography, mathematics, etc., in order to fit young gentlemen for college and school keeping.

In 1816 Denison Olmstead,² delivered an oration at the commencement exercises at Yale College. In that oration he outlined his plan of an academy for schoolmasters. Again in 1823 Professor James L. Kingsley,³ of Yale College in an article on the School Fund and the Common School of Connecticut in the April number of the North American Review, made the following suggestion.

¹ J. P. Gordy, Rise and Growth of the Normal School Idea in the United States, (Washington: Government Printing Office, 1891). p. 9.

² Ibid., p. 2.

³ Ibid., p. 3.

Let a superior school, intermediate between the common school and the University, be maintained in each county of the state where all those who aspire to teach in the common schools may be themselves thoroughly instructed.

Gordy continues to state that in a pamphlet entitled Suggestions on Education published in August, 1823, William Russell,⁴ made the proposal "that a seminary should be founded for the teachers of district schools." Russell continued with the idea that a course of study should be prescribed to persons who were desirous of obtaining the position of teacher in such schools; and that no individual should be accepted as an instructor who has not received a license or degree from the proposed institution.

Thus in the United States the beginning of the nineteenth century saw the beginning of the teacher training principle become a current topic for discussion among the New England educators. At this time it had not gained sufficient strength or interest to cause the public mind to be fixed upon it. It was to be another quarter of a century before the American public would show any marked interest or enthusiasm in the matter. A move which did much to bridge this expanse of time between discussion and action was the move taken by Mr. Samuel Hall.⁵ In 1823 he took a decided step in advance by actually opening in Concord, Vermont, a school for the training of teachers. Sent there as a preacher by the Domestic Society of Vermont, he consented to accept the wishes of the people to remain on condition that he be allowed to open a school for the benefit of intending teachers. He admitted a class of young pupils in order that he might illustrate his ideas on the proper method of

⁴ Ibid., p. 2.

⁵ Ibid., p. 11.

teaching and governing a school. He started his work here without any books or periodicals on the subject of education to guide him. He was thus forced to rely upon his own reflections and experiences in his pedagogical instruction. Hall⁶ continued to teach in Concord until 1830. In September of that year he opened an institution of the same sort in Andover, and remained in charge of the school there until 1837, when he opened another in Plymouth, which he conducted until 1840.

Shortly after Hall began his work in the private seminary. James G. Carter began to focus attention upon a public system. According to Gordy's report, the three characteristics of the American normal school of today--⁷ a thorough grounding in the subjects the students are preparing to teach, a course of study upon the science and art of education, and a practice school--these were the characteristics of the training school which James Carter urged upon the people of Massachusetts. His plan attracted much attention. Leading newspapers began to notice and to call attention to it. In 1827 he opened a school at Lancaster and asked the Massachusetts legislature for aid. The idea seemed to receive favorable notice but the bill for the appropriation failed by one vote in the senate.⁸ The same year, however, the people of Lancaster appropriated a piece of land and gave him the use of a building to help him in carrying out his plan. The people of the town, despite their move, did not understand the idea and soon placed such obstacles in his

⁶ Ibid., p. 12.

⁷ Ibid., p. 13.

⁸ Loc. cit.

way that he was forced to give up his efforts at conducting a school although for some years he continued to give instruction to private pupils. For a time the history of normal schools follows quite closely the life and actions of Carter. So much is this true that to many he remains the "Father of the American normal school."⁹ In 1835 he was elected a member of the legislature of Massachusetts. In 1836 as chairman of the committee on education he urged the establishment of a seminary for the professional training of teachers.¹⁰ In 1837 he drew up the bill providing for the State Board of Education, and in 1838 through his speeches he probably turned the tide in favor of the passage of the normal school act.

The prevailing sentiment of the period then would seem to be that teachers need thorough professional training. Thus with the beginning of the first normal school sentiment seemed to be favorable for its success. The idea which had been given life in this country about 1820 had grown so rapidly that it was by then on its way to become a commonly accepted belief of educated minds when the school at Lexington opened its doors to the world. It would seem rather difficult to account for these facts or how to explain the sudden interest in a state of affairs that had existed for a long time without attracting anyone's attention or interest. One reason undoubtedly was the teachers' seminaries in Europe, especially in Prussia. As has been indicated the idea of

⁹ Benjamin W. Frazier, "History of the Professional Training of Teachers in the United States," United States Office of Education Bulletin, Bulletin No. 10, 1933, Vol. 5, p. 5.

¹⁰ Loc. cit.

professional training was quite old in Europe by 1820. Teacher training there had developed from La Salle's start in 1684, through Franke's efforts, on through Hecker's work in Prussia, through the help of Frederick the Great, through Prussia's struggle with France until after 1806 when with the introduction of Pestalozzian methods and the help of the governmental educational department Prussia in 1819 established the present system of state normal schools.

About the close of the first quarter of the nineteenth century American educators became conscious of the existence of these schools in Europe. Until 1819 the normal school had lived a rather precarious life, to be sure there had been a number of them established in various European countries, but when they became a part of the school system of one of the great states of Europe they naturally began to attract the attention of educators the world over. A number of American educators wrote articles and gave lectures concerning the work of the Prussian seminaries and teachers, but the individual who probably did most to disseminate the knowledge of the Prussian teachers' seminaries among the people of Massachusetts and New England and to convince them of their importance was Mr. Charles Brooks.¹¹ In the summer of 1834 he became thoroughly acquainted with the Prussian system through Dr. H. Julius, of Hamburg, and to use his own language "he fell in love with it and resolved to do something about state normal schools."¹² He

¹¹ Gordy, op. cit., p. 19.

¹² Loc. cit.

prepared three enormously long lectures. In the first he described minutely the Prussian state system. In this he showed how it could be adopted in Massachusetts, and how it would effect every town, every school, and every family in the state. In the last one he showed that all these results could be realized by establishing state normal schools and could not be realized without them. Brooks did gain much publicity for the normal school idea through the deliverance and publication of these lectures, and for the next few years the idea of normal school training was constantly before the public eye.

It is to be noted that Governor Clinton of New York favored the establishment of normal schools. In 1826 Governor Clinton recommended the establishment of a seminary for teachers, and an act which was passed in 1827 increasing the literature fund contained a provision probably for the first time in this country designed "to promote the education of teachers."¹³ In this viewpoint he was ahead of the educated public opinion of his state. The prevailing idea was that such an institution was unnecessary, because academies were regarded as the proper institutions for preparing teachers. The board of regents of the university in their annual report to the legislature in 1821, in speaking of the academies had said, "It is to these seminaries that we must look for a supply of teachers for the common schools."¹⁴ In their

¹³ Frazier, op. cit., p. 7.

¹⁴ Loc. cit.

annual report in 1823 they further stated, "the distribution to the academies subject to the visitation of the funds under our direction insures a supply of competent teachers."¹⁵ With this the common point of view in New York it is not surprising that teacher training became a duty of the academies. Thus in spite of the efforts of Clinton, in their report to the board of regents in 1831, Canandaigua, and St. Lawrence Academies reported principles of teaching as one of the studies pursued at those institutions. The next year Lowville and Oxford Academies reported classes in the principles of teaching and the report of 1834 showed a fifth institution, the Rochester High School, was attempting to give teachers specific professional training for their work.¹⁶

This work was taken up by these academies without aid from the state in response to a demand created by public opinion for better prepared teachers. The first law passed in New York, and in fact in this country, making provisions for the education of teachers for the common schools was passed May 2, 1834. The Act is as follows:¹⁷

Section 1. The revenue of the literature fund now in the treasury, and the excess of the annual revenue of said fund hereafter to be paid into the treasury, or portions thereof, may be distributed by the regents of the University, if they shall deem it expedient, to the academies subject to their visitation, or a part of them, to be expended as hereinafter mentioned.

¹⁵ Gordy, op. cit., p. 26.

¹⁶ Loc. cit.

¹⁷ Ibid., p. 31.

Section 2. The trustees of academies to which any distribution of money shall be made by virtue of this act shall cause the same to be expended in educating teachers of common schools in such manner and under such regulations as said regents shall prescribe.

Now encouraged by state support the academies continued to offer training for teachers. In the annual meeting of the board of regents in 1844, on the motion of Superintendent Young, the appointment of standing committees for the establishment of teachers' departments in academies was for a time suspended.¹⁸ This was of course virtual discontinuance of these departments. On May 7, 1844, a bill establishing the State Normal School at Albany¹⁹ was passed and the first chapter in the history of training teachers in New York and in this country was closed and a new chapter was begun, since by the diversion of funds which had been appropriated for teachers departments to the support of the new institution those departments were practically abolished and the academy as a training place for teachers began to disappear.

The academy as an institution for the training of teachers was not destined to pass out of activity so easily, however. In 1849 teacher training in the academies in New York state²⁰ was again established and continued in the high schools of that state until 1933. The training of teachers in academies became quite common during this period. Among the older and more important ones, Phillips Andover, for example, introduced in 1830 an English course designed primarily to train teachers

¹⁸ Loc. cit.

¹⁹ Loc. cit.

²⁰ Cubberley, Public Education in the United States, (Houghton Mifflin Company, Boston, 1934) p. 377.

with the Reverend Samuel R. Hall as director.²¹ Many other New England academies did the same thing. In Indiana, Governor Noble in 1833 recommended to the legislature "that seminaries be fitted to instruct and prepare teachers"²² and suggested that state aid be granted to one or more such institutions for this preparation. Thus for a period of nearly twenty years the struggle between the normal school and the academy, as a place for teacher training, continued.

As was noted, the State Board of Education in Massachusetts was established in 1837, and Horace Mann was elected its secretary in the same year. By the latter act the normal school movement in Massachusetts received an added stimulus for Mann had long been known as an advocate of schools for the training of teachers. In spite of the depression which was making itself felt at that time, Mr. Mann in March, 1838, received an offer from Mr. D. Edmund Dwight of \$10,000 for the establishment of a normal school, provided the legislature would give the same amount for the same cause.²³ Two days later, Mr. Mann communicated Dwight's offer to the two houses in a letter in which Mann urged its acceptance. The joint committee, to whom this communication was referred, made a report March 22, accompanied by the following resolve.²⁴

Resolved, that his excellency the governor is hereby authorized and requested, by and with the advice and consent of this council, to draw his warrant upon the treasurer of the commonwealth in favor of the board of education, for the sum of \$10,000, in such installments

²¹ Op. cit., p. 378.

²² Loc. cit.

²³ Benjamin Frazier, "The First State Normal School," School Life, February, 1939, vol. 24, no. 5, p. 131.

²⁴ Gordy, op. cit., p. 42.

and at such times as said board may request; provided, said board has placed at their disposal an amount equal to that for which such application may by them be made, both sums to be expended under the direction of said board in qualifying teachers for the common schools of Massachusetts.

This resolve passed both houses unanimously and was approved by the governor, Edward Everett, April 19, 1838.

The board of education now began the discussion of a plan which would enable them to accomplish this end. Should they follow the example of New York and place departments in academies in different parts of the state? Should they try to interest public spirited individuals and establish private institutions in different sections of the state? They decided against the New York plan because in that case the department would be of secondary interest in the school. The objection to one single institution was that even if it were successful it could only be known to a small part of the people. The best solution to the problem seemed to be to establish three normal schools, one to be located in the northeastern part of the state, one in the southeastern part, and one in the western part of the state to be continued for a period of three years as an experiment.²⁵

The amount of money which was allotted was too small to provide buildings and the board let it be known that they would establish the schools at suitable places as soon as they received the necessary assistance. They did this in the hope that private individuals might give them aid in carrying out their plan.

²⁵ Ibid., p. 43.

Seven different towns offered to provide buildings, fixtures, furniture, and all the means necessary to carrying on the school exclusive of the compensation of the teachers. At a meeting of the board, December 28, 1838, it was voted to locate a normal school for the qualification of female teachers in the town of Lexington, and one at Barre for the teachers of both sexes.²⁶

The next problems to be solved were conditions of admission and course of study. The following conditions of admission were prescribed:

As a prerequisite to admission candidates must declare it to be their intention to qualify themselves to become school teachers. If males they must have attained the age of 17 years, complete and of 16, if females, and must be free from any disease or infirmity which would unfit them for the office of teacher. They must undergo an examination... in orthography, geography, and arithmetic. They must furnish satisfactory evidence of good intellectual capacity and high moral character and principles. Examinations for entrance would take place at the commencement of each academic year and oftener at the discretion and convenience of the visitor and the principal.²⁷

The minimum term of study was placed at one year, but a student wishing to stay longer in order to prepare himself for teaching in the common schools might do so, if he had first obtained the consent of the principal.

The following course of study was decided upon as the one to be used in training the prospective teachers of Massachusetts for their teaching positions;²⁸

²⁶ Loc. cit.

²⁷ Ibid., p. 46.

²⁸ Loc. cit.

1. Orthography, reading, grammar, composition and rhetoric, logic.
2. Writing, drawing.
3. Arithmetic (mental and written) algebra, geometry, bookkeeping, navigation, surveying.
4. Geography (ancient and modern) with chronology, statistics, and general history.
5. Physiology.
6. Mental philosophy.
7. Music.
8. Constitution and history of Massachusetts and of the United States.
9. Natural philosophy and astronomy.
10. Natural history.
11. The principles of piety and morality common to all sects of Christians.
12. The science and art of teaching with reference to all the above named subjects.

From this course of study a selection was to be made for those who were to remain for one year, according to the type of position they were preparing for. It was decided also that each normal school should have an experimental or model school in connection. Thus the three aforementioned characteristics suggested by Carter were provided for in this the first state normal school.

In the following June, Rev. Cyrus Peirce of Nantucket, was engaged as principal of the normal school at Lexington. On the third of July, 1839, almost exactly a century ago, the first American state normal school at Lexington, Massachusetts opened its doors for the training of teachers.

Cyrus Peirce wrote in his diary of that day's work.²⁹

Lexington, July 3, 1839.

This day the Normal School, the first in the country commenced.

Three pupils, Misses Hawkins, Smith, and Damon were examined by the Board of Visitors ...admitted-----

July 8, Monday

School opened this day with 3 pupils.....one Miss Rolph added during the day. Exercises, conversation-- Grammar and Arithmetic. Three of the scholars promise well.

With just that simple bit of procedure the school began its career. As has been noted the school opened with three pupils. Before the end of the term there were a dozen. The next term the model school was organized. This school when organized contained thirty-three pupils ranging in age from six to ten years.

No one realized better than Rev. Peirce the struggle that the normal school would have or how much the success or failure of this first attempt would influence the success of the whole movement. In 1840 he wrote to his wife, "Truly I would rather die than that the experiment should fail through my unfaithfulness or my inefficiency."

On September 5, 1839, the State Board of Education opened a second school at Barre with Mr. S. P. Newman as principal, and in 1840 opened a third school at Bridgewater.³⁰

²⁹ Frazier, "The First State Normal School," p. 131.

³⁰ Cubberley, Public Education in the United States, p. 38.

In spite of the very excellent work of Mr. Peirce at Lexington and Mr. Newman at Barre, a desperate attack was made upon these institutions and the board of education in the legislature in 1840. Cubberley says of this fight against the normal schools, "Ignorance, bigotry, and economy were arrayed against the undertaking."³² There were many who did not understand what the schools were to be. Many of the teachers regarded this creation as derogatory to them. And there were of course a number of academies which did not welcome the competition.

On the third of March, 1840, the committee on education was directed by the house of representatives to consider the expediency of abolishing the board of education and the normal schools; and on the seventh of March the majority of the committee made a report recommending that both institutions be abolished, and added to the report a bill for carrying their recommendation into effect. That the vote on this bill was 184 and 246 opposed shows that the³³ normal schools had a hard struggle.

At the end of three years Mr. Peirce's health broke and he was obliged to resign. He was succeeded by Rev. Samuel May. His success in the school was complete. When he took charge of the school there were thirty-one students and at the end of two years there were thirty-six.³⁴

³¹ Frazier, "The First State Normal School," p. 132.

³² Loc. cit.

³³ Gordy, op. cit., p. 51.

³⁴ Ibid., p. 54.

The school outgrew its accommodations and as the people of Lexington did not seem willing to put forth any effort to provide for it Mr. May began to look elsewhere for a suitable location. He found in the village of West Newton, suitable buildings and grounds which could be bought for \$15,000. The board of education, however, had no money that it could use for this purpose. At this point in the development of affairs Mr. Mann appealed to a personal friend* who furnished the necessary amount.

About this time Mr. May learned that Mr. Peirce's health had been sufficiently recovered to enable him to take charge of the school. He resigned and Mr. Peirce was reappointed September 1, 1844.

In brief, the history of this school from then on is as follows: On the twentieth of March, 1845, the legislature resolved "That the school heretofore known as normal schools shall hereafter be known as State Normal Schools."³⁵ Because of failing health Mr. Peirce was again obliged to resign in April, 1849. Mr. E. S. Stearns was appointed to succeed him. During his administration the popularity of the school became so great that more rigid examinations were adopted and the requirements for admission were more rigidly enforced. None were allowed to

³⁵ Ibid., p. 57.

* Gordy gives the following account of the incident, "Rushing into the office of the Hon. Josiah Quincy, he exclaimed, 'Quincy, do you know of anyone who wants the highest seat in Heaven, for it can be bought for \$15,000.' Mr. Quincy asked for an explanation and when he understood the matter he drew his check for \$15,000 and directed Mr. Mann to buy the building and take a deed in his own name, and in case the normal school system should be abandoned, to devote the proceeds that might arise from a sale of the building to the advancement in any way he pleased of common-school education."

remain in school who did not give promise of ability to teach and to govern, regardless of how excellent their scholarship might be. The course of study was extended a half year and made more thorough, and an additional three year course was introduced.

On December 15, 1853, the school was removed to Framingham. In September, 1855, Mr. Stearns resigned and was succeeded by George W. Bigelow. In 1866 Mr. Bigelow resigned and was succeeded by his first assistant, Miss Annie E. Johnson.³⁶

Before the removal of the school to Framingham the practice school had been regarded as a part of the normal school but had not been stressed as one of the more important parts. However, with the administration of Miss Johnson it was made a special and prominent feature of normal school training. Just how closely this practice work came to resemble that of the present day teachers colleges can be observed from the report which Gerdy³⁷ makes of the practice work at Framingham in 1875.

The practice school now numbers about one hundred pupils, and is organized in eight classes for a course of eight years. The school is seated in three rooms, each under the government of a regular teacher who teaches a class nearly every hour, leaving five and sometimes six classes to be taught by pupil teachers. When one of the three teachers is not teaching herself she assists in the work of criticism. The pupil teachers receive their practice in the senior year and so much of it as the size of the class will permit, usually from four to five weeks. They spend the forenoon teaching under the observation of two critic teachers; in the afternoon they have their regular class exercises in methods, and all other recitation work is omitted while they are engaged in teaching. They receive individual criticism from

³⁶ Loc. cit.

³⁷ Ibid., p. 58.

the critic teacher. The aim of this criticism is to help the pupil teachers to see and correct their mistakes.

The school at Barre which was opened in 1839, only about two months after the normal at Lexington, was closed in 1843 and reopened at Westfield in 1844. Something of the similarity between the courses offered at Westfield and at Lexington can be noted by examining the following course of study which Frazier³⁸ reports as being offered at Westfield in 1847.

1. Reading the scripture daily.
2. Orthography - Fowle's common School Speller, McElligott's Analyzer and Worcester's Dictionary; also daily exercises in etymology, as connected with spelling.
3. Enunciation and reading - The Normal Chart, Tower's Gradual Reader, Russell and Goldbury's American School Reader and Leavitt's Fourth Book.
4. Writing - Exercises given by the principal.
5. Physiology - Cutler's and Jarvis'.
6. Drawing - Schmidt's.
7. Arithmetic - Thompson's and Greenleaf's.
8. Geography and map drawing - Fowle's and Bliss', with Pelton's, Bliss' and Mitchell's Outline maps.
9. Grammar - Wells' and Greene's; also Greene's Chart.
10. Algebra - Day's and Thompson's; also Tower's Mental Algebra.
11. Geometry - Playfairs Euclid.
12. Philosophy - Olmstead's.
13. Phonography - Andrew's and Boyle's Works.

³⁸ Frazier, "History of the Professional Training of Teachers in the United States," p. 14.

14. The Globes - Problems.
15. Theory and practice of teaching - Page's, Abbott's and Palmer's treatises.

Vocal music to be taught three times a week to the whole school.

Composition is a weekly exercise for the whole school. There are also frequent exercises in preparing abstracts of the several studies.

The model school which was connected with the normal school at Westfield was in the same building. In this model school the pupil teacher had the opportunity of spending an hour a day, as assistant teachers after they had attended the normal school one term. The school consisted of about seventy-five pupils between four and sixteen. Even at that time the model school was considered an important part of the normal school, "as it affords the normal pupils an opportunity of connecting practice with theory."³⁹

In 1850, the attendance at the four normal schools then in existence in Massachusetts was reported by Cubberley as:⁴⁰

	males	females	total
1. Framingham		35	35
2. Westfield	18	90	108
3. Bridgewater	24	44	68
4. Salem		121	121

³⁹ Loc. cit.

⁴⁰ Cubberley, Public Education in the United States, p. 360.

In the state of Massachusetts for the year of 1850 there was a total of three hundred thirty-two teachers enrolled in the normal schools of that state. Judging then from the number of schools and the number of people enrolled in the normal schools it is quite evident that by the middle of the nineteenth century the normal school movement had reached the place where its importance to education was definitely recognized.

In Connecticut the movement for the training of teachers became active in 1838 after the passage in that year of an act to provide for the better supervision of schools. Henry Barnard who was chairman of the committee which reported this act urged the importance of the problems of teacher preparation in the House of Representatives and the Connecticut School Journal published a number of articles discussing this subject and giving a history of the normal schools in Prussia, Holland, and France. Henry Barnard urged the establishment of at least one seminary for teachers. Barnard was even ready to accept a compromise temporarily by setting up teacher departments in academies as had been done in New York, although he, himself was convinced that the normal school was the institution ultimately to be desired. In 1839 he started a voluntary course for teachers at Hartford,⁴¹ in which a number of specialists lectured on academic subjects and methods of teaching. A committee of eight appointed by the General Assembly reported in favor of normal schools in 1845, and three years later (1848) another committee

⁴¹ William S. Learned and others, The Professional Preparation of Teachers for American Public Schools, (The Carnegie Foundation For the Advancement of Teaching, New York, 1920) p. 29.

after visiting normal schools in Massachusetts and Academies in New York, made a report similar to that of the earlier committee. In 1850 the movement ended in the establishment of the first normal school at New Britain.⁴²

This new idea was so built up in the schools of these three states, Massachusetts, New York, and Connecticut, that it awakened the interests of the leading educators of the time to the extent that in 1852 a petition was submitted to Congress, asking that it endow, from the proceeds of the public lands, "one Free Normal School for the education of Female Teachers in every State of the Union,"⁴³ but Congress was not interested and nothing came of the proposal. In this way the matter of teacher preparation was left to each state to handle as it saw fit.

The problem of the professional training of teachers spread to the other states of the North and East. Superintendent John D. Peirce in his first report in 1836, had recommended for the state of Michigan either the New England plan or the New York plan; however, in 1843 Superintendent Ira Mayhew, in his report for that state showed a preference for normal schools, which he believed were "indispensible to the perfection of a public school system."⁴⁴ Six years later a normal school act was passed and in 1853 the Michigan State Normal College was opened.

⁴² Loc. cit.

⁴³ Cubberley, Public Education in the United States, p. 383.

⁴⁴ Edgar W. Knight, Education in the United States, (Ginn and Company, Boston, 1929), p. 311.

Wisconsin attempted to maintain normal classes in colleges and academies after 1857, but the experiment was not successful. Iowa and New Jersey established their first state normal schools in 1855 and Illinois in 1857, Minnesota in 1858 and Pennsylvania in 1859. Thus by 1860 the normal school movement had spread from its New England home into the middle Atlantic and lake region states and was fast becoming an accepted policy.

In the South the rise of the normal schools was naturally tardy. Sentiment in favor of public schools was slow to develop in that section, largely because of class distinction which had grown up as a part of negro slavery. With this view toward public education it is natural that the interest in normal schools should not be as strong as in New England. Even in the South, however, the obvious value of teacher-training institutions was recognized. In one way or another the educational leaders in these states advocated the establishment of normal schools at public expense.

In 1832, President Joseph Caldwell of the University of North Carolina, in a pamphlet entitled "Letter on Public Education Addressed to the People of North Carolina,"⁴⁵ strongly advocated "an institution for preparing schoolmasters for their profession, upon the most improved methods of instruction."⁴⁶ Following this in 1838 the directors of the North Carolina literary fund (the state's permanent public school endowment) urged the legislature to establish normal schools. At that

⁴⁵ Ibid., p. 322.

⁴⁶ Loc. cit.

time the state had not provided for public schools; and the recommendation of the directors, who formed something of a state board of education, included normal schools as an essential part of a state-wide public school system. The report declared, "We must establish normal schools for the education of our own teachers, and we need entertain no hope of accomplishing the favorite object of the state in no other way."⁴⁷ The plan was proposed after a study of the educational plans in Massachusetts, New York, Pennsylvania, and Ohio. Nothing immediate came of this report. In 1853 the state began its first public effort at training teachers at Union Institute, from which Trinity College, now Duke University, later developed. Union Institute was under the direction of Braxton Craven, who published in 1850 a rather detailed plan for training teachers. The pamphlet had wide circulation and some influence. As a result, the legislature that same year gave authority to the institution to issue certificates to its graduates as sufficient evidence of ability to teach in any of the common schools of the state without further examination by the county school boards. Two years later a charter was granted to the institution and its name was changed to Normal College.⁴⁸ From that time on until 1859 when the name was changed to Trinity College and all public relations were severed, Normal College continued its work of training teachers. The state made no other attempt at the public training of teachers, however, until 1876 when it established its state normal school.

⁴⁷ Ibid., p. 323.

⁴⁸ Ibid., p. 324.

The story of normal school beginnings in the other southern states is much the same. In fact it was not until after the period of reconstruction in the South that the normal school movement enjoyed any success in that section of the United States.

By 1870 the idea of separate and distinct schools for the professional preparation of teachers had been generally accepted in the United States and provision for such schools had been made in twenty-two states. During this early and somewhat experimental period there was no common argument in theory or practice on the length of teacher-training courses, which varied from one to three years. The primary purpose of the schools, Knight reports,⁴⁹ was to increase the teaching power of the prospective teacher through such exercises as should impart to the student a complete knowledge of all the branches taught in common schools. This meant not only a mastery of the subjects as knowledge, but also a mastery of them as subjects to be taught. Another purpose was to give the prospective teacher a practical knowledge of the guiding principles of the art of teaching. In other words, the second aim was to teach the science of education. The third purpose was to acquaint the prospective teacher with the best methods of instruction and government. And lastly the student was enabled to acquire skill in the art of teaching by putting his knowledge of principles and methods into actual practice. Thus by the close of this early period the normal school was emphasizing the subject matter courses found in the common schools, somewhat old methods of teaching, and the demonstration of the

⁴⁹ Ibid., p. 326.

conventional teaching technique.

To modify this rather conventional and established method of teacher preparation required the introduction of a new and somewhat different plan of teaching procedure. Although much had been made of Pestalozzian procedure in German lands and in England, and even in the United States, nevertheless up until about 1860 there had been no general adoption in the United States of Pestalozzian ideas as to instruction aside from primary arithmetic.⁵⁰

The real introduction of Pestalozzian ideas and methods is due to the work of Edward A. Sheldon, of Oswego, New York. With respect to the introduction of these new ideas he so completely accomplished his purpose that in a few years every one was talking in terms of Pestalozzian procedure, and the ideas and methods which he introduced spread all over the country.

Mr. Sheldon began in much the same manner as Pestalozzi had, by establishing, in 1848, a school at Oswego for poor and neglected children. This "ragged school" as it was called from English terminology was composed of 120 Irish boys and girls between the ages of five and twenty-one. In 1851 he was elected to the superintendency of the schools of Syracuse, but in 1853, he was called back to Oswego to become its first school superintendent. He reorganized the school from the ungraded district type which he found there to a graded series of schools. He next wrote a textbook and began to give his teachers training in the

⁵⁰ Cubberley, Public Education in the United States, p. 384.

teaching of his methods. Cubberley reports that Sheldon's main theme in teaching and in teacher training was the Pestalozzian methods of "object teaching."⁵¹ Gordy remarks, however, that the school at Oswego marked an epoch in the history of normal schools of this country in another respect. In the half dozen normal schools in Massachusetts in 1890, Gordy states, that there was but one practice school, and that at Framingham.⁵² From the first, the school at Oswego set a high value upon this work and it is doubtless due in no small measure to its influence, that a practice school is now so generally regarded as an indispensable part of every normal school.

In 1863 the state of New York granted \$3000 a year aid to the Oswego school and in 1866 took it over as a second state normal.⁵³ Visitors now came in numbers to observe this new method of teaching; students came from great distances to study the new methods. "Oral instruction" and "object teaching" for a time became the great new idea in education, and Oswego graduates were sought by city school systems and new normal schools all over the United States. It was the added inspiration which the normal school movement needed to make it a firmly established institution and to carry it to its height in the last years of the nineteenth century.

⁵¹ Ibid., p. 386.

⁵² Gordy, op. cit., p. 122.

⁵³ Cubberley, Public Education in the United States, p. 386.

CHAPTER V

GROWTH OF NORMAL SCHOOLS IN THE UNITED STATES

The growth of the idea that state institutions should be provided for the preparation of teachers of the public schools and which carries with it the idea that taxes should be levied to maintain these schools can be said to have developed in the last century. In the years preceding the Middle of the Nineteenth Century the idea of state teacher training institutions was reserved strictly to the New England and Middle Atlantic States. The movement had not yet started on its westward course. The movement however was not to be delayed much longer. With the spread of settlers into the central states and with the rush of settlers to the West Coast in the years following the gold rush the movement for state teacher training institutions was carried into the central and western parts of the country

The idea of the growth and development of this movement can in some measure be understood by noting the time at which the various states established such institutions¹

¹ Commissioner of Education, Annual Reports of the Department of the Interior, Government Printing Office, Washington, D. C.

TABLE II
 FOUNDING DATE OF STATE NORMAL SYSTEMS

1.	Massachusetts.	1838
2.*	New York	1844
3.	Connecticut.	1849
4.	Michigan	1849
5.	Rhode Island	1852
6.	Iowa	1855
7.	New Jersey	1855
8.	Illinois	1857
9.	Minnesota.	1858
10.	Pennsylvania	1859
11.	California	1862
12.	Kansas	1863
13.	Maine.	1863
14.	Indiana.	1865
15.	Wisconsin.	1865
16.	Vermont.	1866
17.	Delaware	1866
18.	Nebraska	1867
19.	West Virginia.	1867
20.	Utah	1869

*Training classes were established in the academies in New York in 1834.

TABLE II (continued)
 FOUNDING DATE OF STATE NORMAL SYSTEMS

21.	Missouri	1870
22.	New Hampshire	1870
23.	Arkansas	1872
24.	North Carolina	1876
25.	Texas	1879
26.	North Dakota	1881
27.	South Dakota	1881
28.	Oregon	1883
29.	Virginia	1884
30.	Louisiana	1884
31.	Arizona	1885
32.	Wyoming	1886
33.	Florida	1887
34.	Nevada	1887
35.	Colorado	1889
36.	Georgia	1889
37.	Washington	1890
38.	Oklahoma	1891
39.	Idaho	1893
40.	Montana	1893

TABLE II (continued)
 FOUNDING DATE OF STATE NORMAL SYSTEMS

41.	New Mexico	1893
42.	South Carolina	1895
43.	Maryland	1896
44.	Ohio	1900
45.	Kentucky	1906
46.	Alabama.	1907
47.	Tennessee.	1909
48.	Mississippi.	1910

From the foregoing it is observed that the idea had its beginning in Massachusetts approximately one hundred years ago. Six years later New York followed in her footsteps and within eleven years the idea had traveled westward to Michigan. From that year on the movement ceases to be a sectional one and becomes a national institution in its extent. Within twenty years it had reached Illinois and Minnesota, and in less than twenty-five years it had traversed the entire continent to find its place in California. By 1863 it had reached Maine. In 1879 it reached south to include Texas. Fifty years after the establishment of the idea thirty-four of the forty-eight states had adopted it. In 1910, Mississippi the last of the forty-eight states to enter the fold, legislated in favor of the normal school.

Summing up the matter in a little different manner, during the first ten years of the state normal school movement only two states established such institutions. Within the next ten years although this period included the entire span of the Civil War eleven additional states established state normal schools. During the ten year span from 1868 to 1877, inclusive, only five states entered the ranks, but during the ten years beginning with 1878 ten states established Normal schools. In the ten years ending in 1897 nine additional states had "joined." At the end of twelve more years or by 1910 the remaining five states had all created state normal schools. The advance must now be from within those states and not by the enlistment of new states in the movement.

In order that the growth of the normal schools may be examined a little more in detail, statistics have been compiled on certain important items for every fifth year beginning with 1870 and including the years up to 1930 thus covering a period of sixty years. These statistics which were secured from the reports of the National Bureau of Education² will indicate the growth and expansion of the public normal school in the United States.

² Commissioner of Education, Annual Reports of the Department of the Interior, Government Printing Office, Washington.

TABLE III
GROWTH OF PUBLIC NORMAL SCHOOLS

Year	1870	1875	1880	1885
No. of Public Normal Schools	76	105	106	131
Total Appropriation	201,757	688,667	786,598	1,075,540
Instructors	178	748	903	1,234
Students Enrolled	9,858	19,777	21,434	32,130
No. of Graduates	*7,082	1,920	2,943	3,162
Volumes in Library	44,115	75,242	86,138	131,399

*The Number of graduates since these schools started.

Year	1890	1895	1900	1905
No. of Public Normal Schools	135	155	172	179
Total Appropriation	1,312,419	1,917,375	2,769,003	4,131,608
Instructors	1,409	2,051	2,171	3,836
Students Enrolled	39,747	57,704	71,491	95,637
No. of Graduates	4,413	5,492	9,072	10,870
Volumes in Library*		300,776	637,529	956,445

* Statistics indicating the number of volumes in the libraries in 1890 could not be obtained.

TABLE III (continued)
GROWTH OF PUBLIC NORMAL SCHOOLS

Year	1910	1915	1920
No. of Public Normal Schools	196	232	250
Total Appropriations	6,630,357	10,726,457	15,589,994
Instructors	4,814	6,228	9,587
Students Enrolled	113,011	127,652	162,796
No. of Graduates	13,725	21,037	21,012
Volumes in Library	1,331,705	1,584,396	2,385,238

Year	1925	1930
No. of Public Normal Schools	338	273
Total Appropriation	36,595,166	47,704,475
Instructors	14,231	13,465
Students Enrolled	282,972	268,655
No. of Graduates	47,310	58,097
Volumes in Library	3,225,994	3,924,961

Read table thus: In the year 1870 there were 76 Public Normal schools with a total appropriation of \$201,757, with a total of 178 instructors, a total of 9,858 students enrolled, a total of 7,082 graduates and a total of 44,115 volumes in the libraries. Read in like manner for other years.

Number of Schools

From an earlier presentation it is observed that seventy-six public normal schools had been established by 1870. This number included the state, county, and city normal schools but did not include any of the private institutions of this nature. In the next five years the number was increased to one hundred five. Within twenty-five years or by 1895 the number had more than doubled; by 1915 the number had more than trebled, while by 1925 the number of such institutions had increased almost four and one-half times, with now 338 such schools.

An examination of the figure on the following page shows a regular and continuous growth in the number of public teacher training institutions up to the five year period between 1920 and 1925. In that year there were eighty-eight new institutions added to the list and as a consequence the figure shows a sudden upward trend during that period. The figure shows that the peak of public normal school growth as based upon the number of institutions was reached in the year 1925. In the five year period following that the number of institutions fell off until there were only slightly more than in 1920.

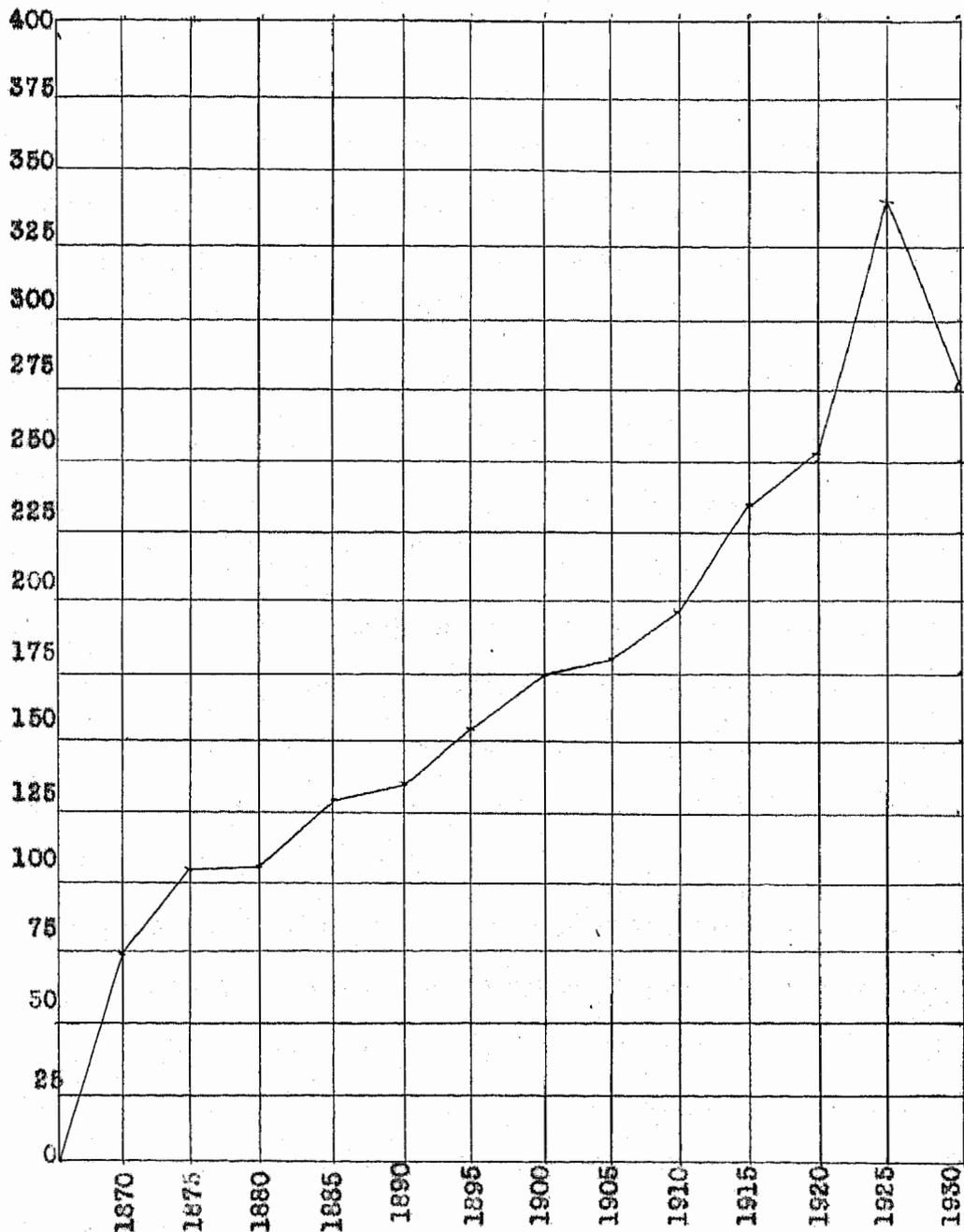


FIGURE 1

GROWTH OF NORMAL SCHOOLS AS SHOWN BY THE
INCREASE IN NUMBER OF INSTITUTIONS

Read figure thus: In 1870 there were about 75 schools, in 1875 about 105 schools, in 1880 about 106 schools. Read in like manner for other years.

APPROPRIATIONS

The total appropriations received from state, county, and city sources for the seventy-six public normal schools in existence in 1870 was only a little over \$200,000. State Normal School at Albany, New York, and State Normal School at Oswego, New York, had the largest appropriations, each with an appropriation of \$16,000. Only five received \$12,000 or more and ten received \$5,000 or less. In 1875 the appropriations for these schools and twenty-nine new ones which had been organized amounted to almost \$700,000 or three times the amount appropriated in 1870 and still only two schools received \$20,000 or more. If this appropriation had been distributed evenly among the one hundred five institutions it would have amounted to an average appropriation of \$6,560 per school. In this year State Normal School at Normal, Illinois, had the largest appropriation of any state normal school, which was \$28,987. In this same year Female Normal College at New York City, a city normal school, had an appropriation of \$85,000. In this same year twenty-six received less than \$12,000.

In 1885 the one hundred thirty-one schools then established received a little more than one million dollars or about double that received in 1875. This would have been an average of about \$9,720 per institution. This year, Normal College, New York, a city institution received \$97,000. California State Normal, San Jose, California, received \$40,000; Normal University, Normal, Illinois, received \$24,000; and State Normal School at Ypsilanti received \$32,500. In this same year there

were twenty institutions which received \$20,000 or more.

For 1895 the one hundred fifty-five schools received appropriations amounting to almost two million dollars or an average of a little over \$12,000 for each school. In this year the State Normal Training School at New Haven, Connecticut, received the largest appropriation which was \$122,000. State Normal Training School at Willimantic, Connecticut, came next with \$118,000 and St. Louis Normal and High School, and State Normal School, Los Angeles, California, came next in order with \$91,929 and \$75,000 respectively. In this year there were seventeen institutions with appropriations of \$20,000 or more.

In 1900 Iowa State Normal School at Cedar Falls and Chicago Normal School shared first place honors with appropriations of \$50,000. In this year the one hundred seventy-two schools received appropriations amounting to \$2,789,000 for an average of about \$17,000 per institution. In this year State Normal School, Westfield, Massachusetts, received \$47,000; State Normal School, San Diego, California, received \$45,000; and Central State Normal School, Mount Pleasant, Michigan, received \$43,000. In all there were fifteen schools which received \$20,000 or more in appropriations.

The year 1910 shows a marked increase in appropriations. In this year the one hundred ninety-six institutions received appropriations amounting to over six and one-half million dollars or almost three times the appropriations of ten years previous. In this year the average appropriation would have been about \$34,500 per institution or more than

double that of a decade before. Normal College of the City of New York, a city institution, lead in size of appropriation in this year with \$352,990. State Normal School, San Jose, California, received \$333,450 and State Normal School, Moorhead, Minnesota, received \$200,700 in this year. The number of institutions receiving \$20,000 or more jumped to one hundred twenty-two.

In 1920 the aforementioned increase was continued and the two hundred fifty institutions showed appropriations amounting to over fifteen and one-half million dollars to make an increase of more than double that of 1910. In this year the average appropriation would have been about \$62,360 or almost double the average appropriation of 1910. In this year State Normal School, Cedar Falls, Iowa, assumed the lead in appropriations with \$439,500.* The teacher's college# at Warrensburg, Missouri, followed with \$400,000; Upsilanti came next with \$309,099. The teacher's colleges at Kalamazoo, Michigan, and Emporia, Kansas, received \$235,980 and \$234,000 respectively in the way of appropriations. In this year one hundred sixty-five institutions received \$20,000 or more in appropriations.

In 1930 the appropriations for two hundred seventy-three institutions were over forty-seven and one-half million dollars. The average appropriation in this year would have been \$174,741 or almost three times the average appropriation of 1920. In this year Ypsilanti, Michigan, came into the

* The appropriation of this year does not include amounts for Building funds.

Teacher's Colleges appear in the records for the first time.

lead with an appropriation of \$389,086. Kalamazoo, Michigan, came next with \$375,549. Following these two came Cedar Falls, Iowa, with \$359,000 and West Chester, Pennsylvania, with \$314,312. In this year there were one hundred seventy-six institutions receiving \$20,000 or more.

An examination of Figure 3 indicates a steady increase in the appropriations made for the support of public teacher training institutions until the year 1910. From that year on the figure shows a startling upward swing in the amount of the appropriations. The figure indicates a four million dollar increase from 1910 to 1915, an additional five million dollar increase from 1915 to 1920, then a twenty-one million dollar increase by 1925 and by 1930 an additional eleven million dollar increase. A comparison of Figures 1 and 2 indicates that the increase in appropriations were relatively greater than was the increase in the number of institutions. This fact would seem to indicate that while new institutions were being established yet those already established were being broadened and developed more fully.

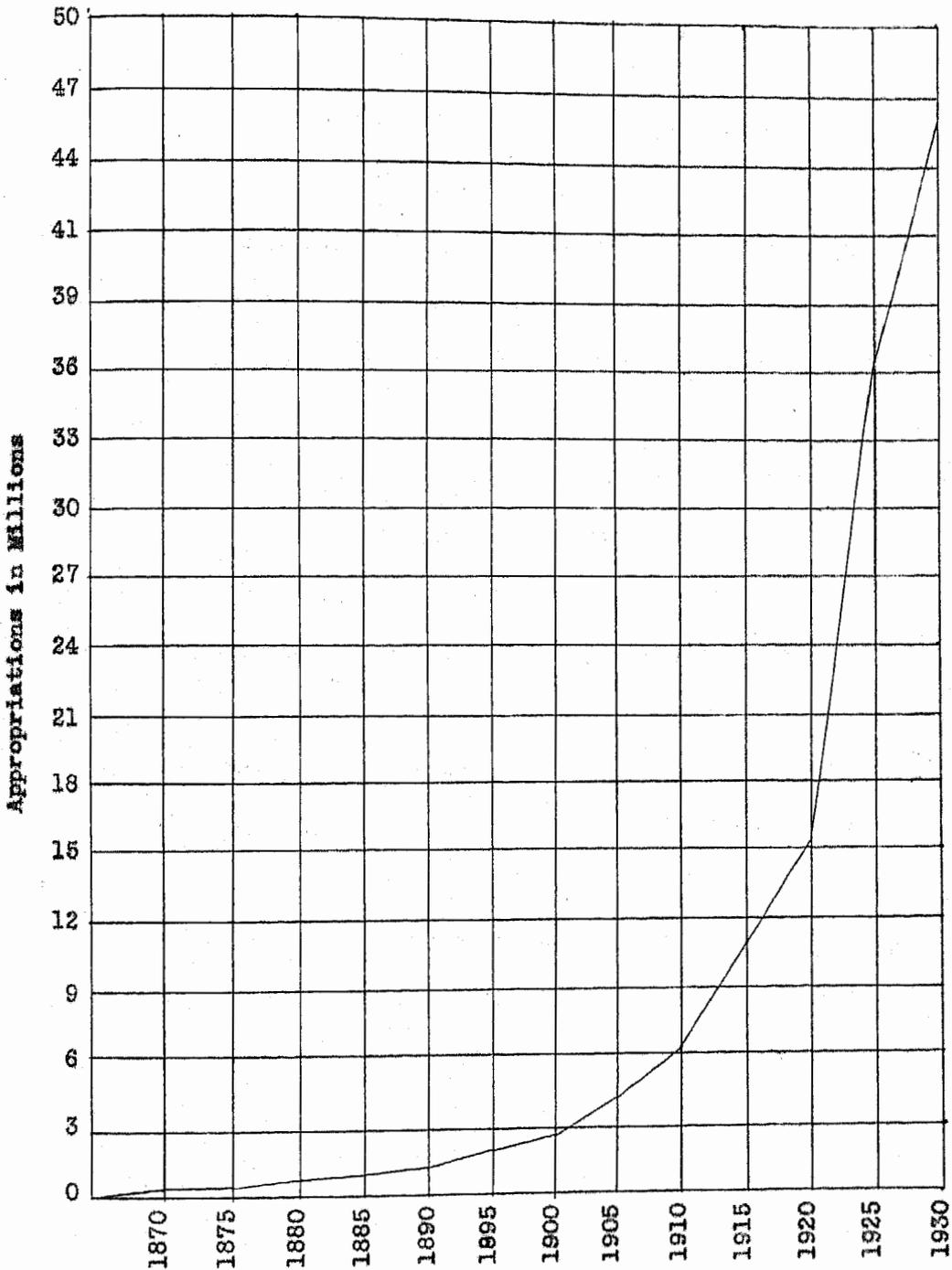


FIGURE 2
THE GROWTH OF NORMAL SCHOOLS AS SHOWN BY
THE APPROPRIATIONS MADE FOR THEIR SUPPORT

Read figure thus: In 1870 the total appropriation was \$201,757, in 1875 it was \$688,667. Read in like manner for other years.

Instructors

In 1870 there were only one hundred seventy-eight instructors in the seventy-six schools. The greatest number in any one school was sixteen which number was to be found at New Orleans Normal School, State Normal School, Ypsilanti, Michigan, and State Normal School, Platteville, Wisconsin. Only four schools had eleven or more instructors and ten had four or less.

In 1875 there were 748 instructors in the one hundred five schools or an average of about seven instructors per school. In this year Female Normal College, New York, a city institution, lead with thirty-two. Only two schools had twenty or more and there were still thirty-one with five or less instructors.

During the year 1885 only eight schools had eight or more instructors. Hampton Normal and Agricultural Institute, Hampton, Virginia, had forty-six and State Normal School at Ypsilanti had now increased to twenty. In all the one hundred thirty-one schools there were 1234 or an average of over nine instructors per school. Thus in the fifteen year period from 1870 to 1885 the total number of instructors had increased almost seven times.

In 1895 the one hundred fifty-five schools then in existence had a total of 2051 instructors or again the total number had almost doubled in a ten year period. The average number of instructors in each school in this year would have been slightly over thirteen. In this year Normal

City College of New York assumed the leadership with a total of seventy instructors. St. Louis Normal School and High School, St. Louis, Missouri, came next with sixty-nine. These were followed in turn by State Normal School, New Paltz, New York, with sixty instructors. In this year the number of schools with twenty or more instructors increased to thirty-one.

The year 1900 shows a continued increase in the number of instructors employed. This year the one hundred seventy-two schools show 2,171 persons employed as instructors. This meant an average of almost twelve instructors per school. Hampton Normal and Agricultural Institute came back to take the lead with seventy-six instructors. Central Oregon State Normal School at Drain, Oregon, followed next with seventy-five. St. Louis Normal School and High School had sixty-seven. In this year there were forty-eight institutions which employed twenty or more instructors.

The first decade of the twentieth century showed a marked increase in the number of instructors. In 1910 the one hundred ninety-six schools employed 4,814 persons as instructors, making an average of over twenty-four persons per school. In this year Normal College of the City of New York came back into the lead with one hundred forty-eight instructors. The school at Hampton, Virginia had only one hundred twelve, while the Normal Schools at Cedar Falls, Iowa, and Ypsilanti, Michigan, had eighty-eight and eighty-five respectively. In this year Kansas entered the ranks by virtue of the Normal School at Emporia having seventy-two persons employed as instructors. In all, in this year, there were one hundred twelve schools with twenty or more instructors.

For 1920 the two hundred fifty schools employed 9,587 instructors, thus in the ten year period the number was again doubled over the number employed ten years before. The average number per school in this year would have been over thirty-eight. In this year the lead was taken by the teacher's college at Cedar Falls, Iowa. This college employed one hundred fifty-nine instructors. The teacher's colleges at Ypsilanti, Michigan, and Emporia, Kansas, followed with one hundred twenty-three and one hundred fourteen instructors respectively. Among the normal schools, Normal School, Milwaukee, Wisconsin, came first with ninety-one instructors. In 1920 the number of schools with twenty or more instructors jumped to one hundred twelve.

The two hundred seventy-three schools in existence in 1930 employed a total of 13,465 instructors, making an average of nearly fifty instructors per institution. In this year the teacher's college at Ypsilanti employed two hundred forty three instructors; Kalamazoo employed two hundred eighteen; Cedar Falls employed two hundred four; and San Jose, California, one hundred sixty-three. In this year there were two hundred schools employing twenty or more instructors.

A study of Figure 3 shows a moderate but steady increase in the number of instructors employed in the public teacher training institutions up to the beginning of the twentieth century. From 1900 up to the present time the figure shows a remarkable upward trend in the number of instructors. The figure would indicate that the two periods of greatest increase were during the years from 1915 to 1925. In the

first five year period the number of instructors increased approximately 3,300 while during the period from 1920 to 1925 the increase is indicated at approximately 4800 over the number employed in 1920. The figure shows that in the years 1925 to 1930 the total number of instructors declined slightly until in 1930 there were approximately 13,500 employed in the public normal schools of the United States.

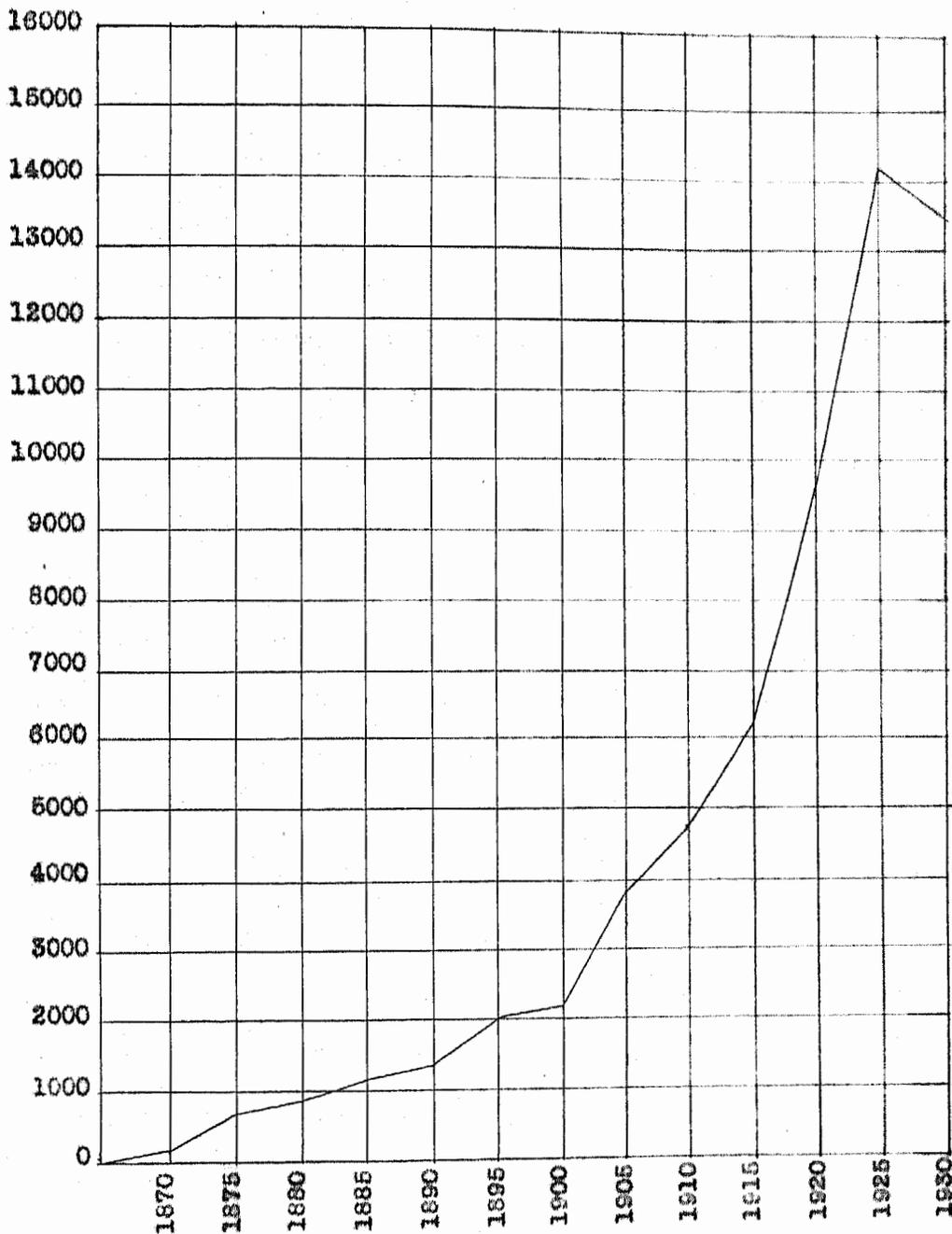


FIGURE 3

THE GROWTH OF NORMAL SCHOOLS AS SHOWN BY
THE NUMBER OF INSTRUCTORS EMPLOYED

Read figure thus: In 1870 there was a total of 178 instructors employed, in 1875 a total of 748. Read in like manner for other years.

Enrollment

The number of students enrolled in these institutions present interesting facts about their growth.

In 1870 there were reported 9,858 students enrolled in the seventy-six schools. This was an average of almost 130 per school. In this year State Normal School, Millersville, Pennsylvania, lead with an enrollment of 658 students. Only four schools had 400 or more while five had fewer than fifty.

In 1875 the enrollment had more than doubled. The one hundred five schools now reported 19,777 or an average of almost 190 students per school. In this year Female Normal College, New York, a city normal, led with an enrollment of 925. In all only seven schools had an enrollment of 500 or more.

Ten years later, in 1885, the one hundred thirty-one schools had an enrollment of 32,130 making an average for each institution of about 245. In this year State Normal School, San Jose, California, reported an enrollment of 558 to rank first among the state normal schools. Philadelphia Normal School for Girls, a city normal, reported 2,261 enrolled. In this year twelve schools reported enrollments of 500 or more.

The one hundred fifty-five schools in 1895 had an enrollment of 39,747 making an average enrollment of 257 students. In this year the State Normal School, Emporia, Kansas, headed the list with an enrollment of 1660. In this same year Ypsilanti reported 1348; Geneseo State Normal

School, Geneseo, New York, reported 1200; and State Normal School, Terre Haute, Indiana, reported 1224. Twenty-six schools reported an enrollment of 500 or more for this year.

In 1900 the 172 institutions showed a total enrollment of 71,491 for an average of about 415 students per school. In this year Kansas State Normal School at Emporia continued to keep the lead with 2210 students. State Normal School, Cedar Falls, Iowa, reported 2069 students; Ypsilanti reported 1736 students and Terre Haute, Indiana, reported 1269. In this year fifty-three institutions reported 500 or more students enrolled.

Ten years later in 1910 the one hundred ninety-six schools had an enrollment of 113,011. This meant an average enrollment of 576. In this year Ypsilanti came up to take the lead among the state normal schools with 3254 students while Normal College of the City of New York showed a slightly larger enrollment of 3,282. In this same year Emporia, Kansas, and Terre Haute, Indiana, reported 2224 and 3212 students respectively. In this year only forty-nine schools reported 500 or more students enrolled.

In 1920 the enrollment for the two hundred fifty schools was 162,796 or an average of 651 students per institution. In this year the teachers college at Denton, Texas, reported 2980 students while the next highest was State Normal School, Normal, Illinois, with 2963. Ypsilanti reported 2540 students and Emporia reported 2536. In this year the number of schools reporting an enrollment of 500 or more

students increased to one hundred twenty-four.

In 1930 the total enrollment of the two hundred seventy-three institutions was 268,655 or an average of 984 students. In this year the teacher's college at Detroit, Michigan, reported 4585 students. Denton, Texas, and Upsilon, Michigan, followed close with 4350 and 4123 students respectively. In this year the number of schools reporting enrollments of 500 or more totaled one hundred sixty-nine.

An examination of Figure 4 shows that the trend of enrollment in the public normal schools has been much the same as has been the trend of appropriations and number of instructors. Until about 1915 the growth was a steady continuous process. In the years between 1915 and 1925 the figure shows a sharp upward trend until the peak was reached in 1925. In the five years between 1925 and 1930 the enrollment declined slightly with a corresponding downward trend in the figure.

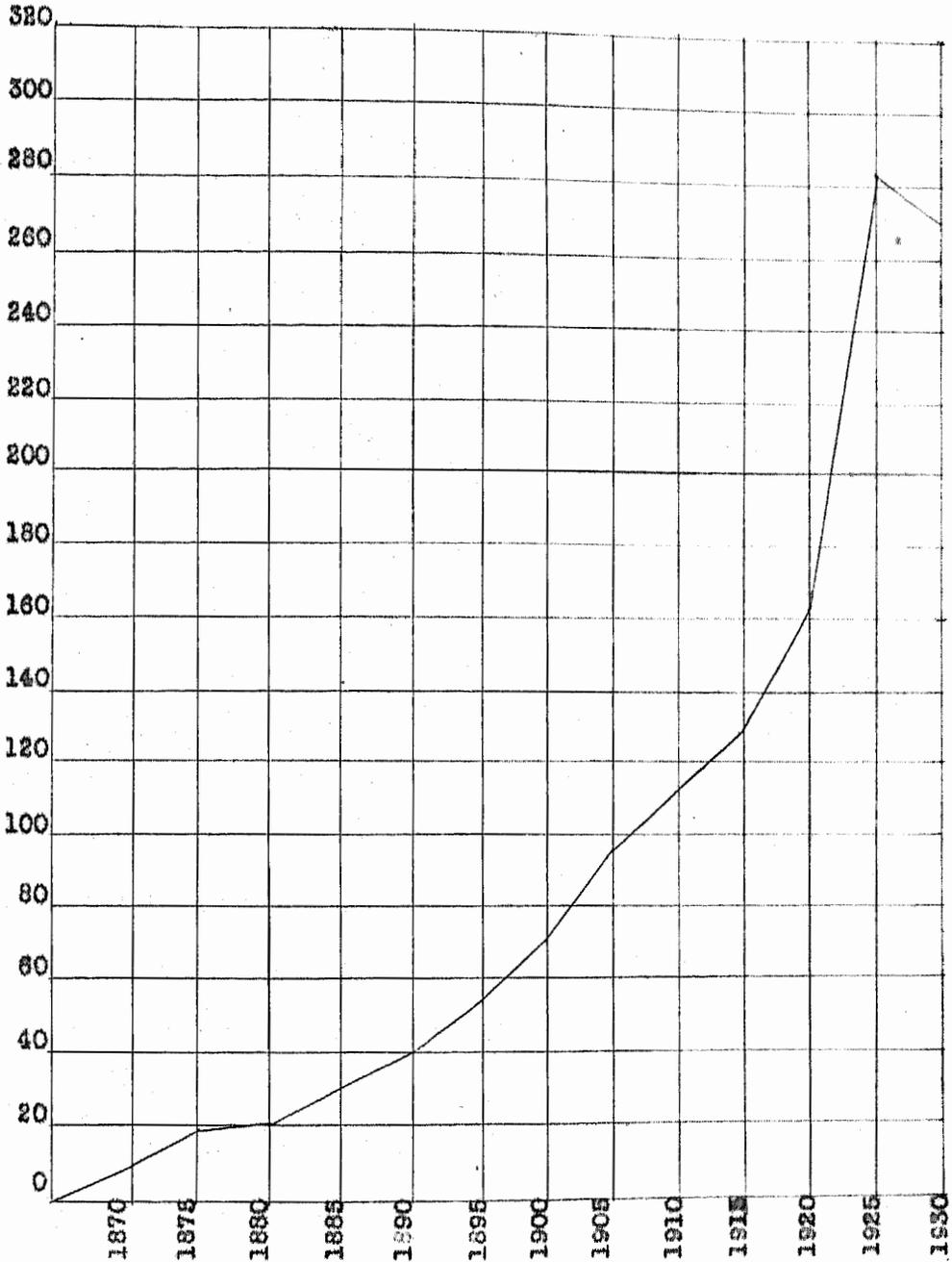


FIGURE 4

GROWTH OF THE PUBLIC NORMAL SCHOOL AS SHOWN BY THE INCREASE IN TOTAL NUMBER OF STUDENTS ENROLLED

Read figure thus: In 1870 there was a total enrollment of 9,858 students, in 1875 a total of 19,777. Read in like manner for other years.

Graduates

During all the years of public normal schools up to and including 1870 they had graduated only 9,858. Four schools Framingham, Massachusetts, Bridgewater, Massachusetts, Albany, New York, and Girls Normal, Philadelphia, Pennsylvania, had graduated more than a thousand each during this period or 4938 in all, thus graduating more than half the total number.

In 1875 the one hundred five schools graduated 1920 persons or an average of eighteen graduates per school. In this year Female Normal College, New York, graduated 169 while State Normal School, Salem, Massachusetts, reported 77 graduates. In all there were only eight schools reporting fifty or more graduates.

The one hundred thirty-one schools in 1885 reported a total of 3162 graduates, making an average of twenty-four. In this year Philadelphia Normal School for Girls led the group with 243 graduates. Normal College, New York, reported 238 graduates; California State Normal, San Jose, reported 108; and Upsilon, reported 100. In all there were four schools with one hundred or more graduates.

Ten years later, in 1895, the one hundred fifty-five schools reported 5492 graduates making an average of thirty-five graduates per school. This year Philadelphia Normal School for Girls continued to lead with 273. Normal College of the City of New York reported 271; Upsilon reported 202; and San Jose reported 156. In this year there were thirty-seven schools which reported fifty or more graduates.

By 1900 the one hundred seventy-two schools had reported 9,072 graduates or in the brief space of five years the number had almost doubled. This year the average number of graduates per institution was almost fifty-three. In this year State Normal School, Chico, California, reported the largest number of graduates which was 328. Normal College of the City of New York and Philadelphia Normal School for Girls reported 315 and 243 respectively. Sixty-eight schools reported fifty or more graduates.

In 1910 the total number of graduates for the one hundred ninety-six schools was 13,726 making the average per school seventy. Ypsilanti came into the lead in this year with 620 graduates. New York Training School for Teachers came next with 391 and State Normal School, Los Angeles, followed with 306. In all forty-eight schools reported one hundred or more graduates.

Ten years later in 1920 the two hundred fifty public normal schools reported graduates numbering 21,012 to make an average of eighty four graduates per institution. Ypsilanti still retained the lead with 509 graduates while Cedar Falls reported 376; Kalamazoo reported 353; and the normal school at Milwaukee reported 306 graduates. In this year sixty-five schools reported one hundred or more graduates.

In 1930 the two hundred seventy-three schools reported 58,097 graduates or almost three times the number reported ten years before. In this year the average per institution was 213 or much more than double the average of 1920. In this year the teacher's college at San Marcos,

Texas, came first with 1085.* Cedar Falls reported 988 graduates; Kalamazoo reported 902; and Ypsilanti reported 856. In this year there were one hundred forty schools reporting one hundred or more graduates.

A study of Figure 5 shows a steady growth in the number of graduates from the public normal schools for the first forty years of their existence. During the period 1910 to 1915 the figure shows a sharp upward trend. During the next five years between 1915 and 1920, however, the figure shows no gain in number and perhaps a little loss. In the last ten years however the figure resumes its upward trend and by 1930 has reached the point indicating a total of about 58,000 graduates from the public normal schools of this country.

* The figures here include the number graduating from the two and three year normal training courses as well as the four year courses.

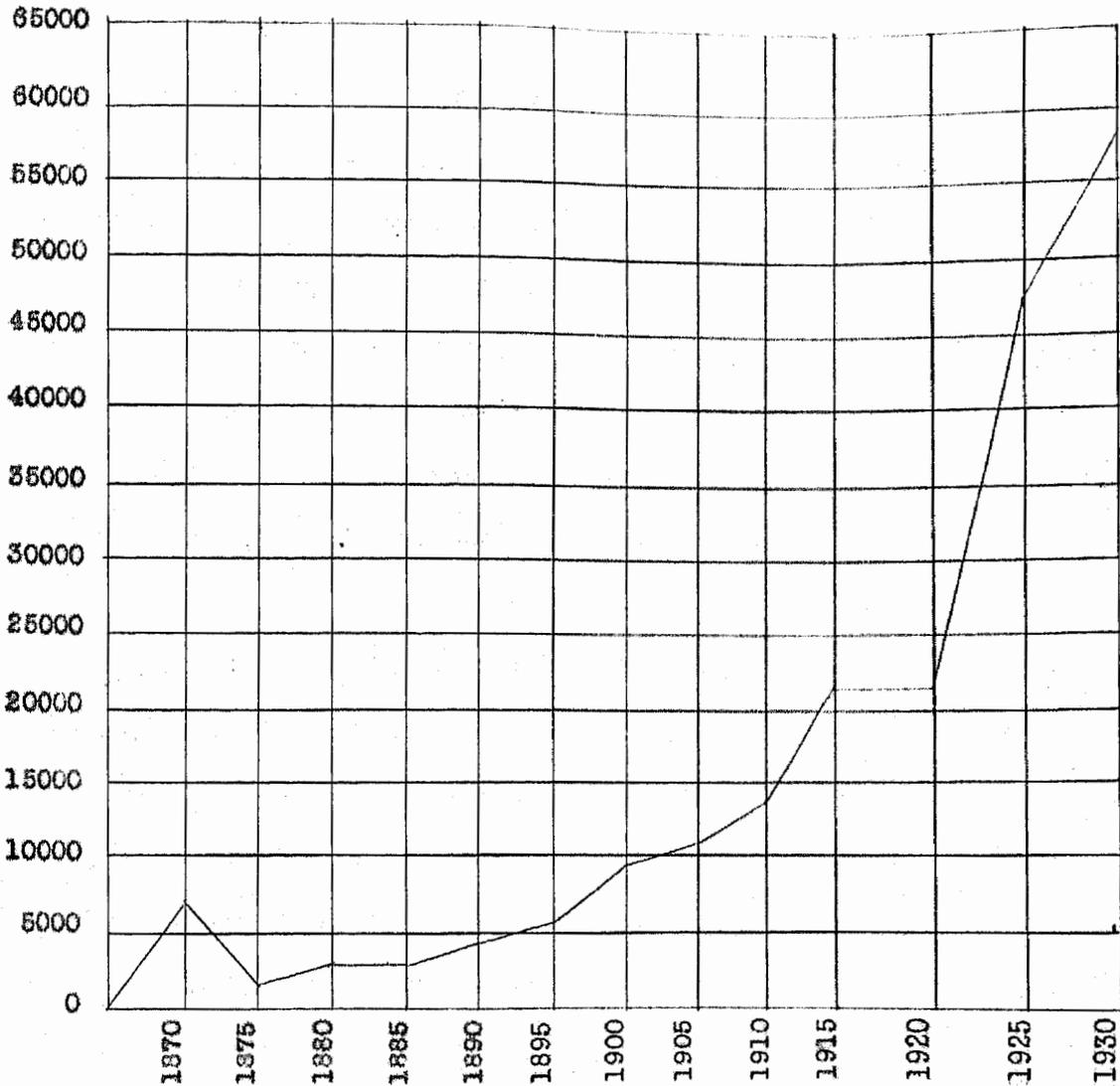


FIGURE 6

GROWTH OF NORMAL SCHOOLS AS SHOWN
BY THE NUMBER OF GRADUATES

Read figure thus: In 1870 there was a total of 7,082 graduates (this includes all graduates since these schools started) in 1875 a total of 1,920, in 1880 a total of 21,434. Read in like manner for other years.

Libraries

In 1870 the total number of volumes in the libraries of the seventy-six schools was 44,115. Today there are any number of the public normal schools which alone report a number in excess of this. The largest library reported in 1870 was by the State Normal School, Salem, Massachusetts, which reported 8,000 volumes. Seven schools had 3000 or more volumes while eight had less than 500.

In 1875 the total number of volumes in the one hundred five schools was 75,242. Of this number Salem now reported 8,500. In this year eight had 3000 or more volumes while thirty-two had 1000 or more.

In 1885 the number of volumes had increased to 131,399 with Southern Illinois Normal School, Carbondale, Illinois, reporting 8,475 volumes. In this year twenty-one schools reported 2,000 or more volumes. Ten years later in 1895 the total number reached 300,776 or more than double the number in 1885. In this year Ypsilanti reported 15,500 volumes, Terre Haute 12000, Carbondale, Illinois, 14,000 and New Britain, Connecticut, 9,500. In this year fifty schools reported 2,000 or more volumes while twenty-two schools reported 5,000 or more.

In 1900 the one hundred seventy two schools reported a total of 637,529. In the five years between 1895 and 1900 the total number of volumes had more than doubled. In this year State Normal School, Oshkosh, Wisconsin, reported 37,000 volumes in its library. Terre Haute reported 30,000 volumes and Ypsilanti reported 23,000. In this same year ninety-five schools reported 2,000 or more volumes while nineteen reported 10,000 or more.

By 1910 the total number of volumes in the libraries of the one hundred ninety-six schools had reached 1,331,705. In this ten year period the number of volumes had again doubled in number. In this year Terre Haute reported 50,000 volumes, State Normal School, Greeley, Colorado, 40,000, and Xpsilanti 33,400. Forty-five schools reported libraries of 10,000 or more volumes in this year.

In 1920 the two hundred fifty schools reported 2,385,238 volumes in the libraries of all of these institutions. In this year Terre Haute reported 80,000 volumes. Cedar Falls and Greeley, Colorado, each reported 60,000 while the normal school at Carbondale, Illinois, reported 35,000 volumes. Seventy-three schools reported libraries containing 10,000 volumes or more.

By 1930 the total volumes in the two hundred seventy-three institutions numbered 3,924,961. This would mean an average of 14,377 volumes in the library of each of the two hundred seventy-three public normal schools if these volumes were evenly divided. Putting it in another manner the average for each school in 1930 was greater than any school possessed before 1895. In the year 1930 Terre Haute reported 111,252 volumes, Cedar Falls 95,000, George Peabody College for Teachers, 77,000, and the teachers college at Hampton, Virginia, 74,224. In this year one hundred fifty-three institutions reported 10,000 or more volumes in their libraries.

An examination of Figure 6 which shows the development of the libraries in the public normal schools from the standpoint of the number

of volumes shows a steady growth from the year 1870 up to and including the year 1896. From 1896 up to the present time the figure shows a remarkable upward trend which indicates a remarkable increase in the number of volumes in the libraries of these institutions. This increase would seem to indicate that the source and type of instruction which has been displayed by these institutions should have improved in the same manner as has the number, size, and number of students of these institutions. The increase in the size of the libraries would seem also to indicate that more and better knowledge has been made more easily available for the prospective teacher.

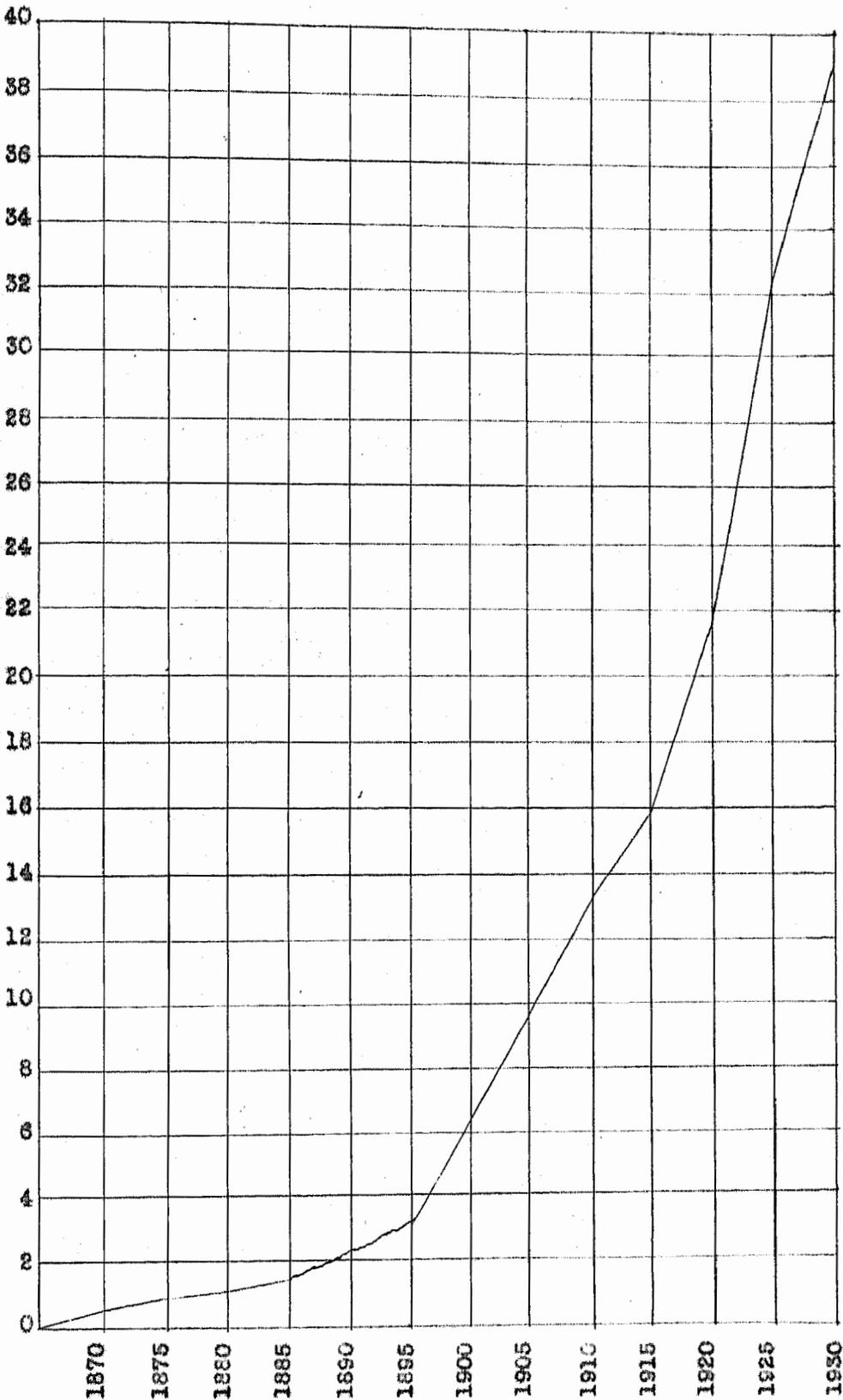


FIGURE 6

THE GROWTH OF NORMAL SCHOOLS AS SHOWN BY
THE NUMBER OF VOLUMES IN LIBRARIES

Read figure thus: In 1870 there was a total of 44,115 volumes, in 1875 a total of 75,242 volumes. Read in like manner for other years.

* Figure for number of volumes in libraries for 1890 could not be obtained.

A study of Figure 7 shows that the growth of the Universities and non-teacher's colleges as based on the number of institutions for the years from 1870 up to 1930 has been somewhat irregular. The figure shows that there was practically no gain for the ten year period 1875 to 1885. The trend then swung upward until 1920, whereafter for fifteen years or until 1915 there was a gradual decrease. After 1915 the trend was again upward and from then on the growth in number was quite rapid.

Figure 8, which is a comparative study of the growth of Universities and non-teacher's colleges with the public Normal School on the basis of the number of institutions shows that with the exception of the five years from 1925 to 1930 the public normal enjoyed a steady growth during the entire period. While the Universities and non-teacher's colleges at times made rapid progress yet at times they receded in number, thus reflecting a somewhat more irregular growth.

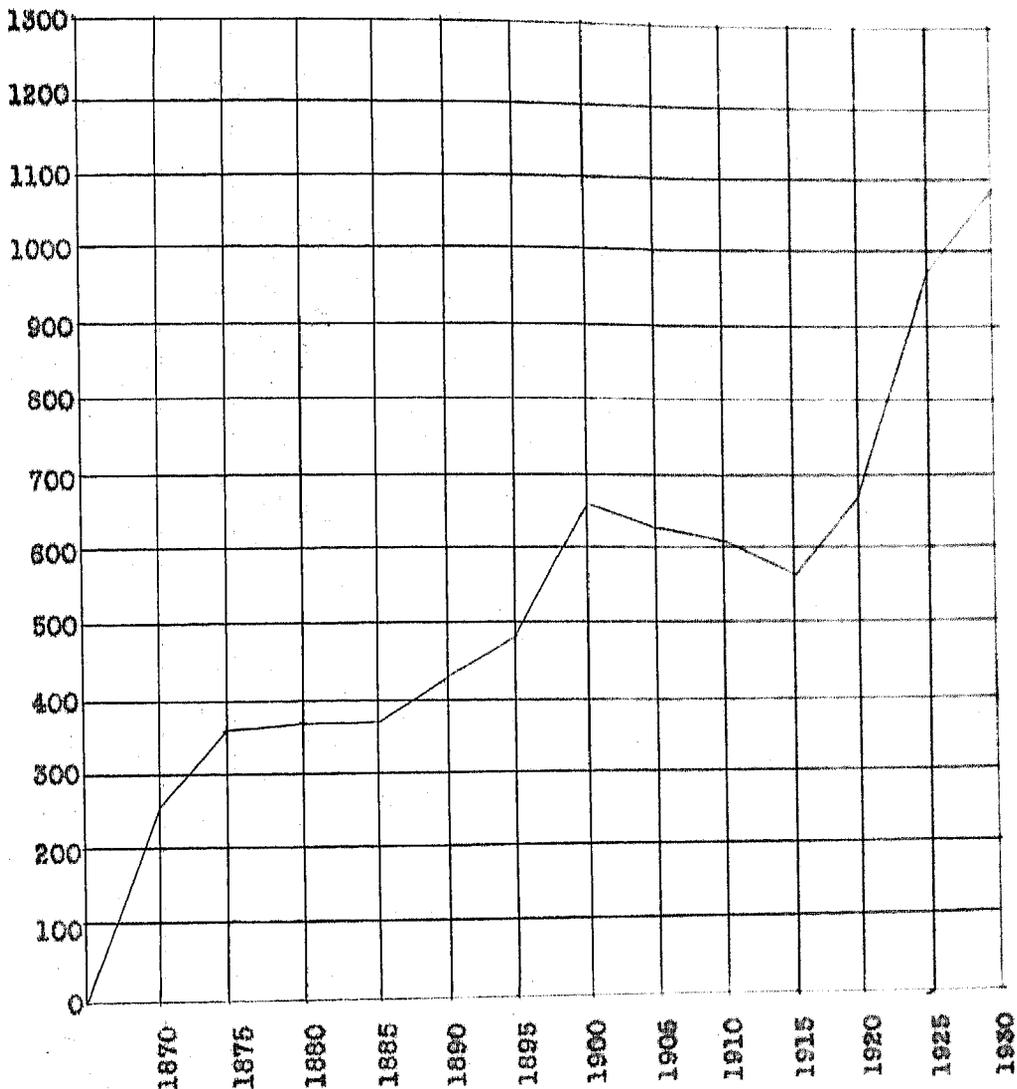


FIGURE 7

GROWTH OF UNIVERSITIES AND NON-TEACHER COLLEGES
AS SHOWN BY THE NUMBER OF INSTITUTIONS

Read figure thus: In 1870 there was a total of 266 Universities and Non-teacher's colleges, in 1875 a total of 355. Read in like manner for other years.

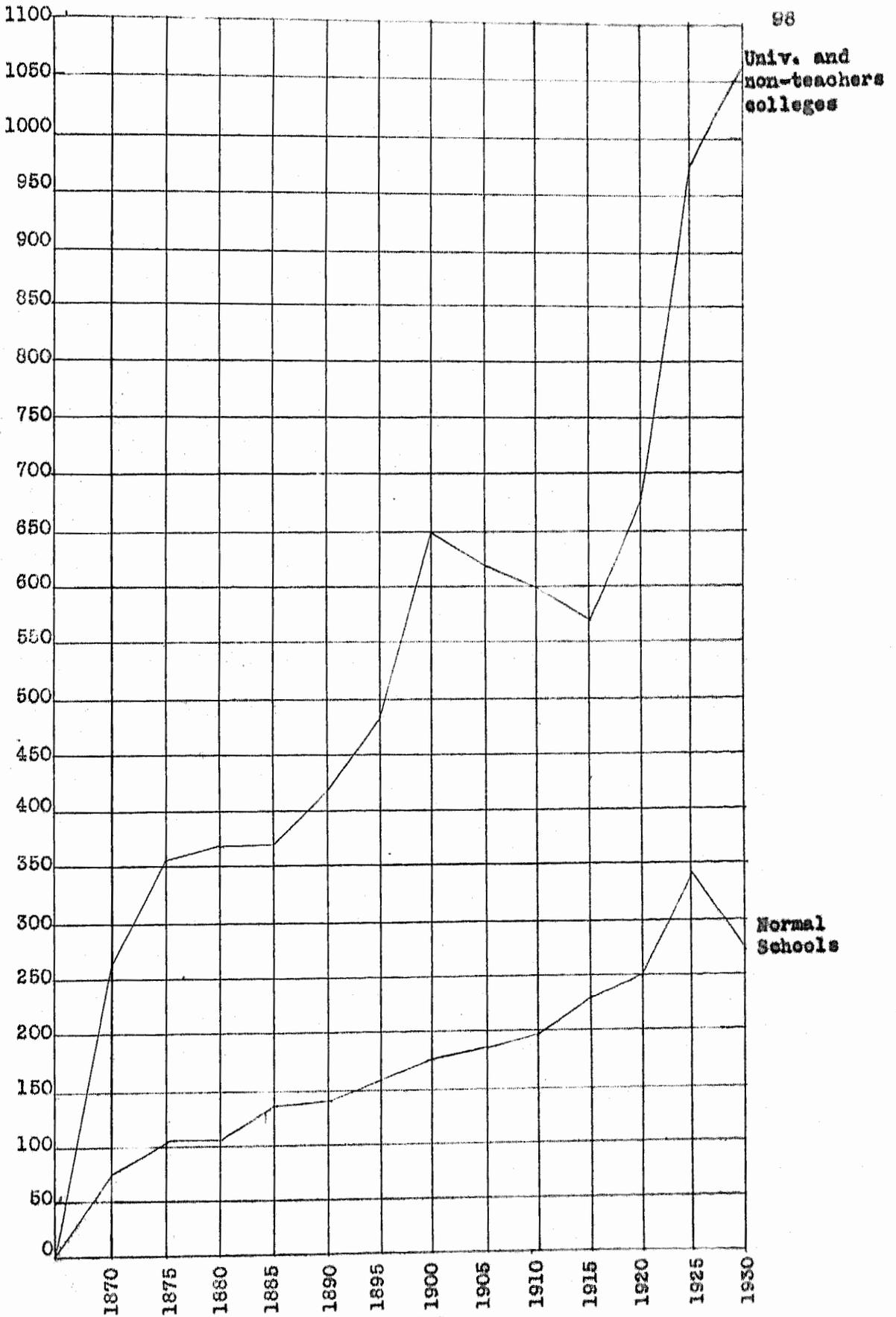


FIGURE 8

GROWTH OF PUBLICLY CONTROLLED UNIVERSITY AND NON-TEACHER'S COLLEGES AS COMPARED WITH PUBLIC NORMAL SCHOOLS AS TO THE NUMBER OF SCHOOLS

An examination of Figure 9 shows that the trend in enrollment in the Universities and non-teacher's colleges is very similar to the trend in number of institutions. The figure reflects a slow growth from 1870 up to 1895 a rather sharp recession during the next five years, a greatly increased enrollment during the next ten years, from 1910 to 1915 another sharp recession. From then until 1930 the figure shows a remarkable increase in the number of students enrolled.

From Figure 10 which is a comparative study of the enrollment of Universities and non-teacher's colleges and Public Normal Schools it is shown that here again the Universities and non-teacher's colleges were rather irregular in their growth while the public normal schools except for the slight decline between 1925 and 1930 had a steady growth during the entire period.

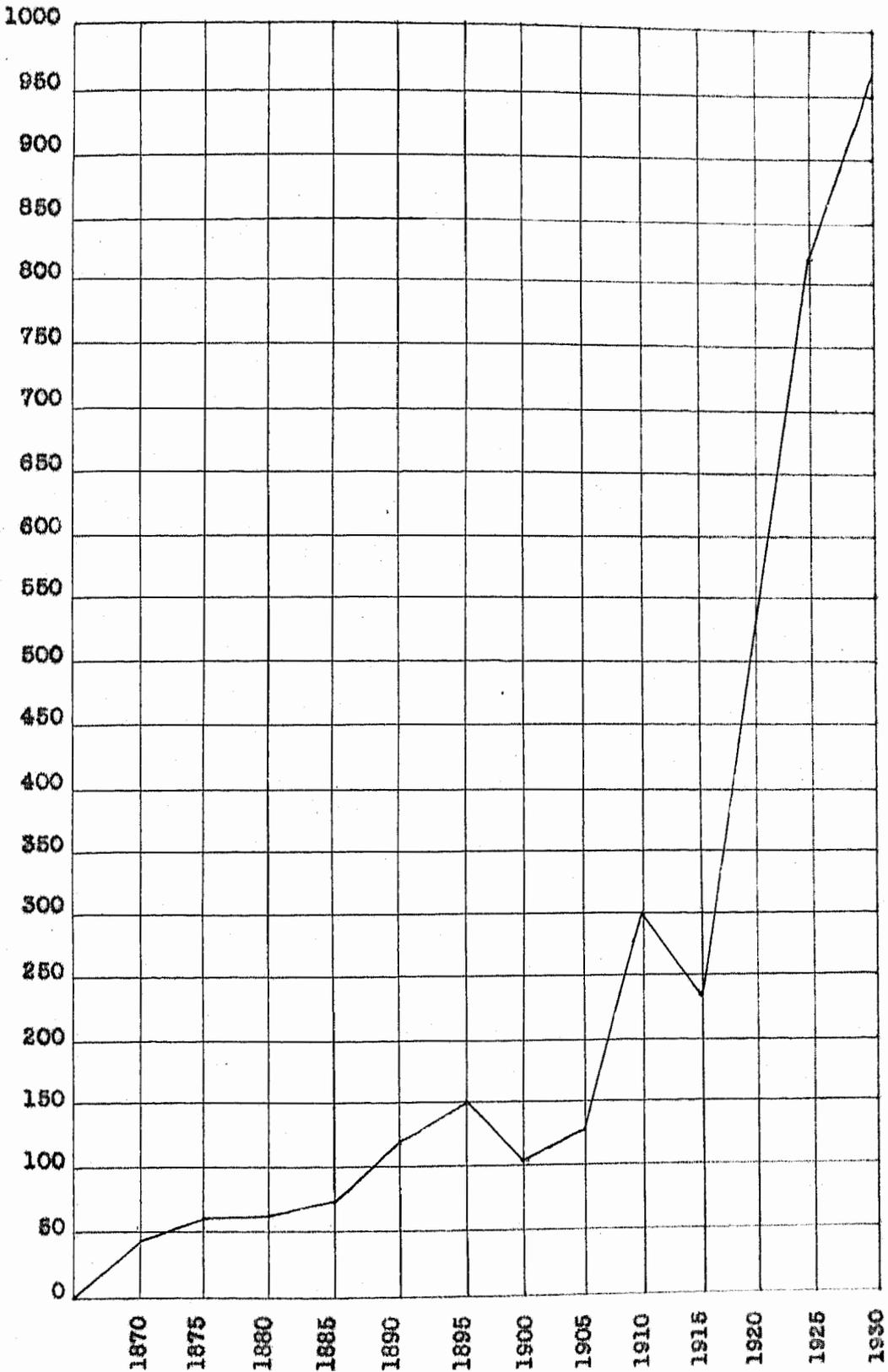


FIGURE 9

GROWTH OF UNIVERSITIES AND OTHER NON-TEACHERS' COLLEGES
AS SHOWN BY THE NUMBER OF STUDENTS ENROLLED

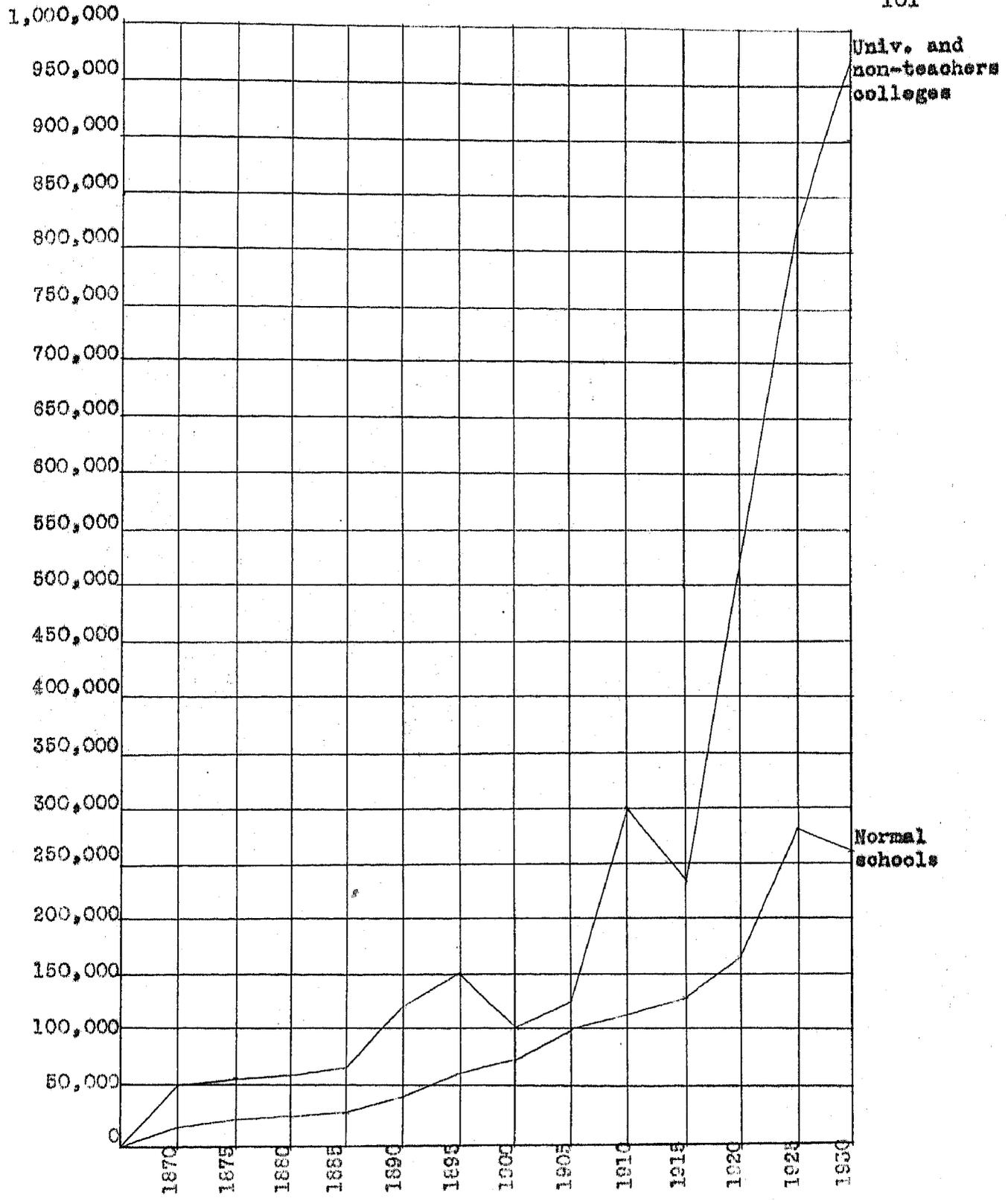


FIGURE 10

GROWTH OF PUBLICLY CONTROLLED UNIVERSITIES AND NON-TEACHER'S COLLEGES AS COMPARED WITH PUBLIC NORMAL SCHOOLS AS TO NUMBER OF STUDENTS ENROLLED

An inspection of Figure 11 shows that the per pupil appropriation for Universities and non-teacher's colleges as compared to the Public Normal school per pupil appropriations have always been somewhat greater. Here again however the figure shows that the per pupil appropriations of the University and non-teacher's college group has been subject to greater fluctuations. In the case of the public normal schools the per pupil appropriation has, with the exception of a very slight recession from 1880 to 1895, always enjoyed a gradual and continuous upward trend.

In view of the trends shown here it would seem that for the past sixty years or even since the beginning of the normal school a century ago the movement has had a continuous and steady increase in strength and importance as an educational factor in the United States. That the position which the normal school or teachers college enjoys today has been attained through the continuous struggle of a century is a fact but a fact which only adds to its significance.

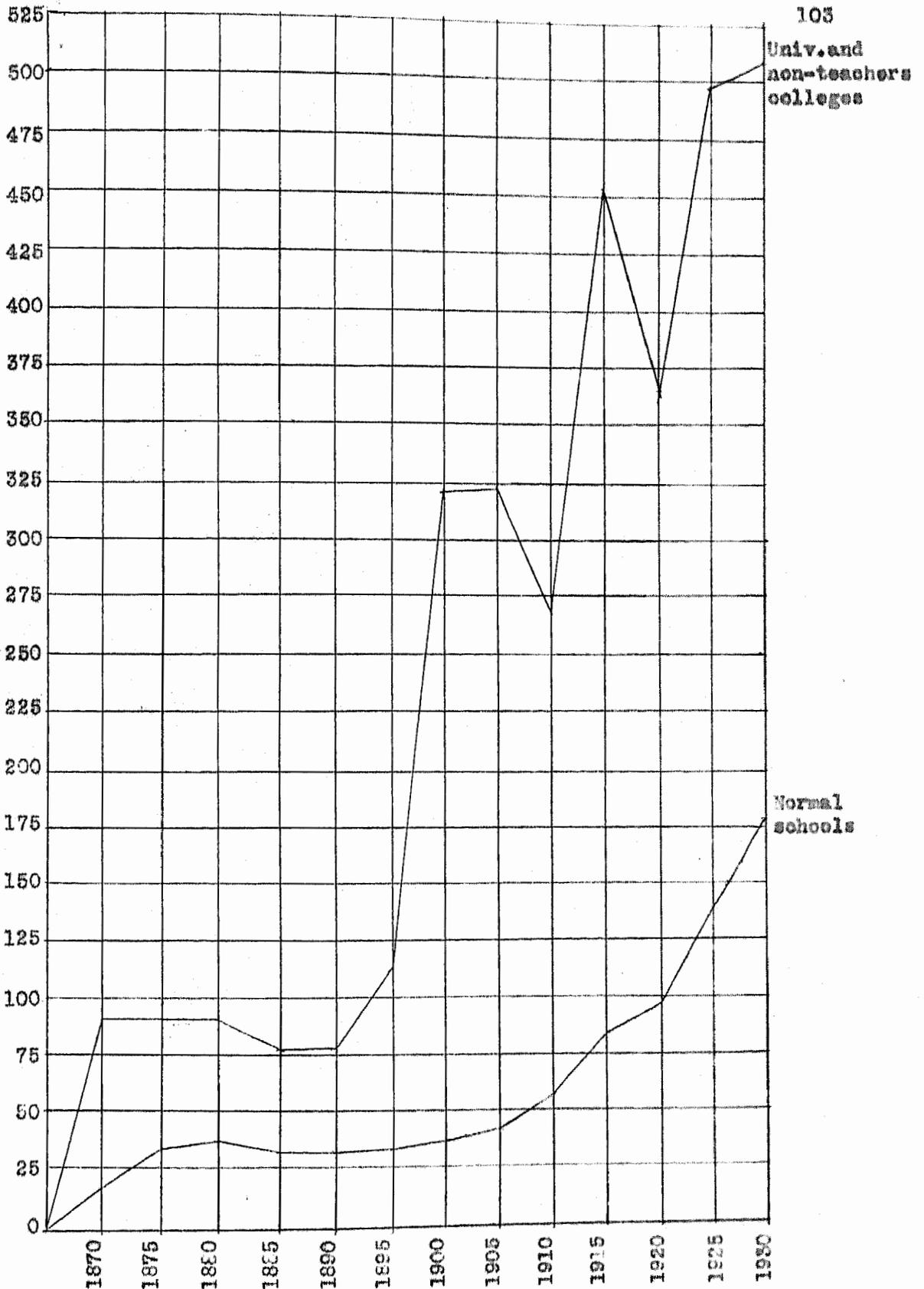


FIGURE 11

COMPARISON OF THE GROWTH OF UNIVERSITIES AND NON-TEACHER'S COLLEGES WITH NORMAL SCHOOLS ON THE BASIS OF PER PUPIL APPROPRIATION

SELECTED BIBLIOGRAPHY

SELECTED BIBLIOGRAPHIC

Books

- Azarias, Erother, Essays Educational. D. H. McBride and Co., 1898. 283 pp.
- Barnard, Henry, Normal Schools and Other Institutions, Agencies, and Means Designed for the Professional Education of Teachers. 3 vols.; Hartford, Case, Tiffany, and Company, 1861.
- Boone, R. C., Education in the United States. D. Appleton and Company, New York, 1895. 402 pp.
- Bramwell, A. M. and H. M. Hughes, The Training of Teachers in the United States of America. Macmillan and Co., New York, 1894. 198 pp.
- Commissioner of Education, Annual Report of the Department of the Interior. Government Printing Office, Washington.
- Compagre, Jules Gabriel, History of Pedagogy. D. C. Heath and Co., Boston, 1886. 592 pp.
- Cubberley, E. F., Public Education in the United States. Houghton Mifflin Company, Boston, Revised, 1934. 732 pp.
- Cubberley, E. F., The History of Education. Houghton Mifflin Company, Boston, 1920. 849 pp.
- Dearborn, Ned H., The Oswego Movement in American Education. Columbia University, New York, 1925. 189 pp.
- Eby, F. and C. F. Arrowood, Development of Modern Education. Prentice-Hall, Inc., New York, 1934. 923 pp.
- Gordy, J. P., Rise and Growth of the Normal Idea in the United States. Government Printing Office, Washington, 1891. 145 pp.
- Kandel, Isaac Leon, Comparative Education, Houghton Mifflin Company, Boston, 1933. 322 pp.
- Knight, Edgar H., Education in the United States. Ginn and Company, Boston, 1929. 588 pp.
- Learned, William S. and others, The Professional Preparation of Teachers for American Public Schools. The Merrimack Press, Boston, 1920. 475 pp.

Hangan, O. L., The American Normal School; Its Rise and Development in Massachusetts. Warwick and York, Baltimore, 1928. 442 pp.

Monroe, Paul, A Cyclopedia of Education. 5 vols., The Macmillan Company, New York, 1919.

Morgan, Walter, The Growth of the State Normal School. Illinois State Teachers College, Macomb, Illinois, 1923. 23 pp.

Sealey, L., History of Education. American Book Company, New York, third revised edition, 1914. 376 pp.

Williams, S. G., The History of Modern Education. C. W. Bardeen, Publisher, Syracuse, 1896. 481 pp.

Wilson, J. Dover, The Schools of England. The University of North Carolina Press, Chapel Hill, 1929. 388 pp.

Periodical Articles

Alger, John L., "Normal Training Schools," Journal of Education, Vol. 77, February 27, 1913, p. 231.

Boyden, Arthur C., "Study of Normal Schools of the Middle West," Journal of Education, Vol. 65, April 19, 1907, p. 426.

Frazier, Benjamin W., History of the Professional Training of Teachers in the United States. United States Office of Education, Bulletin No. 10, Vol. 5, 1933.

Frazier, Benjamin W., "The First State Normal School," School Life, Vol. 24, February, 1939, p. 131.

Hunter, Thomas, "Normal Schools: Their Necessity and Growth," Education, Vol. 5, January, 1885, p. 240.

Kirk, John R., "Status of Normal Schools in the United States," Journal of Education, Vol. 63, July 26, 1907, p. 121.

Mayo, A. D., "The Normal School in the United States," Education, Vol. 8, December, 1887, p. 223.

Stone, Mason S., "First Normal School in America," Teachers College Record, Vol. 24, August, 1923, p. 283.

INDEX

INDEX

A

- Academy, 10
 - attack on normal school, 53
 - beginning of in England, 10
 - beginning of in the United States, 45
 - end of teacher training in, 47
- Andover, seminary, 42
- Appropriations
 - comparison of normal school with university and non-teachers college, 102
 - normal school, 74
- Arrowood, C. F., 6
- Art of Teaching, 25
- Attendance
 - Massachusetts normal schools, 56

B

- Barnard, Henry, 15, 19
 - chairman of committee, 58
- Connecticut School Journal, 58
 - course for teachers, Hartford, 58
 - teacher training work, 58
- Barre
 - course of study, 56
 - Normal school, 52, 56
- Bell, Alexander, 35
 - Lancasterian system in England, 35
 - origin of system, 36
- Bell and Lancaster Societies, 38
 - training of teachers, 38
- Bigelow, G. N., 55
- Board of education, state, 43
 - attack on, 53
 - Normal school, 49
- Board of Regents, New York, 45
 - Academies, 45
- Brandenburg, Rockow's school, 19
- Bridgewater, Normal school, 52
 - attendance, 57
- Burgdorf, Switzerland, 11, 22
- Burger school, 15

C

- Caldwell, Joseph, 60
- Canandaigus Academy, 46
- Carter, James, 42
 - characteristics of normal school, 42
 - member of legislature, 43
- Cathedral school, 7
- Characteristics of normal school, 42
- Charity schools, 10
- Charlemagne, 7
 - palace schools, 8
 - plan for school system, 8
- Christian Brothers, 9
 - contribution to education, 9
- Christianity, spread of, 7
- Clinton, DeWitt, 36
 - Lancasterian system, 36
 - normal schools, 45
- Committee on education, 53
 - recommendation of committee, 53
 - report on normal schools, 53
 - vote on recommendation, 53
- Concord, Vermont, first teachers seminary, 41
- Connecticut, 58
 - first normal school, 59
 - general assembly, 58
 - start of teacher training, 58
- Connecticut School Journal, 58
- Count De Lezai Marnesia, 31
- Course of instruction
 - Barre, 56
 - Lexington, 51
 - Swiss normal school, 25, 26
- Cousins, Victor, 12
- Craven, Braron, 61
- Crusaders, 8
- Cubberley, E. P.
 - fight on normal schools, 53

D

Data

originality of, 2
 sources of, 2
 Demia, Father, 29
 Domestic Society of Vermont, 41
 Duggan, S. P., 8
 Duke University, 61
 Dwight, Edmund, 48

E

Eby, F., 6
 Education
 beginning of, 5
 contribution of Jews, 5
 effect of Sophists, 6
 importance of, 1
 government in, 1
 growth of, 7
 plan of, 1
 religious groups, 1
 retarding interests in England, 35
 special organizations, 1
 England, 35
 historical importance, 35
 Normal schools, 35
 first normal, Glasgow, 37
 retarding interests in
 education, 35
 teacher training, nineteenth
 century, 39
 Enrollment in Normal Schools, 84
 compared with University and
 non-teachers colleges, 99
 Establishment of State Normal
 schools, 66
 Everett, Edward, 49

F

Family, Roman, in education, 6
 Father of American normal schools, 43
 Febenger, Bishop, 19
 Fellenberg, Philipp Emanuel, 11
 Hofwye, 11, 23
 Muehenbuchsee, 23
 Three Aims, 24
 work with Pestalozzi, 23

Fichte, 12
 First law for education of
 teachers, New York, 46
 Framingham, 55
 attendance, 56
 France, 28
 normal schools, 28
 rating, nineteenth century, 32, 34
 Franks, Herman, 10, 15, 30
 charity school, 10
 Orphan House, 15
 Teachers Seminary, 16
 work in education, 10
 Frederick of Prussia, 18
 Free Church Training College, 37
 Frobel, Friedrich Wilhelm, 12
 Furstenberg, Baron Von, 19
 teachers seminary, 19
 Furstenschulen, 9

G

General Assembly, Connecticut, 58
 George III, education, 36
 German Universities, Seminaries, 17
 Germany, Normal Schools, 15
 Glasgow, first normal in
 Britain, 37
 Glasgow Educational Society, 37
 Glasgow Infant Society, 37
 Graduates of Normal Schools, 88
 Greeks
 contribution to education, 5
 teachers in Roman schools, 6
 Growth of normal schools in
 United States, 65
 table of statistics, 70
 Growth of Universities and other
 non-teachers colleges, 96
 number of institutions, 96
 compared with normal
 schools, 96
 enrollment, 99
 per pupil appropriation, 102
 Gymnasium, 9, 15

H

Hall, Samuel, 41

Andover, 42, 48
 first normal school, 41
 Plymouth, 42
 Halle, 16
 Hanover Seminary, 19
 Hartford, Connecticut, 58
 Hecker, Johann J., 18, 30
 real school, Berlin, 18
 Herbart, Johann Friedrich, 12
 Home and Colonial Infant Society, 38
 Hunter, Thomas, 35

I

Illinois, normal schools, 60
 Indiana, normal schools, 48
 Instructors in Normal schools, 79
 Introduction, 1
 Iowa, 60

J

Jesuit Order, 9
 Jews, contribution to
 education, 5
 Johnson, Annie E., 55

K

Kaplitz, Bohema, 19
 Kay, Joseph, 24
 Kinderman, Ferdinand, 19
 Kingsley, James L., 40
 teacher training, 40

L

Lakanal, 30
 work at Paris, 30
 Lancaster, seminary, 42
 Lancaster, Joseph, 12, 35
 Lancasterian System, 35
 cause for failure, 35
 origin, 36
 La Salle, 9
 Christian Brothers, 9
 first normal, 28

method of instruction, 29
 school at Rheims, 29
 Latin School, 15
 Letters on Public Education
 Addressed to the People of
 North Carolina, 60
 Lexington Normal School, 50
 change in location, 54
 changed to state normal, 54
 conditions of admission, 50
 course of instruction, 51
 first pupils, 52
 growth of practice school, 55
 May as principal, 53
 moved to Framingham, 55
 Opening of school, 51
 popularity of school under
 Stearn, 54
 principalship of Rev. Pierce, 51
 return of Rev. Pierce, 54
 term of study, 50
 Libraries of normal schools, 92
 Lowville Academy, 46
 Loyola, Jesuit order, 9
 Lubeck, 15
 Lyons, France, 29

M

Mann, Horace, 48
 secretary of state board of
 education, 48
 teacher training, 48
 Manual labor, 25
 Massachusetts
 attack on normal schools, 53
 attendance at normal schools, 57
 beginning of normal schools, 48
 resolution of legislature, 48
 Massachusetts Magazine, 40
 Massachusetts State Board of
 Education, 43
 May, Rev. Samuel, 53
 replaces Rev. Pierce, 53
 Mayhew, Superintendent Ira, 59
 Mayo, Charles, 12
 Mayo, Elizabeth, 12
 Michigan State Normal College, 59

- Minnesota, 60
 Model school
 Lexington, 51
 Vienna, 19
 Monitorial school, 12
 Monitors, 13
 Movements, Educational
 earliest, 5
 monitorial, 12
 pietistic, 15
 realistic, 8
 real school, 17
 scholasticism, 5
 sophist, 5
 Sunday school, 12
 University, 8
- N
- Napoleon, 31
 National convention, 30
 ordinance of, 30
 New Britain, 59
 New Jersey, 60
 Newman, S. P., 52
 principal of Barre Normal
 School, 52
 New Mark, 18
 New York, 46
 academies, 45
 first law for education of
 teachers, 46
 state normal school, 47
 Noble, Governor, 48
 Normal School condition to
 1819, 44
 England
 Glasgow Normal, 37
 Lancasterian system, 35
 Nineteenth Century, 39
 France
 assistance given teachers, 34
 first general movement, 30
 first normal school, 28
 first teacher class, 29
 Nineteenth Century, 32, 34
 origin of word, Normal, 28
 representative system, 32, 33
 Germany
 eighteenth century, 20
 first use of, 19
 secondary, 17
 Switzerland
 course of instruction, 25, 26
 effects of, 23
 father of, 20
 Pestalozzi, 21
 progress, 24
 United States, 40
 Albany State Normal School, 47
 attack on, 53
 attendance of Massachusetts
 Normals, 56
 Barre, 52
 battle with academies, 45
 Brooks, Charles, 44
 Carter, James, 42
 Clinton, Governor, 45
 Connecticut, 58
 first normal, 59
 dates of establishment, 65
 discussion of, 41
 effect of European schools, 43, 44
 first mention of teacher
 training, 40
 Growth of Normal Schools, 65
 Halle, Samuel, 41
 Illinois, 60
 Iowa, 60
 Lexington Normal, 50
 change of location, 54
 location of schools in
 Massachusetts, 49
 Mann, Horace, 48
 Michigan, 59
 Pierce, John D., 59
 State Normal College, 59
 Minnesota, 60
 money appropriated, 49
 New Jersey, 60
 North Carolina, 61
 plan followed, 61

Union institute, 61
 Pennsylvania, 60
 purpose of normal schools, 62
 sentiment of early period, 43
 Southern states, 60
 statistics on growth, 70
 appropriations, 74
 enrollment, 84
 graduates, 88
 instructors, 79
 libraries, 92
 number of institutions, 72
 compared with universities
 and non-teachers
 colleges, 99
 Wisconsin, 60
 Normal School of Paris, 30
 causes of failure, 31
 reestablishment of, 31
 North American Review, 40
 North Carolina Literary fund, 60
 report of directors, 61

O

Object teaching, 21, 23, 64
 Olmstead, Dennison, 40
 Oral instruction, 64
 Ordinance of 1752, Germany, 18
 Ordinance of National Convention,
 Paris, 30
 Ordinance of 1808, 31
 Oswego Movement, 63
 effect on teacher training, 64
 Oswego Normal School, 64
 Oxford Academy, 46

P

Palace Schools, 8
 Paris, 30
 Lakanal's work, 30
 Normal School of Paris, 30
 Parliament, aid to education, 38
 Pennsylvania, 60
 Persian War, 5
 effect on education, 5
 Pestalozzi, J. H., 11, 18

Burgdorf, 11, 22
 effect on teaching practices, 22, 23
 influence of Rousseau, 20
 object teaching started, 21, 23
 partnership with Fellenberg, 23
 periods of his life, 21
 Stanz, 11, 21
 transition from theory to
 practice, 22
 Yverdon, 11
 Pestalozzianism in the United
 States, 63
 Petition for National free
 normal, 59
 Philanthropic Movement, 12
 Phillips Andover, 47
 Pierce, Rev. Cyrus, 51
 principal of Lexington, 52
 Pierce, John D., 59
 Pietistic Movement, 15
 Plomann, J. E., 18
 normal school, Berlin, 19
 Plymouth Seminary, 42
 Pomerania, 18
 Principles of teaching, 46
 Practice school, Framingham, 55
 Procedure
 method of, 3
 historical viewpoint, 3
 Protestantism, division of, 10
 Prussia, state system of teacher
 training, 44
 Pupil teacher system, England, 38
 decrease in importance, 39

R

Rarkes, Robert, 12
 Sunday school, 12
 Realists, 10
 humanistic, 10
 results of, 10
 sense, 10
 social, 10
 Real School, 17
 Franke, 17
 Hecker, 18
 purpose, 17

- Report of commissioners of education, 2
- Report of directors of North Carolina literary fund, 61
- Reformation, 9
effect on education, 9
- Rheims first normal school, 28, 29
- Renaissance, 9
effect on education, 9
- Rhetors, purpose of school, 6
schools of, 6
- Rochester High School, 46
- Rockow, Canon von, 19
teacher training, 19
- Roman Empire, decline of, 7
- Romans
contributions to education, 5
Greeks as teachers, 6
system of schools, 6
- Rousseau, responsible for teacher training, 20
- S
- Salem Normal School attendance, 57
- Schools
bishops, 7
catechetical, 7
cathedral, 7, 8
charity, 10
episcopal, 7
monastic, 7, 8
monitorial, 12
palace, 8
Sunday School, 12
- School growth, Normals,
Statistics, 66, 70
appropriations, 74
compared with universities
and non-teachers colleges, 96
- enrollment, 84
graduates, 88
instructors, 79
libraries, 92
number of institutions, 92
compared with universities
and non-teachers colleges, 96
- School growth, Universities and non-teachers colleges
appropriations per pupil, 102
number of institutions, 96
- Scholasticism, 8
- Seminarium Praeceptorium, 16
- Sheldon, Edward A., 63
Oswego movement, 63
Oswego schools, 63
ragged school, 63
superintendent of schools, 63
- Simultaneous method, 29
- Sophists, 5
effect on education, 6
motives of, 6
- South in teacher training, 60
- Stanz, 11, 21
- State Board of education,
Massachusetts, 43
- Stearns, E. S., 54
principal of West Newton normal, 54
- St. Lawrence Academy, 46
- Stowe, David, 37
- Strabourg, Seminary, 31, 32
- Study
limitation of, 3
nature of, 1
previous ones, 2
result of, 3
scope of, 3
- Sunday School, 12
in England, 12
in United States, 12
- Switzerland, 19
effect on German normal schools, 19
- T
- Teachers, origin of in Rome, 6
- Teachers college, only mention of, 3

Teacher preparation

background, 5
 fellenberg, 11
 Franke, 10
 importance of, 3
 La Salle, 10
 period of development, 5
 Pestalozzi, 11
 recognized as such, 5
 standing in eighteenth
 century, 13
 Thales, 5
 Thirty Years War, effect on
 education, 10
 Trinity College, North Carolina, 61

U

Union Institute, North Carolina, 61
 influence on teacher training, 61
 name change, 61
 Universities, necessary elements, 8
 University and non-teachers college
 growth
 appropriations per pupil, 102

enrollment, 99
 number of institutions, 96
 University of North Carolina, 60

V

Valle, Pietro della, 36
 Vienna, Austria, 19

W

Westfield Normal attendance, 37
 West Newton, 54
 Williams, S. G., 13
 Wisconsin, normal classes in
 college, 60

Y

Young, Superintendent of
 New York, 47
 Yverdon, 11, 23