

# Colorado State Teachers College

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THE DEVELOPMENT  
OF  
THE AMERICAN TEACHERS COLLEGE



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**THE DEVELOPMENT OF THE  
AMERICAN TEACHERS  
COLLEGE**

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An address delivered before the National Council of Normal  
School Presidents and Principals at Atlantic City, February 22, 1918.

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A magazine article probably written by an American schoolmaster, Elisha Tichnor, in 1789, first called public attention to the need of trained teachers. The article recommends the establishment of a "public grammar school to fit young gentlemen for college and school-keeping, and to qualify them to teach these branches (Reading, Writing, Arithmetic and English Grammar) with ease and propriety."

Professor Olmstead of Yale in 1816 formulated plans for an "Academy for Schoolmasters," in which prospective teachers were to be instructed in "the organization and government of a school."

In 1818, in Philadelphia the peculiar method of teaching that bears the names of Bell and Lancaster was inaugurated in a new "Model School." This was undoubtedly the first school for the training of teachers in this country. It was not a success.

In 1823 Professor Kingsley of Yale advocated a training school for teachers; and in the same year William Russell, the first editor of the *American Journal of Education*, endorsed Kingsley's articles and emphasized the necessity for a seminary for teachers.

The first successful school for the training of teachers in the U. S. was opened as a private school by Samuel Hall in Concord, Vermont, in 1823. He also conducted

teachers schools at Andover and at Plymouth. In 1829 he wrote the first book on the subject of teaching in this country. In his "Lectures on School-Keeping" he says, "Let the characters of teachers be improved, and improvement in the schools will follow of course. To accomplish this object, it is desirable that institutions should be established for educating teachers, where they should be taught not only the necessary branches of literature, but be acquainted with the science of **teaching** and the mode of **governing** a school with success. The general management of a school should be a subject of **much study** before anyone engages in the employment of teaching." Hall's book had a splendid sale.

Professor Emerson called Jas. G. Carter of Boston, "the father of Normal Schools" and Barnard says that to him "more than to any other person belongs the credit of advocating the training of competent teachers in schools." In 1837 he wrote the State Board of Education Bill. In the next year his speeches had much to do with the passage of the Normal School act, under which the first State Normal School was established at Lexington, Massachusetts, 1839. Two other permanent Normal Schools were founded in 1839 and 1840, one at Barre, one at Bridgewater, both in Massachusetts.

The Lexington school is now at Framingham and the Barre school at Westfield. The first building ever erected by any state for the home of a normal school was at Bridgewater. In these first years at Bridgewater it is said, "The weakest students got **glimpses**, the stronger ones got **visions** of a bigger world and a broader life than they had known." Dr. Geo. Martin said, "I remember a girl coming home crying, and saying, 'I never heard of half the things talked about up at that school.'" The 75th Anniversary of the opening of the Bridgewater State Normal School was celebrated June 19, 1915. It was a great success and a memorable event in the history of American education.

The first annual convention of the American Normal Schools was held at Trenton, New Jersey, 1859. The published proceedings is a rare volume of interest and profit.

In this brief address it is impossible to speak at length of the interesting history and developments of the early Normal Schools. When the history of the normal school movement is written, (and it ought to be written soon, accurately, painstakingly, lovingly and inspirationally) it will write large on the pages, the honored names of pioneers and great first leaders—Elisha Ticknor, Noah Webster, Samuel Hall, James G. Carter, Horace Mann,—the first great Secretary of the Board of Education of Massachusetts,—W. E. Channing, Geo. Emerson, Olmstead, Russell, Edward Everett, Dewitt Clinton and a score more of men and women, who with these named, began an educational revival that was destined in a few years to spread over the country. All honor to these who had the vision and the unbounded faith and devotion, that made possible the achievements of the American Normal School.

These first schools were very elementary just as the public schools were very elementary. Students entering these early normal schools were required to declare their intention to become school teachers; to take an entrance examination; and to offer evidence of intellectual capacity and moral character. A certificate of qualification was given upon the completion of a year's study.

The courses of study covered the following: (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 the state 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 studies. The scriptures were read daily. A model or experimental school was connected with each normal school.

The normal schools especially thrived in the northern and western states. They naturally grow out of the soil, "Out Where the West begins." There was not a normal

## LIST OF EARLY NORMAL SCHOOLS

school in all the South before the Civil war; gradually they became permanent features of the school systems of the southern states.

The following list of the early normal schools shows the growth of the normal school idea from the establishment of the first institution:

	Opened
1. Lexington, Massachusetts .....	1839
2. Barre, Massachusetts .....	1839
3. Bridgewater, Massachusetts .....	1840
4. Albany, New York .....	1844
5. Girls' Normal School, Philadelphia .....	1848
6. New Britain, Connecticut .....	1850
7. Ypsilanti, Michigan .....	1852
8. Boston, Massachusetts .....	1852
9. Bristol, Rhode Island .....	1852
10. Salem, Massachusetts .....	1854
11. Trenton, New Jersey .....	1855
12. Normal, Illinois .....	1857
13. Millersville, Pennsylvania .....	1859
14. Winona, Minnesota .....	1860
15. Oswego, New York .....	1860

After these fifteen pioneers came Emporia, Kansas; Farmington, Maine; Chicago (Cook County), Illinois; Plattville, Wisconsin; Nashville, Tennessee; Cedar Falls, Iowa; Terre Haute, Indiana.

Today Pennsylvania has fourteen state normal schools; New York twelve; Massachusetts nine; California and Wisconsin eight each; Oklahoma and West Virginia, six each; four states, Delaware, Florida, Nevada and Wyoming) have none. There are in the United States 168 state normal schools; there are also 79 public normal schools, largely city normal schools and colored normal schools; and 39 private normal schools, making a total of 286 normal schools in the country.

It ought to be clear by this time that the American Teachers College was developed from the American Normal School—according to my historical bent—not from

the so called "Chair-of-Pedagogy" or "Department-of-Education" movement. Naturally, the first institutions in this country for the training of teachers were established largely for the teaching of the elementary subjects of the common schools; there were no schools that **efficiently** taught the common school branches, and few young people could even get a good high school education. The founders of these first normal schools saw, undoubtedly, both sides of teacher-training—a thorough knowledge of the subjects to be taught in the public schools, and a knowledge of the science and art of teaching; but conditions seemed to make it imperative for the normal schools to slight the professional side of their work.

The colleges and universities grasped the opportunity and soon chairs of pedagogy and departments of education were established. The University of Iowa began to give elementary normal training in 1855, and in 1873 this was converted into a department of education—the first permanent department of this sort in an American college. Then followed departments of Education in Michigan University, University of Wisconsin, University of North Carolina, Johns Hopkins University, Ottawa University, Indiana University, Cornell, New York, Ohio University; until today the great colleges of the country have established some sort of departments of Education. In 1888, Teachers College was organized in New York City as a school loosely affiliated with Columbia; in 1898 it was made a part of the Columbia University system. The University of Chicago's School of Education is really a Teachers College. The George Peabody College for Teachers was opened in 1914. It cooperates with Vanderbilt University.

But the history of American Teachers Colleges is not at all to be measured by chairs of pedagogy, departments of education and the work of the three institutions just above named,—worthy and great as these have been. The real development of teachers colleges in this country has come, not from the university but from that newest type of educational institution, the normal school, that has grown out of one idea—the **preparation of teachers**. The Teachers College is a direct product of democracy in

education, and it is always opposed to the centralization of power. Dr. Judd well says, "Gradually a change had been taking place in our normal schools and in our other higher institutions of learning. \* \* \* \* \* But there is growing out of all this conflict of opinion a clear recognition of one fact which is sufficiently large to detach itself from any single institution and be recognized as one of the leading facts in our American education,—the training of the teacher today is one of our largest educational problems."

The normal schools soon began to take advanced ground. The other higher institutions refused recognition. The normal schools stood by their colors and ten years ago published this strong doctrine:

The normal schools declare for these things: High school graduation for admission to normal schools; the training of teachers by the normal school for both elementary and secondary schools, two year training for the elementary course, four years for the secondary course; the establishment of departments of special research; courses of training for educational leadership; opposition to the domination of the colleges in making the secondary courses of study preparatory to college; and a broadening of the normal school curriculum to meet the needs of the broadening curriculum of the public schools.

The first New York Normal School, founded in 1844, reorganized in 1890 as a teachers college. In 1897, the Michigan State Normal School was changed to a degree—conferring institution and the name changed to Michigan State Normal College. Then follow slowly other State Normal Schools sometimes with names altered, sometimes with names unchanged, but all of them maintaining four and five year courses and granting degrees in Education—Illinois State Normal University, Iowa State Teachers College, Colorado State Teachers College, and Indiana State Normal School.

Now note the 1912 ringing **Declaration of Principles of the Department of Normal Schools of the N. E. A.**, which says briefly:

1. The twentieth-century normal school is dedicated to higher education, with the special function of supply-



ing teachers for the rural schools, the elementary schools, and the high schools.

2. Its entrance requirements as to scholarship will be practically the same requirements that are now demanded by the college—graduation from a four-year high school.

3. It will extend its courses of instruction and practice, as conditions may demand, to four-year courses, thus giving it as high a standing in the way of disciplines and scholarship as the college now possesses.

4. It will widely extend the field of professional experimentation and investigation.

5. It will try out its graduates as to their ability to teach and manage schools by such a period of practice-teaching as will settle the case beyond peradventure.

6. It will plan effectively to train teachers for rural schools, to stimulate and foster every educative agency toward the development of rural community life, and to elevate the professional position of the rural teacher.

7. It will set up definite ends of education that will relate themselves to the life of the people in all departments of human interest and will thus become a great social energy. As the public school is going to become, next to the family, the most potent social agent, so the normal school is going to fit teachers to perform this educative function.

## LIST OF STATE TEACHERS' COLLEGES

Jan. 1, 1918.

Name of Institution	Location	Degrees
Colorado State Teachers College	Greeley, Colo.	A. B., A. M.
Southern Ill. State Normal School	Carbondale, Ill.	A. B., Ph. B., Ed. B.
Illinois State Normal Univ.	Normal, Ill.	Ed. B.
Western Ill. State Normal School	Macomb, Ill.	B. A. in Ed.
Indiana State Normal School,	Tr. Haute, Ind.	B. S. in Ed., B. A. in Ed., Ph. B. in Ed.
Iowa State Teachers College	Cedar Falls, Ia.	B. A.
State Normal School	Emporia, Kas.	B. S. in Ed.
Ft. Hays State Normal School	Hays, Kansas	B. S. in Ed.
State Man. Tr. Normal School	Pittsburg, Kas.	B. S. in Ed.
Mich. State Normal College	Ypsilanti, Mich.	A. B., B. S.
State Normal School	Cp Girardeau, Mo.	A. B., B. S. in Ed. B. S. in Hm. Ec
State Normal School	Kirkville, Mo.	B. S. in Ed.

State Normal School	Maryville, Mo.	B. S. in Ed.
State Normal School	Springfield, Mo.	B. S. in Ed.
State Normal School	Warrensburg, Mo.	B. S. in Ed.
State Normal School	Chadron, Neb.	B. A. in Ed.
State Normal School	Kearney, Neb.	B. A. in Ed.
State Normal School	Peru, Neb.	B. A. in Ed.
State Normal School	Wayne, Neb.	B. A. in Ed.
New Mexico Normal Univ.	Las Vegas, N. M.	M.B. Pd., M. Pd., B. A. in Ed.
New Mexico Normal School	Slv. City, N. M.	B. A. in Ed.
N. Y. State College for Teachers	Albany, N. Y.	B. A., B. S., M. A. in Ed.
State Normal College	Bowl. Green, O.	B. S. in Ed.
State Normal College	Kent, Ohio.	B. S. in Ed.
State Normal College of Miami University	Oxford, O.	B. S. in Ed.
State Normal College of Ohio University	Athens, O.	B. S. in Ed.
Winthrop Normal and Indust. Col.	Rock Hill, S. C.	A. B.
State Normal Sch. of Univ. of Utah	St. Lk. City, Utah	B. S. in Ed.

The above list comprises twenty-eight state-supported schools for the professional education of teachers. They maintain four-year courses and grant degrees. The official names of these institutions vary: three are called teachers colleges; two normal universities; six normal colleges; seventeen (naturally the greatest number) normal schools. All are teachers colleges.

In addition to these twenty-eight safely-launched teachers colleges, eight more state normal schools have recently received authority to grant degrees and will begin their work as teachers colleges at an early date. Three others already have the authority to confer degrees but have not yet availed themselves of the privilege. Twenty-three others in addition already maintain three-year courses. This brief summary (which may be imperfect) indicates that by the close of the year 1918, thirty-nine normal schools will be doing effective work as teachers colleges and perhaps twenty-five more will be trying their wings to make a record.

The full-fledged normal school is a teachers college. It maintains four-year courses of college grade. Its entrance requirements and its Bachelor's requirements are equal to those of standard colleges. Its faculty are scholarly men and women of professional spirit. It undertakes to cope with special educational problems, new demands for vocational training, and new researches in

science. It educates for leadership.

Leaders among teachers colleges conservatively believe with President Kirk, who says: "The short course normal school, prematurely cut off at the end of the second year above high school, cannot be regarded a permanency. Its inadequacy too often has to be explained by those who love it best. In many states it has been, and in some states it is now, reasonably serviceable. It is representative of a transition stage. It will be outgrown because good teachers cannot be made out of typical high school graduates in two years' time." "But it is perfectly clear, as any sensible man or woman ought to know, that it takes as much scholarship and skill and ability to teach successfully in the sixth grade as it does to teach in any class in high school; and a square deal demands as much salary for the one as the other."

Gentlemen, the American Teachers College is in the making. Its progress of the past ten years is almost unbelievable. It is to make a record history during the coming decade if the normal schools see fit to accept the task of having a definite part in constructive education in state and nation.

J. G. CRABBE

Dedicated to President and Mrs. J. G. Crabbe

# Colorado

Written for the Colorado Schools

Words & Music by  
ZELLA ESTELLE LEIGHTON

Moderately

The sun shines bright above the mountains brow Col - o - ra - do; The  
We hail our Profs from the "Big One" down in Col - o - ra - do; Some-

flowers are sweet-est we do a - vow In Col - o - ra - do; We  
times they smile, then a - gain they frown In Col - o - ra - do; The

come from the East, we come from the West, For it's here that we know ed - u  
wis - dom we gain, may it not be for - got When we leave for all time this our

(Spoken)  
Where's  
ca - tion's the best; And they sure - ly do give all the is - lms a test; In  
best be - loved spot; Then will prove to the world that we learn'd a whole lot;

C - o - l - o - r - a - d - o Hipt Hipt Hipt Hur - ranti For Col - o - ra - do!!!

