

# COLORADO STATE TEACHERS COLLEGE BULLETIN

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*Series XVIII*

*June, 1918*

*Number 3*

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A Conscious Program

AND

An Appendix  
of Some Interest

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Published Monthly by State Teachers College, Greeley, Colorado. Entered as Second-Class Matter at the Postoffice at Greeley, Colo., under the Act of August 24, 1912.



A Conscious Program  
for the  
Normal Schools  
and Teachers Colleges  
*of America*

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Report of the Committee on Resolutions  
and Restatement of the Declaration of Principles  
*of the Department of Normal Schools*  
*of the National Education Association*

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ADOPTED UNANIMOUSLY  
AT PITTSBURGH, JULY 3, 1918

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*Ordered Published*

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1918

## DECLARATION OF PRINCIPLES

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### *A Foreword*

To the teacher-training schools of America are entrusted the duties and responsibilities of leadership—the era of followership for us is past. Such progress as is to come to public education in the future is to come from the teachers who, though they may not “know their subjects better”, will certainly know the social bearings of their subjects better, and will certainly know the nature of the learning process better. If this is to be so, it will be because the institutions that prepare teachers have become better able to focus themselves upon the characteristic problems of teacher-training. And this in turn implies that a better method of determining what are the pressing tasks of normal schools has been adopted. After a long period of largely *unconscious* experimentation we are reaching the vantage from which our progress—our advance in efficiency of service—can become conscious. To have leadership we must have a *CONSCIOUS PROGRAM*. When we have this we can dispense with the ornaments of rhetoric and will take the pains to work out the implications of the blanket phrases in which we have long cast our philosophy.

#### I

##### A PURPOSEFUL EDUCATION FOR THE ENDS OF DEMOCRACY

We stand first of all for a purposeful education for the ends of democracy. The great war has done us at least this service. It has summarily shown us that in the phrase of the man of affairs, “we must get down to brass tacks.” It is clear to us now that if in America for the past fifty years we had had an education as purposefully focused upon the main problem of democracy as Germany’s was focused upon the main problem of autocracy, we should not now be so abruptly and embarrassingly faced with the difficult job of readjustment. We have very suddenly and brutally been shown that our old devotion to German education was childishly naive. That system was never for us. It rests upon theories of the proper relation of individuals to state which are totally hostile to all that our forefathers struggled to establish and that we now prize and fight for. German education is a perfect tool for the ends of German society. And in that fact always lay the single lesson of German education for America. It was and is simply the lesson of *purposeful organization for the ends of society*. Unhappily we long missed that obvious lesson. Happily, however, the war has italicized it for us. The aim of German education is to make people “passionately subservient” to the purposes of autocracy. To that end every detail of it is organically adjusted. We, therefore, phrase our new insight clearly: *We stand first of all for a purposeful education for the ends of democracy.*

#### II

##### EVOLUTIONARY NOT REVOLUTIONARY METHOD OF PROCEDURE— A PROFESSION RATHER THAN AN OCCUPATION

To this end we regard it as both essential and inevitable that in a democracy education shall more and more consciously take its cues for courses of study and the organization of activities from a full knowledge of both the

upward endeavors of the time and of the deficits which whoever looks may plainly see in our life. We grant that in the past, history has sometimes been taught in so blind a fashion, with so little sense of its social function, as to increase international and sectional frictions. We grant that the teaching of civics in the past has often had little or nothing to do with the quality of our citizenship. We grant that there is perhaps some basis for the recent complaint that children's notions of what democracy means would probably have been little affected had they studied no history and civics. Civics in a democracy, to serve the ends of patriotism, must have the advantage of contrast with less liberal forms of government; but beyond that it must find its major material in the study of the concrete problems of the thoughtful American citizens. History, whatever else it may do, must show American boys and girls the evolution of the more pressing problems of a democratic society, preferably beginning with the present problems. But it should be clearly understood that we do not sympathize with the desire of the radicals to make immediate wholesale changes in public school curricula. Those who wish to do so should take counsel of the history of institutional readjustments. The successful method is typically not revolutionary but evolutionary. What is needed in public school courses of study is not so much new courses of study as such a shifting of emphases within established courses as will clearly bring into the foreground their social virtues.

This commits us to the expectation that school-men shall henceforth be so liberally and dynamically educated that they may deserve the more significant title of men-of-the-world, in a new and fine sense. We ally ourselves with all the forces which are now suggesting that teacher-training look to the goal of four years of study beyond the high school—or to such extension of the preparation of teachers as will enable us to have a *profession* of teaching instead of merely a beloved and consecrated *occupation*. Not, therefore, merely four years of study of no matter what "liberality, culture, and vision-giving" subjects, but a set of curricula in which each and every course is warranted by analysis of the definite and concrete responsibilities involved for the teacher, or of definite and concrete deficits in social life and the public schools' success with its subjects.

### III

#### SCIENTIFIC PROCEDURES IN THE PRACTICES OF EDUCATION

Since in common with all thoughtful students of the facts of civilization and the operative factors behind them we recognize that "the only way of thinking that has ever proved fruitful in this world is the way of science", we commit ourselves definitely to the positive advancement of all scientific procedures in the practices of education. This will cover not only the now common support of courses in the sciences basic to education—such as biology, psychology, and sociology—but also such courses in the fields of mental tests and educational measurements as will enable teachers to co-operate with the spirit and in the technique of modern education.

We regard these tottering first steps as prophetic of the better day when teaching and the directing of education shall, like medicine and philanthropy, industry and agriculture, have passed beyond the stage of rule-of-thumb and reached the level of expert service through the technique of scientific procedure. The basis of professional service is now, as it has always been in the past, simply the ability to render expert service in the conservation of the precious possessions of man. This involves the constant adjustment of scholarship to exigencies. An occupation which makes no demand of this sort upon individuals can never be a profession. We see the hope of greater regard for teachers, as well as the secondary asset of greater compensation, in the possibility of professionalizing teaching. As teaching passes from rule-of-thumb procedures to the assured activities of scientific method, we may confidently expect that its greater responsibilities will draw to it men of ambition and ability in ever greater numbers, just as, since farming has come under the transforming method

of science, it has become, so to speak, respectable, and is claiming annually its share of the talent of the rising generation; and just as industry by its constant premium upon initiative, upon the ability "to deliver the goods," has in the past half-century drawn ever more heavily upon the groups of men who, in former times, would have felt that only the learned professions offered scope for a real man.

## IV

SCHOOL-SURVEYS—SELF-SURVEYS—DEPARTMENTAL RESEARCH IN  
THE INTEREST OF READJUSTED COURSES OF STUDY

In keeping with our conviction that through the method of science there is to come a great increase in the value of the service given by teachers, and in turn a significant widening of their scope, we commit ourselves to the furthering of school-surveys. School-surveys, however, to make their real contributions to educational progress in purposefulness must be *self-surveys*. Properly regarded, a school-survey is merely a first step in scientific procedure. In a teacher-training school it is a taking-stock of the whole educational situation of the tributary region of the school. If it is not that in the beginning, if guided by a wholesome conception of the leadership function of the school, it inevitably widens to that scope. It is a critical examination of the details of the school's adjustment to the operative factors of its problem. In its data concerning the number and kinds of positions opened annually in the state it finds some check upon the direction of expansion, or else it finds the need of securing co-operation from the state educational office in the gathering of relevant statistics. In its attempts to check up its work by the study of the after-careers of its graduates it finds the evidence of insufficiently purposeful organization of curricula or else learns the value of keeping statistics of its graduates. The value of self-surveys lies, of course, in the discovery of the weak points of service, with the sole end of increasing the value of the service that can be given. Every self-survey will reveal the normal schools' need of organized research in the interest of the daily work of teacher-training. For this we possess the strategic position in education.

Perhaps our most immediate need for guidance in framing courses of study is to know what are the characteristic failures of the public schools in their teaching of each of the school subjects. It is both untrue and exceeding naive to say that we do know. We know in part—as children do. In advance of inductive investigation in his own field no one knows very much of the characteristic shortcomings of public school instruction in English, mathematics, history, civics, language and science. In an elective class in geometry which presumably contained students who had felt themselves to be successful in the subject, one mathematics teacher found that fifty-eight and one-third per cent of the students had successfully done their public school geometry by memorizing the theorems and demonstrations as they would have done so much poetry. The diverse findings of investigations into the teaching of English in the last five years are sufficient to show the *naivete* of much of public school work. The field is still fresh and unoccupied, and the framing of proper courses for normal schools must wait largely upon our organizing and encouraging by the means in our power a great deal of such work.

We commit ourselves, therefore, to the support of departmental research in the interests of courses better adjusted to the actual and discoverable deficits of public school education in each of the school subjects; and so far as may be feasible we commit ourselves to the proposition that research upon such vital problems of teacher-training is as truly our duty as leaders as it is to secure the most excellent teaching of unquestionable subject-matter in any field. It is one part of our executive responsibility for training in service. It is also a part of our responsibility for the advancement of professionalization of teaching. It is a part of our responsibility to the state which creates normal schools for leadership. And finally it is probably a very important part of whatever

thoughtful plans may be set afoot for increasing the number of competent men in education and keeping them there. To whom are they worth more? If teaching is an expert service the adjusted teacher cannot be replaced by the unadjusted teacher. If as administrators we possess a valuable point of view, the adjusted teacher is worth more than the unadjusted.

## V

### EXPERIMENTAL SCHOOLS, PHILANTHROPY, AND OUR ATTITUDE TOWARD EXPLORATION

In line with our advocacy of the encouragement of scientific method in first discovering and later dealing with school problems we are bound to look not with the hostile eyes of suspicion but with the friendly gaze of the open-minded upon the increase of experimental schools; where, without cost to the public, ventures not warrantable by us may be carried through to sure conclusions, either of success or failure. With similar friendliness we welcome the entrance of philanthropy into the field of education. Our knowledge of the inner, or social, history of education, which somehow seldom comes to the surface in courses in the history of education, informs us of the value of organized exploration and demonstration outside the ranks of teachers. We shall in the future, as in the past, profit from whatever they do that opens vistas or demonstrates more fruitful ways of doing. We, therefore, look upon them as our allies in this cause, not as aggressive rivals. But we do not yield to them or any institution the field of exploration and experiment. However pressed we may be with heavy work, this is clearly not the way nor the time to seek to lighten our burden. Instead, the best way to lighten our load is to assume the additional burden which aggressive exploration of the actual results of public school teaching will involve. For the sake of our own growth, but more for the sake of a vital scholarship in our teachers that will open vistas for their students, we must do it.

## VI

### DUALISM OF THEORY AND PRACTICE

As the representatives of the leadership institutions of public education we stand firmly for the elimination of the present vicious dualism of educational theory and school practice, which still very widely characterizes present school practice and exhibits over and over the unhappy division of mind that permits teachers to declare in most modern terms the aims of education, but in their actual procedure to reveal the outworn philosophy of the old disciplinary view of value.

## VII

### WINNING A FULL AND UNQUESTIONED VICTORY

Representing the institutions whose function it is to educate and train teachers for the schools of our country, we hereby express our deepest conviction that the principles for which the allied nations are fighting in this most awful struggle are sacred and holy and that in their triumph are bound up the future well-being and happiness of humanity, and we solemnly and unreservedly pledge ourselves and the institutions which we represent to the support of our government and her gallant allies in the winning of a full and unquestioned victory which shall guarantee for the future of the world that right and democracy rather than might and plutocracy shall be the guiding course of international relations.

## VIII

### FEDERAL AID FOR GENERAL PUBLIC EDUCATION

We believe that in a democracy the public schools, from the kindergarten to the college, constitute the first line of national defense and that to cherish



and develop them is the prime duty of our legislators and of Congress. Democracy should imply equal and ample opportunity for education for all classes of citizenship throughout our several states. At present the states of our union are not equally capable of supporting an adequate system of public education and for that reason we favor federal aid so distributed as to equalize educational advantages and financial burdens for education throughout our entire country.

## IX

### FEDERAL AID FOR TEACHERS' SALARIES

The elementary school, rural and urban, is the foundation of our educational system. All that may be done later in high school or university must depend upon what is done there. Moreover, it is the only school attended by the vast majority of the children of our country. The future welfare of the nation demands that this school must be vastly improved in efficiency. The most direct way of improvement is by elevating the standard of qualification for teachers. Higher standards imply a longer time for preparation, and this in turn a larger expense to persons fitting for teaching. The salaries of teachers at present will not warrant the expenditure of more time and money in preparation, and since past experience and present conditions give no hope that the states will soon be able or be inclined to increase the salaries of teachers sufficiently to meet the added cost of additional preparation, we favor federal aid for teachers' salaries.

## X

### VOCATIONAL EDUCATION AND THE SMITH-HUGHES ACT

We view with deep concern the policy pursued by the Director and Board of Vocational Education in administering the National funds provided under the terms of the Smith-Hughes Act. Instead of promoting vocational education this policy threatens to hinder some efforts to promote vocational education already well begun in many states; it threatens to interfere in a wholly unwarranted manner with the administration of education within the states; it threatens to inflict upon the states a dual system of public education.

We believe that vocational education is the work of all the public schools and not the work of a few special vocational schools. To the end that proper vocational education may be provided in the public schools every normal school and teachers college should train teachers to teach the vocations in the public schools; the training of teachers to teach the vocations must become a large part of the work of every normal school and teachers college before vocational education can be properly developed in the public schools.

## XI

### A NORMAL SCHOOL COMMISSION

Since the problems of this World War bring to us a definite realization of the necessity for the reconstruction of our educational system, we recommend the appointment of a Normal School Commission for the specific purpose of discussing problems of reconstruction in public school education, the reorganization of school curricula, and the place of the normal school and teachers college in the readjusted national and state systems of education; and that this Commission make a comprehensive report to this body.

## XII

### FUNCTION OF THE NORMAL SCHOOL—FORECAST OF THE SCHOOL OF TOMORROW—MOVEMENT TOWARD TEACHERS COLLEGES

The Normal schools were originally established upon the belief that there is a science and an art of teaching and that young people, aspiring to become

teachers, can be taught the science and trained in the art. No reason appears today to cause them to recede from that conviction. No other educational agency has yet arisen and assumed the responsibility of training teachers fully in both subject matter and the material and methods to be used in the public schools. The normal schools, therefore, reassert their conviction in their calling to train young men and women in the science and art of teaching and in the subject matter to be taught, and declare their purpose to extend their activities not only to meet the demands of the most progressive school systems of the country but to forecast the school of the immediate future and to make ready the teachers to man these schools.

With the increasing complexity of social life and the better understanding of the psychical life of children and their physical needs, the normal schools and teachers colleges have assumed the duty of educating teachers to take charge of the various types of special schools organized to meet these conditions. These schools and colleges also recognize the necessity of a fuller training, a deeper culture, a greater maturity of mind in the teacher of the modern school than were required of the teacher of twenty years ago. These conditions necessitate the movement toward a training extending over a period of four years or the equivalent thereof beyond the usual cultural and vocational four-year high school. The whole movement is toward making technical, *vocational colleges* out of the normal schools. Each school must serve its community as that community's needs call for service, but all must recognize the drift in the evolution toward real professional colleges as the standard and adjust itself to that drift as rapidly as possible.

## *Appendix A*

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1913

# DECLARATION OF PRINCIPLES

Department of Normal Schools

N. E. A.

The American normal school has created, stimulated, idealized, and in this generation brought ideals to the knowledge of the people. The normal school stands for democracy in education and is unalterably opposed to the centralization of educational power.

Its professional spirit is a spirit of consecration.

The normal school has been established in all lands where there exists a system of state-supported schools. It is a vital part of the public-school system because well-trained teachers are a prime requisite for efficient schools.

Teaching is an art, based upon a body of professional knowledge—knowledge of the purpose of the school and of the laws of development of the child. It is the business of the normal school to organize this knowledge and develop this art.

The public schools were very elementary in character in the early days of the normal school. Today they are no longer elementary; special forms have developed, courses have broadened and new researches in science, new demands for vocational training, and new problems in rural community and in society have found lodgment in the public schools. There is need for the departmental teacher and the special teacher, while school supervision and administration have become a profession. Principals and superintendents should be trained in a professional atmosphere where the same ideals are set up, the same principles and methods taught, as are taught to the teachers who are to work under their leadership. The normal school should regard these problems of public-school education as distinctly its own and attack them with the enthusiasm and energy inspired by a great mission.

The twentieth-century normal school is dedicated to higher education, with the special function of supplying teachers for the rural schools, the elementary schools, and the high schools.

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

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 discipline and scholarship as the college now possesses.

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

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.

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.

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.

For a half-century the leaders among normal schools in this country have been devoted enthusiasts and of boundless ideas; they had the greatest faith in education and the intensest love for teaching; they were superior teachers possessing remarkable skill in the conduct of instruction and inspiration. We reaffirm our faith in the devotion, the patriotism, the consecration of these men and women who have made possible the achievements of the American normal school.

But the twentieth-century normal school will develop such a spirit of enthusiasm and devotion in its pupils as will do for the schools of the country at large what is now done in a limited number of centers.

## *Appendix B*

### List of Public Normal Schools

REVISED AS REPORTED BY THE U. S. BUREAU OF EDUCATION,  
JANUARY 10, 1918

<i>Location</i>	<i>Institution</i>	<i>President</i>
Alabama.....	Daphne..... State Normal School.....	H. H. Holmes
	Florence..... State Normal School.....	H. J. Willingham
	Jacksonville..... State Normal School.....	C. W. Daugeette
	Livingston..... State Normal School.....	G. W. Brock
	Moundville..... State Normal School.....	R. W. Greene
	Troy..... State Normal School.....	E. M. Shackelford
Arizona.....	Flagstaff..... Northern Arizona Normal School.....	R. H. H. Blome
	Tempe..... Tempe Normal School of Arizona.....	A. J. Matthews
Arkansas.....	Conway..... Arkansas State Normal School.....	B. W. Torreyson
California....	Arcata..... Humboldt State Normal School.....	N. B. Van Matre
	Fluco..... State Normal School.....	Allison Ware
	Fresno..... State Normal School.....	C. L. McLane
	Los Angeles..... State Normal School.....	E. C. Moore
	San Diego..... State Normal School.....	E. L. Hardy
	San Francisco..... State Normal School.....	Frederick Burk
	San Jose..... State Normal School.....	Morris Elmer Dailey
	Santa Barbara... State Normal School of Manual Arts and Home Economics....	F. H. Ball
Colorado.....	Gunnison..... Colorado State Normal School.....	J. H. Kelley
Connecticut... Bridgeport.....	Bridgeport City Normal School.....	E. E. Cortright
	Danbury..... State Normal Training School.....	J. R. Perkins
	New Britain..... State Normal Training School.....	Marcus White
	New Haven..... State Normal Training School.....	A. B. Morrill
	Willimantic..... State Normal Training School.....	H. T. Burr
District of Columbia... Washington.....	J. Ormond Wilson Normal School.....	Anna M. Goding
Georgia.....	Athens..... State Normal School.....	J. M. Pound
	Atlanta..... Atlanta Normal Training School.....	Mary W. Postell
	Milledgeville.... Georgia Normal and Industrial College.....	Marvin M. Parks
	Valdosta..... Southern Georgia State Normal College.....	R. H. Powell
Idaho.....	Albion..... State Normal School.....	Geo. A. Axline
	Lewiston..... State Normal School.....	Oliver M. Elliott
Illinois.....	Carbondale..... Southern Illinois State Normal University.....	H. W. Shryock
	Charleston..... Eastern Illinois State Normal School.....	L. C. Lord
	Chicago..... Chicago Normal School.....	Wm. B. Owen
	De Kalb..... Northern Illinois State Normal School.....	John W. Cook
	Macomb..... Western Illinois State Normal School.....	W. P. Morgan
	Normal..... Illinois State Normal University.....	David Felmeley
Indiana.....	Fort Wayne..... Fort Wayne Normal School.....	Flora Wilber
	Indianapolis..... Indianapolis Normal School.....	Marion L. Webster
	Terre Haute..... Indiana State Normal School.....	Wm. W. Parsons
Iowa.....	Shenandoah..... Western Normal College.....	Chas. F. Garrett

<i>Location</i>	<i>Institution</i>	<i>President</i>	
Kansas.....	Emporia.....	State Normal School.....	Thos. W. Buters
	Hays.....	Fort Hays Kansas Normal School.....	Wm. A. Lewis
	Pittsburg.....	State Manual Training Normal School.....	W. A. Brandenburg
Kentucky....	Bowling Green....	Western Kentucky State Normal School.....	H. H. Cherry
	Louisville.....	Louisville Normal School.....	Eliz. Breckinridge
	Richmond.....	Eastern Kentucky State Normal School.....	T. J. Coates
Louisiana....	Natchitoches.....	Louisiana State Normal School.....	Victor L. Roy
	New Orleans.....	New Orleans Normal School.....	Margaret C. Hanson
Maine.....	Castine.....	Eastern State Normal School.....	A. F. Richardson
	Farmington.....	Farmington State Normal School.....	W. G. Mallett
	Fort Kent.....	Madawaska Training School.....	Mary P. Nowland
	Gorham.....	Western State Normal School.....	Walter E. Russell
	Lewiston.....	Lewiston Normal Training School.....	Adelaide Finch
	Machias.....	Washington State Normal School.....	Wm. L. Powers
	Presque Isle.....	Aroostook State Normal School.....	San Lorenzo Merriman
Maryland....	Baltimore.....	Baltimore Teachers Training School.....	Norman W. Cameron
	Frostburg.....	Maryland State Normal School.....	C. L. Staples
	Towson.....	Maryland State Normal School.....	Henry S. West
Massachusetts	Boston.....	Boston Normal School.....	Wallace C. Boyden
	Boston.....	Massachusetts Normal Art School.....	Jas F. Hopkins
	Bridgewater.....	State Normal School.....	Arthur C. Boyden
	Fitchburg.....	State Normal School.....	John G. Thompson
	Framingham.....	State Normal School.....	Jas. Chalmers
	Hyannis.....	State Normal School.....	Wm. A. Baldwin
	Lowell.....	State Normal School.....	John J. Mahoney
	North Adams.....	State Normal School.....	Frank F. Murdock
	Salem.....	State Normal School.....	J. A. Pitman
	Westfield.....	State Normal School.....	C. A. Brodeur
	Worcester.....	State Normal School.....	Wm. B. Aspinwall
Michigan....	Detroit.....	Wales C. Martindale Normal Training School.....	John F. Thomas
	Kalamazoo.....	Western State Normal School.....	D. B. Waldo
	Marquette.....	Northern State Normal School.....	Jas. H. Kaye
	Mount Pleasant.....	Central State Normal School.....	Chas. T. Grawn
	Ypsilanti.....	Michigan State Normal College.....	Chas. McKenny
Minnesota....	Duluth.....	State Normal School.....	E. W. Bohannon
	Mankato.....	State Normal School.....	Chas. H. Cooper
	Moorhead.....	State Normal School.....	Frank A. Weld
	St. Cloud.....	State Normal School.....	Joseph C. Brown
	Winona.....	State Normal School.....	Guy E. Maxwell
Mississippi..	Hattiesburg.....	Mississippi Normal College.....	Joe Cook
Missouri....	Cape Girardeau..	State Normal School.....	W. S. Dearthmont
	Kirksville.....	State Normal School.....	John R. Kirk
	Maryville.....	State Normal School.....	Ira Richardson
	St. Louis.....	Harris Teachers College.....	E. George Payne
	Springfield.....	State Normal School.....	Wm. T. Carrington
	Warrensburg....	State Normal School.....	Eldo L. Hendricks
Montana.....	Dillon.....	Montana State Normal School.....	Joseph E. Monroe
Nebraska....	Chadron.....	State Normal School.....	Robt. I. Elliott
	Kearney.....	State Normal School.....	Geo. S. Dick
	Peru.....	State Normal School.....	D. W. Hayes
	Wayne.....	State Normal School.....	U. S. Conn
New Hampshire.	Keene.....	State Normal School.....	W. E. Mason
	Plymouth.....	State Normal School.....	Ernest L. Silver
New Jersey..	Jersey City.....	Teachers' Training School.....	J. H. Brensinger
	Montclair.....	New Jersey State Normal School.....	Chas. S. Chapin
	Newark.....	New Jersey State Normal School.....	W. S. Willis
	Paterson.....	Paterson Normal Training School.....	Frank W. Smith
	Trenton.....	New Jersey State Normal School.....	Jas. M. Green

<i>Location</i>	<i>Institution</i>	<i>President</i>	
New Mexico	East Las Vegas	New Mexico Normal University..F. H. H. Roberts	
	Silver City	New Mexico Normal School....E. L. Enloe	
New York	Albany	Teachers' Training School.....Thos. S. O'Brien	
	Brookport	State Normal and Training School..A. C. Thompson	
	Brooklyn	Training School for Teachers....Emma L. Johnston	
	Buffalo	State Normal School.....Daniel Upton	
	Cohoes	Cohoes Training School.....Harriet L. Knapp	
	Cortland	State Normal and Training School..Harry D. DeGroat	
	Fredonia	State Normal and Training School..Myron T. Dana	
	Geneseo	Geneseo State Normal School....Jas. V. Sturges	
	Jamalca	Training School for Teachers...A. C. McLachlan	
	New Paltz	State Normal School.....John C. Bliss	
	New York	New York Training School for Teachers.....	Hugo Newman
		Oneonta	State Normal School.....Percy I. Bugbee
	Oswego	State Normal School.....Jas. G. Riggs	
	Plattsburg	State Normal School.....Geo. K. Hawkins	
	Potsdam	State Normal and Training School..J. M. Thompson	
	Rochester	City Normal School.....Ed. J. Bonner	
	Schenectady	Teachers' Training School.....G. B. Jeffers	
	Syracuse	Syracuse Training School for Teachers.....	J. Ed. Banta
		Watertown	Watertown Training School....Ella M. Walratt
	Yonkers	Yonkers Training School for Teachers.....	Eleanor M. Taylor
North Carolina		Cullowhee	Cullowhee Normal and Industrial School.....A. C. Reynolds
	Greenville	East Carolina Teachers' Train- ing School.....Rob't H. Wright	
	Greensboro	State Normal and Industrial College.....Julius I. Foust	
	Pembroke	Indian Normal College.....H. A. Neal	
North Dakota	Ellendale	State Normal and Industrial School.....Ryland M. Black	
	Maryville	State Normal School.....Thos. A. Hillier	
	Minot	State Normal School.....A. G. Steele	
	Valley City	State Normal School.....Geo. A. McFarland	
Ohio	Akron	Perkins Normal School.....James C. Bay	
	Athens	State Normal School.....John J. Richeson	
	Bowling Green	State Normal School.....Homer B. Williams	
	Cleveland	Cleveland Normal Training School..R. W. Himelick	
	Columbus	Columbus Normal School.....M. W. Sutherland	
	Dayton	Dayton Normal School.....Grace A. Greene	
	Kent	State Normal College.....John S. McGilvrey	
Oxford	Teachers College.....Harvey C. Minnich		
Oklahoma	Ada	East Central State Normal School..J. M. Gordon	
	Alva	Northwestern State Normal School.....A. S. Faulkner	
	Durant	Southeastern State Normal School.....T. D. Brooks	
	Edmond	Central State Normal School....J. W. Graves	
	Tahlequah	Northeastern State Normal School.....G. W. Gable	
	Weatherford	Southwestern State Normal School.....James B. Eskridge	
Oregon	Monmouth	State Normal School.....John H. Ackerman	
Pennsylvania	Bloomsburg	State Normal School.....D. J. Waller, Jr.	
	California	Southwestern State Normal School.....	Walter S. Hertzog
		Clarion	State Normal School.....Amos P. Reese
	East Stroudsburg	State Normal School.....E. L. Kemp	
	Edinboro	State Normal School.....Frank E. Baker	
	Erie	Erie Normal Training School....Celestia J. Hershey	
	Harrisburg	Teachers' Training School.....Anne U. Wert	
	Indiana	State Normal School.....John A. H. Keith	
	Kutztown	Keystone State Normal School...A. C. Rothermel	
	Lock Haven	Central State Normal School....Charles Lose	
	Mansfield	State Normal School.....Wm. R. Straughn	
	Millersville	State Normal School.....P. Munroe Harbold	

## STATE TEACHERS COLLEGE

<i>Location</i>	<i>Institution</i>	<i>President</i>
Pennsylvania.	Philadelphia . . . . Philadelphia Normal School for Girls . . . . .	J. Eugene Baker
(Continued)	Philadelphia . . . . Philadelphia School of Pedagogy.	Francis B. Brandt
	Shippensburg . . . . Cumberland Valley State Normal School . . . . .	Ezra Lehman
	Slippery Rock . . . . State Normal School . . . . .	J. Linwood Eisenberg
	West Chester . . . . State Normal School . . . . .	George M. Philips
Rhode Island . . . .	Providence . . . . . Rhode Island State Normal School.	John L. Alger
South Carolina . . . .	Rockhill . . . . . Winthrop Normal and Industrial College . . . . .	David B. Johnson
South Dakota . . . .	Aberdeen . . . . . Northern Normal and Industrial School . . . . .	Willis E. Johnson
	Madison . . . . . State Normal School . . . . .	John W. Heston
	Spearfish . . . . . State Normal School . . . . .	Fayette L. Cook
	Springfield . . . . . State Normal School . . . . .	Gustav G. Wenzlaff
Tennessee . . . .	Johnson City . . . . East Tennessee State Normal School . . . . .	Sidney G. Gilbreath
	Memphis . . . . . West Tennessee State Normal School . . . . .	John W. Brister
	Murfreesboro . . . . Middle Tennessee State Normal School . . . . .	R. L. Jones
Texas . . . . .	Canyon . . . . . West Texas State Normal School . . . . .	R. B. Cousins
	Denton . . . . . North Texas State Normal School . . . . .	W. H. Bruce
	Huntsville . . . . . Sam Houston State Normal School . . . . .	H. F. Estill
	San Marcos . . . . . Southwest Texas State Normal School . . . . .	C. E. Evans
Vermont . . . . .	Castleton . . . . . State Normal School . . . . .	Charles A. Adams
	Johnson . . . . . State Normal School . . . . .	Bessie B. Goodrich
Virginia . . . . .	East Radford . . . . State Normal School for Women.	John P. McConnell
	Farmville . . . . . State Normal School for Women.	Joseph L. Jarman
	Fredericksburg . . . State Normal and Industrial School for Women . . . . .	E. H. Russell
	Harrisonburg . . . . State Normal and Industrial School for Women . . . . .	Julian A. Burruss
Washington . . . .	Bellingham . . . . . State Normal School . . . . .	George W. Nash
	Cheney . . . . . State Normal School . . . . .	Noah D. Showalter
	Ellensburg . . . . . State Normal School . . . . .	George H. Black
West Virginia . . . .	Athens . . . . . Concord State Normal School . . . . .	L. B. Hill
	Fairmont . . . . . State Normal School . . . . .	Joseph Rosier
	Glenville . . . . . State Normal School . . . . .	E. G. Rohrbough
	Huntington . . . . . Marshall College, State Normal School . . . . .	O. I. Woodley
	Shepherdstown . . . Shepherd College, State Normal School . . . . .	Thomas C. Miller
	West Liberty . . . . State Normal School . . . . .	John C. Shaw
Wisconsin . . . . .	La Crosse . . . . . State Normal School . . . . .	Fassett A. Cotton
	Milwaukee . . . . . State Normal School . . . . .	Carroll G. Pearce
	Oshkosh . . . . . State Normal School . . . . .	H. A. Brown
	Platteville . . . . . State Normal School . . . . .	Asa M. Royce
	River Falls . . . . . State Normal School . . . . .	Jesse H. Ames
	Stevens Point . . . . State Normal School . . . . .	John F. Sims
	Superior . . . . . State Normal School . . . . .	V. E. McCaskill
	Whitewater . . . . . State Normal School . . . . .	Albert H. Yoder



## *Appendix C*

### List of State Teachers' Colleges

REVISED AS REPORTED TO THE SECRETARY OF THE AMERICAN  
ASSOCIATION OF TEACHERS COLLEGES, JULY 1, 1918

<i>Location</i>	<i>Institution</i>	<i>Degrees Offered</i>
Colorado.....	Greeley.....Colorado State Teachers College.	B.A., M.A.
Georgia.....	Milledgeville.....Georgia Normal and Industrial College.	B.S.
Illinois.....	Carbondale.....Southern Illinois State Normal School.	B.A., B.Ed., B.Ph.
	Normal.....Illinois State Normal University.	B.Ed.
	Macomb.....Western Illinois State Normal School.	B.S.
Indiana.....	Terre Haute.....Indiana State Normal School.	B.A., B.S., B.Ph.
Iowa.....	Cedar Falls.....Iowa State Teachers College.	B.A.
Kansas.....	Emporia.....State Normal School.	B.S.
	Hays.....Fort Hays State Normal School.	B.S.
	Pittsburg.....State Manual Training Normal School.	B.S.
Michigan....	Ypsilanti.....Michigan State Normal College.	B.A., B.S.
Missouri.....	Cape Girardeau..State Normal School.	B.A., B.S., B.S. in H.Ec.
	Kirksville.....State Normal School.	B.S.
	Maryville.....State Normal School.	B.S.
	Springfield.....State Normal School.	B.S.
	Warrensburg.....State Normal School.	B.S.
Nebraska....	Chadron.....State Normal School.	B.A.
	Kearney.....State Normal School.	B.A.
	Peru.....State Normal School.	B.A.
	Wayne.....State Normal School.	B.A.
New Mexico..	Las Vegas.....New Mexico Normal University.	B.Pd., M.Pd., B.A.
	Silver City.....New Mexico Normal School.	B.A., B.Pd., M.Pd.
New York....	Albany.....New York State College for Teachers.	B.A., B.S., M.A.
Ohio.....	Bowling Green..State Normal College.	B.S.
	Kent.....State Normal College.	B.S.
	Oxford.....Teachers College of Miami University.	B.S.
	Athens.....State Normal College of Ohio University.	B.S.
South Carolina.....	Rock Hill.....Winthrop Normal and Industrial College.	B.A., B.S., M.A.
Utah.....	Salt Lake City...State Normal School of the University of Utah.	B.S., B.A., M.S., M.A.

