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A Conscious Program

AND

An Appendix of Some Interest

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A Conscious Program

for the

Normal Schools and Teachers Colleges

of America

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

ADOPTED UNANIMOUSLY
AT PITTSBURGH, JULY 3, 1918

Ordered Published

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1918

Declaration of Principles

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 therefor 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

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

Location		*Institution*	*President*
Alabama	Daphne	State Normal School	H. H. Holmes
	Florence	State Normal School	H. J. Willingham
	Jacksonville	State Normal School	C. W. Daugette
	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
	Chico	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 Felmley
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

Location		*Institution*	*President*
Kansas	Emporia	State Normal School	Thos. W. Butcher
	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 Merrima
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. Dearmont
	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

Location		Institution	President
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
	Brockport	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
	Jamaica	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. Walradt
	Yonkers	Yonkers Training School for Teachers	Eleanor M. Taylor
North Carolina	Cullowhee	Cullowhee Normal and Industrial School	A. C. Reynolds
	Greenville	East Carolina Teachers' Training 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. Hillyer
	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

Location		Institution	President
Pennsylvania. (Continued)	Philadelphia	Philadelphia Normal School for Girls	J. Eugene Baker
	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. Pearse
	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

Location		*Institution*	*Degrees Offered*
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.

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