


# MEMOSCOPE

WINTER  
1950



*"The  
Growth of An  
Idea"*

So deserving of special attention is "The Growth of an Idea" that the entire issue has been devoted to its presentation.

From the humble but firm beginning represented by the first building pictured in the oval on this page, the College has expanded and grown into an impressive state institution for the training of teachers with physical plant valued at more than five million dollars.

The growth of the physical plant has never exceeded and in fact never equalled the growth of the idea of the preparation of teachers for the public schools of the state and nation.

In this issue President Ryle reviews the philosophy of Joseph Baldwin and shows how his idea of a professional school for the preparation of teachers was founded. Dr. Ryle goes on to trace the development of this idea to the present day philosophy of the College.

The pictorial presentation of the growth of the institution shows the development from its earliest day to the present time.

—EDITOR'S NOTE.



NORTH MISSOURI NORMAL SCHOOL  
Founded in 1867 by Joseph Baldwin



Dr. Walter H. Ryle became President in  
August, 1937.

## NEMOSCOPE

NORTHEAST MISSOURI STATE TEACHERS COLLEGE  
KIRKSVILLE, MISSOURI  
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VOLUME IV

WINTER, 1950

NUMBER 2

# THE GROWTH OF AN IDEA

Will you go back with me to the fall of 1866? At that time in Logansport, Indiana, Joseph Baldwin, our main character, had at last come face to face with the question: What shall I make my life's work? He was now wrestling with one of the great decisions that all men have to face in life. Before we can continue, we must roll back still further the curtain of the past so we can get a glimpse of the salient events that made this particular fall of 1866 a crucial one for Baldwin.

Our hero at an earlier day had come under the influence of the dynamic, intriguing personality of Alexander Campbell. In fact, he had enjoyed an intimate relationship with this famous churchman, having lived in his home as one of the family while attending Bethany College. It seems as if Alexander Campbell, of whom he often spoke in later years, had a profound influence upon his life. While a member of the Campbell household, he listened to many debates between Alexander Campbell, his brother, Thomas Campbell, and other leading churchmen and educators that visited in the homes of these two distinguished religious leaders. From Bethany College Baldwin graduated on July 4, 1852, with the degree of Bachelor of Arts and a diploma signed by his idol—Alexander Campbell. Fifty-two days later he married Miss Ellen Sophronia Fluhart, a student of Hiram College and a classmate of James A. Garfield.

## Joseph Baldwin

Joseph Baldwin at the age of twenty-five now possessed a Bachelor's degree, a debt, a wife, a preparation for the ministry, and a desire to *preach*—but he began to *teach* to make a living. Shortly after his marriage he was in Platte City, Missouri, as principal of the Male and Female Academy. Mrs. Baldwin also taught that year. The next fall we see the Baldwins in Savannah, Missouri. Here he began his first real pioneer work in teacher education since the Savannah Collegiate Institution was among the early teacher education institutions in our State. His new venture proposed to do educational work on a college level with the idea of preparing teachers for the rural schools of Missouri. Joseph Baldwin was beginning to dream of new fields to conquer in the

## Address of President Walter Ryle

On September 10, 1949

### Before the Faculty of the College

educational world. He was not yet sure of himself. He was not certain in what direction he should move, but he was trying to find a way to do a job that he realized ought to be done, a way to attain the professional preparation of those who were teaching boys and girls of our Country.

### Teaching Interest Grows

As the new school at Savannah was not ready to open in the fall of 1853 he was forced to wait to begin this new venture until the early weeks of 1854. It is significant, I think, that his second lecture to the students of this institution was called, "Education—The Greatest Work of Life." To me, it is an indication that by this time he had begun to veer from the ministry to that of educating teachers as his life's mission. At the close of the first year in Savannah he again addressed the students saying:

The Savannah Institute has for its object the proper development of the entire nature of man. To exalt and ennoble him, and make him what he once was, a bright, resplendent image of the Deity. To break the fetters of

false system and false education. To teach men to select, to reason, and to decide for themselves. Earth nor Heaven knows no motive more pure, no object more noble.

It is clear that during this year he had moved one step further from the ministry and one step nearer to the teaching profession. The next spring he left Missouri and returned to New Castle, Pennsylvania, where he had been born twenty-nine years before. At this time there was much mental conflict within himself concerning his life's work. He was still longing for a pastorate but apparently could not locate one to his satisfaction. While he taught at Platte City and Savannah, he did some preaching, but it was not a part of his regular work. There is considerable evidence that his wife wanted him to be a teacher. She thought and insisted that he was a born teacher and not a preacher. Why he left Missouri in 1856 and returned to the town of his birth is not definitely revealed by the known records of today. There is some indication, however, that the dislike his wife had for Savannah was an influential factor in shaping his decision. It is significant that before Baldwin left Missouri he actively participated in the organization of the Missouri State Teachers Association in St. Louis in May 1856. He also participated in the discussions relative to the establishment of a state normal school, little realizing that it would be his



THE ORIGINAL BALDWIN HALL

Construction began May 17, 1871, and the building was occupied January 16, 1873.

destiny after fourteen years rolled by to bring that dream to a practical reality.

#### At Millersville

Soon after his return to New Castle, Baldwin entered the Lancaster County Normal School at Millersville, where Dr. J. P. Wickersham was President.

The year at Millersville was an important one. While there he was extremely interested in the problems of teacher education. Apparently, his chief reason for returning to formal college work during the academic year of 1856-57 was to give some thought and meditation to the field of his growing interest, that of teacher education, under the guidance of Doctor Wickersham, a pioneer in the field of public education.

No doubt he was definitely influenced by the program of the Millersville school. Doctor Winship, speaking at the unveiling of the Baldwin Statue on this campus in 1927, said:

Baldwin received his professional baptism at Wickersham's Millersville State Normal College and the professional consecration at that shrine was responsible for his professional evangelism which made him a sort of circuit rider in Indiana, where J. B. Merwin of St. Louis discovered him for Kirksville.

#### Establishes College

Following his year at Millersville, he was invited by J. J. Grigsby, a relative to come to Burnettsville, Indiana, where he opened the Indiana Normal School in 1858. The following year he moved the school to Kokomo, Indiana, and here conducted it until conditions arising out of the Civil War forced him to close it in June, 1863. Of this school Mr. Richmond in "A History of Howard County," Indiana, has this to say:

The first departure from the old routine of teaching was introduced here by Prof. Joseph Baldwin in 1859. He procured the use of the old Christian Church building in Kokomo, in which he began operations, adopting what is known as the Normal method of teaching. He succeeded in gathering a large number of students, and for about three years labored zealously and succeeded in effecting quite a revolution in the mode of teaching and management. . .

This school prospered. Baldwin was beginning to hit his stride. He had found his mission in life. In the summer of 1862 the citizens of Kokomo built him a \$11,000 building that was capable of accommodating six hundred students. The future looked bright for the young educator. By the fall of 1862, however, dark war clouds were hanging heavily over the nation. By the summer of 1863 the North was desperately calling for recruits. In

June of that year Joseph Baldwin closed his Indiana Normal School, and along with many of his students joined the Union Army. He enlisted on June 24, 1863, six days before the Battle of Gettysburg. For him war was to mean a captaincy, broken health, and disrupted plans. Many of us can sympathize with Baldwin for we likewise have had similar experiences. Some of us have twice been called upon to go through such tragic days. War has a strange way of changing the plans and the courses of individuals as well as the currents of civilization. I am inclined to believe that had the Civil War not occurred in all probability Baldwin would have never come to Kirksville to establish the institution that has meant so much to so many people. Instead of being looked upon as the Father of the teacher education system of Missouri he would probably have become the Father of the teacher education system of the State of Indiana.

While in the army he suffered a severe attack of pneumonia that left his lungs in bad condition. On March 4, 1864, he was honorably discharged. For nearly a year thereafter he sold school supplies in Indiana, because he had been warned by his physician not to re-enter the school room for two years. It appears, however, that



This picture of Baldwin Hall shows it after a portion of the tower was removed.



The library wing shown above was authorized by the Legislature in 1901. These two buildings were destroyed by fire in 1924.

he remained out of the teaching profession for less than a year, for in the fall of 1864 he was in Logansport, Indiana, with his family, as principal of the seminary.

#### Influence of Merwin

We are now ready to pick up our story where we began at Logansport in the fall of 1866. Joseph Baldwin was dissatisfied with his situation there. Ten years have gone by since he returned to his native state to study under the guidance of Dr. J. P. Wickersham. Now he is an experienced teacher, a school administrator, a school organizer, a Civil War veteran, a minister of the gospel fired with a burning zeal to do something for the professional education of teachers of the public schools of our Nation. His basic education had been completed. At the age of thirty-nine he was nearly ready to launch his life's work. There was no longer any uncertainty in his mind as to what he wanted to do. His wife who had contended from the day of their marriage that he was a born teacher had at last won her point. While principal of the seminary at Logansport, he did considerable work in the county institutes of Indiana. During one of these institute

campaigns he met Major John B. Merwin of St. Louis, who at that time was editor of the Journal of Education. Major Merwin was so greatly impressed with Baldwin's zeal, enthusiasm, ability, and attitude toward teacher education that he prevailed upon him to come to Missouri for the purpose of establishing a teacher education institution. Moreover, at the same time he was receiving urgent letters from J. J. Grigsby, a relative of his, then living in Kirksville imploring him to come to that town and establish a normal school. Remember this Grigsby is the same person who influenced him to establish the Indiana Normal School at Burnettsville, prior to the opening of the Civil War. In February 1867 Baldwin went to St. Louis to confer with Major Merwin and others with the view of selecting a site for the location of a normal school in the state. Major Merwin recommended Kirksville. Baldwin was interested in St. Joseph. All factors leading to the selection of Kirksville for the location of the new venture are not known but this interesting fact is told:

It so happened that Baldwin had lost his traveling money and wanted \$50 that he might proceed on his journey. Major Merwin offered to lend him the money, as he himself

has told it, if Baldwin would go out to Kirksville at once and look over the situation there carefully, and added that, if he did not like the place he need not refund the borrowed money.

#### Arrival In Kirksville

He came to Kirksville on the railroad as far as Macon, then rode overland in a buggy arriving in Kirksville on a cold winter day, February 13, 1867. So far as I can learn he did not visit any other place on his inspection tour. Before leaving Kirksville he made arrangements for the establishment of the school. He returned to Logansport and moved his family to Kirksville in early spring of 1867. This historic venture was opened on September 2, 1867. A little more than three years later Baldwin's private teacher education institution became the Missouri State Normal School of the first district—the first state supported institution in Missouri, established primarily for the purpose of educating teachers. Thus our College became the Mother of the teacher education system of Missouri. Today, after the passing of more than three quarters of a century, we once more occupy the unique position of being the only State Teachers College in our State.



Science Hall, the building on the right, was completed and occupied in May, 1906. This is the only building of the original group still in use.

### Fundamental Concepts

What did Joseph Baldwin believe to be the distinctive work of a normal school? One of the perplexing problems confronting the pioneer normal schools was that of determining their distinctive mission. The various pioneer normal school presidents need several views relative to their work. *One group* maintained that the work of the normal school should be predominately academic, that is, the words of President H. B. Buckham of Buffalo, "the best and only necessary equipment of the teacher is scholarship." This group did not believe that it was sufficient to merely review those preparing to teach in the subjects later. They believed that the course of study for a normal school should be composed of those studies that would lay a foundation on which to build an education. They had only scorn and contempt for method courses. The *second group* was composed of those who contended that the professional point of view was the correct one, that is, that the attainment of the art of teaching rather than scholarship was the crucial need for teachers. They advocated methods courses along with review work in the common branches at the expense of an academic program. This group thought that the academic work should continue to be taught by the academies, seminaries, and the high schools. It was this group that led the way in establishing the first state normal schools. The *third group* regarded a combination of the professional and academic viewpoint as the best way to educate teachers. Often these two viewpoints would be at war with each other within the same normal school. To many, this combination of academic and professional work was merely a temporary necessity and as the academic requirements for entrance to these normal schools were raised the aca-

demie studies would gradually give way to the professional.

### Professionalization

None of these three groups cut the pattern for the Midwest normal school of the last century, that was to be the outstanding pioneer service of Joseph Baldwin while president of our College. How did his conception of a normal school differ from the prevailing views we have briefly reviewed, or as previously stated? What was his conception of the distinctive work of a teacher education institution? He believed that a normal school should be a professional school primarily interested in the professional education of teachers whose program should provide sound academic scholarship along with professional training. He did not believe in the academic and professional courses existing side by side, each contending for "a place in the sun," but rather they should be integrated into a common program for a single purpose, the preparation of teachers for the public schools. In other words, he was truly a pioneer in the field of the professionalization of subject matter. Speaking before the graduating class of this College in June 1871, he said this concerning his conception of the distinctive work of a normal school:

The normal school should be complete in itself. As the appendage of the college or

university it has never attained success. With the one central idea—the professional education of teachers—incorporated in every nerve and fibre of its work, it should be as complete in all its appointments as the college. Its course of study should be as full, its buildings, library and apparatus as extensive, and its faculty as able. It should be all that the college is, with the professional added and embodied.

The idea of separating the professional and the literary courses is strictly impracticable. The material of which teachers are to be made requires the most thorough discipline as well as the professional training of the normal. That the best time to learn *how* to teach is while learning *what* to teach I must regard as axiomatic.

It is clear from Baldwin's own words that he considered a normal school a professional school on a par with the other professional schools of his day and that he thought the program for a professional school for teachers should constitute academic and professional studies so integrated that they become an integral part of the common program for the educating of teachers. This was a new concept in the field of teacher education.

Thus far in our discussion we have been concerned with the historic past. Though sketchy, I have tried to relate the salient points in the simple story of how the central idea upon which this teachers college was founded evolved in the mind of Joseph Baldwin. At this point let us turn our thoughts and attention to the living present.

### Objectives of Today

Most of what I shall say during the remainder of our discussion will, to a great extent, be my personal opinions and viewpoints. I do not seek to dominate the thinking or to change the viewpoint of any member of this faculty; I feel, however, that you as a member of this distinguished faculty, have a right to expect the President of the institution to make clear his philosophy of teacher education. I





do not intend to make new pronouncements but rather to synthesize what many of you have heard me say on other occasions. I assure you I am sincere. They are my convictions.

Let us now seriously ask this question: What is the function of a teachers college, or any teacher education institution? You often hear this question raised among professional and lay people. This question has grown more acute during the past quarter of a century. Is not this a strange situation in our educational scene of today?

### Why a Teachers College

The first state supported teacher education institution was opened at Lexington, Massachusetts, on July 3, 1837, 112 years ago. It has been 82 years since our college opened its doors. During this period of time we have witnessed the establishment within our State of four other teachers colleges. Today they have become state colleges, thus leaving the State Teachers College at Kirksville the only teachers college in the State. Serious-minded people are still asking, "Why a teachers college?" It seems to me that this is an amazing situation in American education, one difficult

to comprehend. How can such a question be justified, especially when one considers the present situation confronting our public schools and the urgent call from all sections of our nation for educated teachers? The situation confronting the public schools is more critical than it has been for many years. Do you ever hear these questions raised in educational circles: Why a medical college? Why a school of engineering? Why a divinity school? Why a college of osteopathy? Why a school of journalism? Do you ever hear business schools or schools of beauty culture questioned? Has this unrest among teachers colleges been produced by an oversupply of qualified teachers in our Country? No, even to a casual observer, this is not the cause. There is a great need today for properly educated teachers for the children of America and the need is growing. There is little hope that enough good teachers will be available for at least the next ten or twenty years.

### Education For Democracy

Those who launched the new government under the Constitution of 1787 soon realized that if it were to survive their own generation they must provide for schools to educate the youth of each generation to understand the principles, the privileges and the duties of a free people. Our founding fathers fully realized that free institutions cannot long endure unless the right kind of an educational program is maintained. Democratic processes cannot long endure unless they are supported by a free people, well informed in the general principles and methods of successful democratic

living. Early in the history of this nation our public schools became the keystone of the democratic faith in America. This faith has grown until today Americans have a childlike faith in the power of their public schools. This faith is so deeply embedded in the life of the people that they willingly support the public schools through taxation. The education of all the people at the expense of all the taxpayers has become axiomatic in democratic America. Many Americans believe that our success in establishing and maintaining a government which rests on popular action is due largely to the fact that we have educated each generation in the principles and methods of the democratic processes. No one has pointed this out more clearly than Daniel Webster:

On the diffusion of education among the people rests the preservation and perpetuation of our free institutions. I apprehend no danger to our country from a foreign foe. Our destruction, should it come at all, will be from another quarter. From the inattention of the people to the concerns of government—from their carelessness and negligence—I must confess that I do apprehend some danger. I fear that they may place too implicit a confidence in their public servants, and fail properly to scrutinize their conduct—that in this way they may be the dupes of designing men. . . . Make them intelligent, and they will be vigilant—give them the means of detecting the wrong, and they will apply the remedy.

### Need for Educated Teachers

As the "people's schools" became established, there grew a desire among their supporters for better educated teachers. Thus another interesting chapter was opened in the history of American education—the struggle to establish and maintain professional



None of the long-familiar pine trees are left on the main campus.



The debris from the burned buildings was used to fill the old lake, which by 1924 had come to be regarded as a menace to health.

schools for the education of teachers. Out of this struggle came the Twentieth Century teachers colleges, of which ours is a typical example. The teachers colleges have exerted a wholesome influence upon public education throughout the nation. These institutions have gained a secure place in the American scheme of public education of which they are an integral part. In spite of tremendous opposition they have succeeded beyond the expectation of their founders. Why have they succeeded? It appears as if their success is due chiefly to two factors: *First*, the soundness of their contention that teachers needed specific education in a professional school devoted to the problem of educating teachers for the public schools; *second*, that those educated in these institutions were usually better teachers of boys and girls than those educated elsewhere. In other words, the quality of their products was one of their great assets. Let us hope that that is true today. They have also made an important contribution towards the de-

velopment and the improvement of the public school system.

#### Teachers Colleges Should Provide Educational Leadership

If the position I have assumed is basically sound, then the primary task of a teachers college is the education of teachers for the kindergarten, the elementary schools, the rural schools, the secondary schools, and the public junior colleges. Yes, it has an obligation to prepare elementary and high school principals, supervisors and specialists of various kinds and administrators. It should furnish educational leadership and professional services to those working in the public schools. It must also assume the leadership in a relentless campaign to arouse American people to the realization that the task of a teacher is a professional one, and that the uneducated teacher is dangerous to our way of life. Such colleges must take a firm stand in defense of teachers being professionally educated and insist that every boy and girl in America has a right

to the stimulation and guidance of professionally trained teachers. The average American is not prone to seek the advice of a lawyer who has not been professionally educated.

When an American wants professional advice he seeks the expert, the best trained person he can find. Why should we allow our children to be taught and influenced during their most impressionistic years by a teacher who has not been professionally educated? In my judgment the most acute problem facing American education today, in the year of 1949, is well-qualified teachers for the public schools. I think this will remain an acute problem for years to come. This is the great challenge facing a teachers college or any other educational institution primarily interested in educating men and women for the teaching profession. Such institutions have no choice in the matter. The people expect them to meet the challenge without equivocation. It is an obligation imposed upon them by law. Therefore, the primary task of a

Twentieth Century teachers college is the same as the normal schools of yesterday—the education of teachers for the schools of America. When this ceases to be their primary function they will have lost their unique place in American education. They can no longer honestly appeal to the American people for financial assistance and moral support as teachers colleges.

### Our Own Program

At this point in our discussion we should raise the question, "What should be the program of a teachers college in the middle years of the Twentieth Century?" This is a question that this faculty must face realistically, both individually and collectively. Many leaders and thinkers in the field of teacher education are persuaded that a four-year program is too brief a time for educating a person for the teaching profession. Such a program is outmoded and should be discarded for a new one. I believe that the curriculum of a teachers college

should be a five-year program of which the first two years should constitute general education and three years of professional education; all of which should be integrated into a unified program for the preparation of a teacher for our public schools. It is the unique responsibility of a teachers college to see that the public school teachers receive the right kind of education. That being true, what they do in reorganizing their educational program is of primary importance. It will greatly influence the kind of social order that our country will have in the next century. We, as a faculty, must do our best to meet this challenge. The future of our college depends on how we meet this issue. We must see that its program meets the demands and serves the needs of the people or be relegated to the boneyards of the past; furthermore it must meet the realities of contemporary life realistically. It must not become self-satisfied, grow old, lose its vigor and drive, and become steeped

in the traditions and glories of its past. It must keep its youthful vigor and its pioneering spirit. Only those who live in the spirit of the times shall live. A most important responsibility rests on our shoulders. I do not believe you can discharge this responsibility with a four-year program. It will take five years to properly educate a teacher for our public schools for today and for tomorrow.

### Must Professionalize

The *first two years*, the freshman and sophomore years, of a five-year program should be devoted to general education, or using the terminology of other professions, pre-professional work for the teaching profession. In organizing a curriculum for a general education program it is essential for us to keep in mind that we wish to prepare the individual for successful living, for a teacher is first a citizen of a community, then a practitioner of his chosen profession. A teacher needs and must have a comprehensive



Since 1925 the Greenwood Elementary School has been used as a laboratory school for practice teachers. The building shown above has been replaced by a more modern one.



1867 Joseph Baldwin 1881



1881 W. P. Nason 1882



1882 J. P. Blanton 1891



THE CAMPUS TODAY

### PROGRESS OF SEVEN ADMINISTRATIONS . . . .

More than eighty years ago on September 2, 1867, as the country begin to set its house in order after the long and devastating war between the states, Joseph Baldwin, pioneer educator, working for the preservation of democratic ideals established in Kirksville, Missouri, one of the first institutions west of the Mississippi River devoted primarily to the education of teachers.



1867



1873





. . . DEVOTED TO A GREAT IDEAL

An all-embracing idealism guided Baldwin in shaping his pioneer institution. Said he, "to elevate teaching from the position of a vascillating empiricism to that of the chief of the arts is the world's supreme work." With emphasis upon sound scholarship in the great fields of knowledge, a thorough understanding of the facts and processes of professional education and expertly directed experiences in the laboratory school, he cut the pattern for the American Teachers College as it is known throughout the world today.

Seven administrations have kept faith in this far reaching ideal and in this pattern for teacher education. From this pioneer institution have gone forth teachers and leaders to help shape the destiny of America.



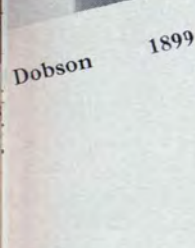
1899 John R. Kirk 1925



1925 Eugene Fair 1937



1937 Walter H. Ryle



Dobson 1899



THE CAMPUS THEN



The Model Rural School was conceived and erected under the direction of President John R. Kirk. Located on the southeast corner of the campus, it was opened in September 1907 with an enrollment of fourteen children who were transported from several miles west of Kirksville.

knowledge of the social, economic, political, and religious forces confronting the social order. In our general education program we seek to develop in the prospective teacher a certain maturity of judgment and breadth of understanding that comes only to those who have lived vicariously through the ages of man's recorded experiences. These great experiences of the race are to be found in the *history of civilization, the humanities, the fine arts, the music, the drama, the social sciences, and the natural sciences.* A general education program should give the prospective teacher a comprehensive understanding of the continuity of the evolution of human society, a grasp of the basic laws of science and an appreciation of the great spiritual experiences of the human race. I believe that the professional education of teachers should be based upon a well-organized and implemented two-year program of general education. During these two years no thought of specialization should enter into the educational program of a prospective teacher. He should be interested solely in broadening his basic knowledge. Do we as a faculty live up to our philosophy of general education? Do we at times encourage prospective teachers to commence specialization in the



Until the completion of Stokes Stadium, built in 1929-30, athletic contests were conducted on the playing field on the northwest part of the campus where Baldwin Hall now stands.

freshman and sophomore years? That is a mistake easily made, for most of us are specialist minded, but we should be on our guard to see that we keep inviolate our philosophy of general education.

### General Education Concepts

I think the time is fast approaching when this faculty should re-study the organization and contents of our general education courses, especially the comprehensive courses. We must not let ourselves fall into the error of thinking that we are finished—that our work is done. No, men and women of the faculty, our task is certainly not finished. I doubt whether any of you believe that the organizations, the contents, and the methods of instruction of these courses measure up to the philosophy underlying our general education program. During recent years we have not been working much on this phase of our educational program because we have been concentrating on other problems of our college, for instance, the graduate program. In the last few years marked development has been made in the field of general education. I wish to suggest that we give some serious attention during this academic year to the problem of general education. Within a short time I shall appoint a committee of faculty members to re-study our general education program. I hope this committee will furnish the leadership for a study which will involve every member of this faculty. The last time such a committee was appointed was in the fall of 1938, that was eleven years ago.

### Professional Education Concepts

The last three years of a five-year program of teacher education should be devoted to professional work, which should include at least four things: *First*, the prospective teacher must specialize in some field of human knowledge augmented by one or more minors which may or may not be in related fields. His main interest may lie in one of the disciplines of the academic or applied fields.

This phase of a teacher's education should be broad and thorough and based upon genuine scholarship, for thorough scholarship is the keystone of a teacher's education. A teacher of youth must have a depth and a breadth of understanding of that which he wishes to teach, along with an appreciation of the broad interrelationships of that which he teaches with the general scheme of the intellect and the

unity of thought. The curriculum of a teachers college should be broad and all-inclusive. Any discipline that contributes in any way to the education of a teacher has a place in its program. Yes, I can justify such disciplines as geology, Greek, Old English, astronomy, pottery, sculpturing, et cetera, if they contribute to the preparation of our public school teacher. The curriculum of a teachers college should be as broad as any that is found in the best of our colleges and universities.

### Scholastic Disciplines

The instruction in a teachers college must be more thorough than in any

professionalized, and if we, as a faculty, fail to do this, then we are doing no more than the colleges of arts and science are doing.

Professionalization of subject matter is fundamental to the professional education of a teacher. It is a point of view—an attitude. This means that you as teachers of teachers are interested in presenting subject matter from the viewpoint of what a prospective teacher is going to do with it rather than in presenting the subject matter for its sake. Why do you teach history, literature, mathematics, music? Is it for the sake of the subject? On the other hand, are you



The sunken garden occupies the spot which was once the basement of Baldwin Hall.

educational institution, for a teacher should not be merely a student of, but a master in, the disciplines which he is called upon to teach. It is not sufficient for a teacher to have merely a general knowledge of the discipline which he teaches, but he should know it thoroughly, including the discipline forming its background, that is the basic reason why the curriculum of a teachers college should be composed of many branches of knowledge. When it comes to specialization in some field of human knowledge I believe that it is better for a teacher to know much of a few things than to know a little of many things. There is no substitute for thoroughness in scholarship in the education of a teacher.

The instruction in a teachers college should differ basically from that usually found in colleges and universities. The various courses taught should be

teaching history, literature, mathematics, or music with a view of educating a teacher? What is your attitude towards subject matter? Is it an instrument in your hands for molding a teacher? If so, this is truly purposeful teaching. This is the basic nature of the educational program for any of the professions. A teachers college is interested in professionalizing subject matter because it is primarily interested in educating the prospective teacher *what* to teach and *how* to teach boys and girls. This cannot be done in an educational institution primarily interested in a general education program, for the professionalization of subject matter belongs to a professional school dedicated to the task of educating for a specific profession. I hope that no member of our staff is primarily interested in teaching subject matter only.

A teachers college must have faculty members who are interested in teaching subject matter as a means of educating for the teaching profession. Subject matter in a teachers college is professionalized when it is presented for the definite purpose of educating a teacher. In other words, it becomes in the hands of a skillful teacher, a means to an end rather than an end in itself.

### Professional Courses

The *second* factor in the professional preparation of a teacher is the professional courses. These courses cannot be substituted for the academic or applied fields, but neither can these fields be substituted for the professional courses; both are basic to a teacher's education. The professional courses should give the prospective teacher a comprehensive conception of the historical evolution of education, the fundamental principles of learning, an insight into the philosophy of education, an appreciation of the basic principles of education, organization, and administration, along with the best methods and techniques in the teaching process. Courses in the field of psychology should constitute an important part of the professional preparation of a teacher. There must be complete cooperation on the part of those teaching the academic and professional courses, for the two must be integrated into a common program. The Division of Education of this Teachers College is an integral part of each of the eight academic divisions. I wish to commend this faculty for the wholesome spirit of cooperation that exists between the academic field and those teaching the professional courses. This largely explains the balance and the fine integration of subject matter that we have developed in our program of teacher education. I wish, however, to throw in one word of caution. At times I wonder if we are veering away from this principle somewhat in our fifth or graduate year of work. Have the Division of Fine Arts, Social Science, Business Education, and Language and Literature integrated their fifth year program sufficiently with the professional courses? On the other hand, has the Division of Education integrated its program for elementary teachers and school administrators sufficiently with the academic fields? I think we should watch this very carefully, I commend this problem to the careful attention of each of you. We must keep our academic and professional courses



Newest buildings on the campus are Blanton and Nason Halls. Completed and occupied in September, 1949, these residence halls for women fill a long felt need.

integrated into a common program which meets the needs of public school teachers. Neither the academic nor professional courses are sufficient in themselves to meet the needs of the teaching profession.

### Internship

The *third* factor in the professional preparation of a teacher is a period of internship. During this time the prospective teacher observes master teachers at work and at the same time becomes a participant in the teaching process. Our laboratory school should be the core of our teacher education program. But is it? I am afraid it is our weakest link in our entire program of teacher education. There does not appear to me to be a sufficiently close coordination of the

student's work in his academic or applied fields with his internship experiences, the same can probably be said of the professional courses. I think every member of this faculty should be actively interested in the laboratory school and its place in our total program of teacher education. I think you as teachers of prospective teachers should be as interested in the activities of the laboratory school as teachers of prospective doctors are in the activities of the hospital connected with a medical college. Is that asking too much of a faculty engaged in professional education? How many of you are willing to teach a class in our laboratory school provided it becomes a part of your normal load? If interested I would like to discuss the matter with you.



Kirk Auditorium was occupied in April 1924 shortly after the disastrous fire which destroyed Baldwin Hall and the Library.



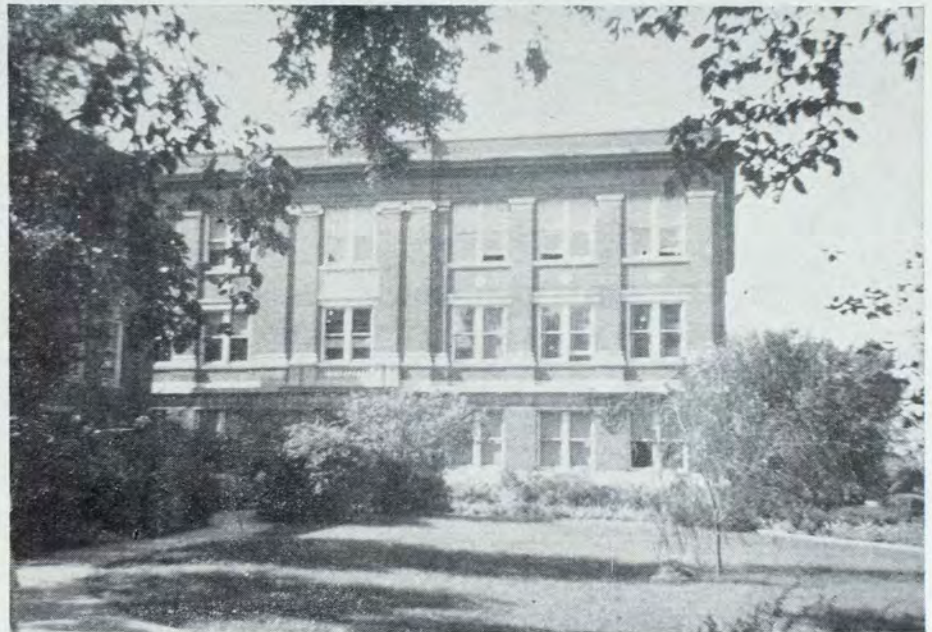
The Industrial Arts building which houses woodworking, drafting, drawing, and agriculture was erected in 1940. An expansion of this overcrowded building is planned at an early date.

The Pickler Library was named after the late S. M. Pickler who contributed substantially to its cost. The building was dedicated on May 20, 1925. The library now contains more than 100,000 volumes exclusive of bound magazines and periodicals.

### Philosophy Required

The *fourth* essential requirement for an education program for teachers has to do with a comprehensive philosophical course. Each prospective teacher before completing his professional work should take a comprehensive philosophical course. Such a course should be given during the last quarter of the fifth year of work or graduate year, preparatory for the teaching profession. The heart of this course should be a synthesis of the student's educational experiences in preparing for the teaching profession. Such a course would attempt to give him a sense of the unity of thought which is so essential if a teacher is not to become lost in the turbulent storms of the contemporary world.

There are other factors connected with our teacher education program



that I would like to mention, but time does not permit. I have tried to make clear my viewpoint concerning the function and program of a teachers college. I have spoken my convictions. I hope you are in agreement basically with most of what I have said.



This aerial view shows the veterans housing unit which provides accommodations for forty married couples and over sixty men students. These buildings were erected with federal aid in 1946 and have since become the property of the College.

Portions of the main campus may be seen in the upper part of the picture.



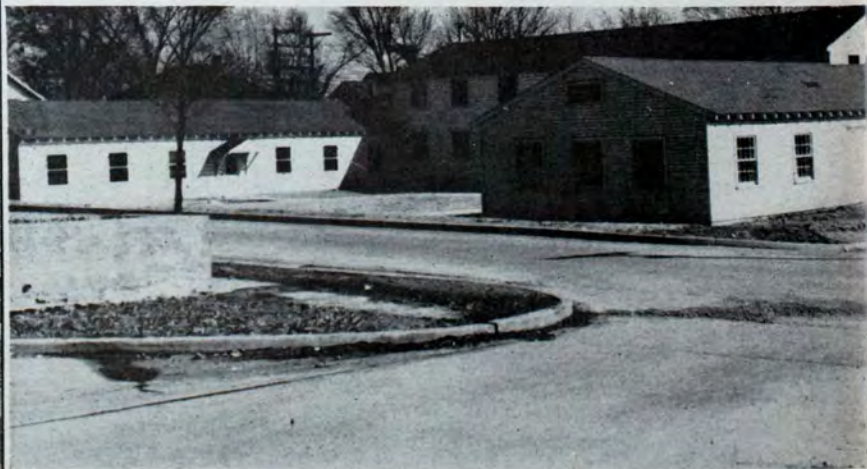


The new Baldwin Hall was occupied in January 1939.

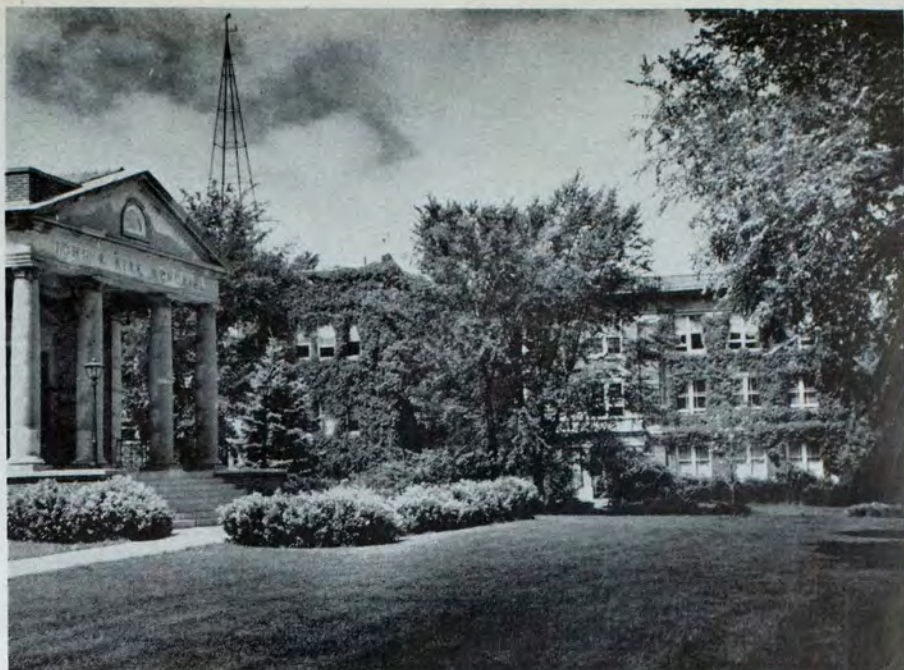


Left: The new Greenwood Elementary Laboratory School.

Below: This Practical Arts unit was erected in 1947 from materials given the College by the government at the close of World War II.



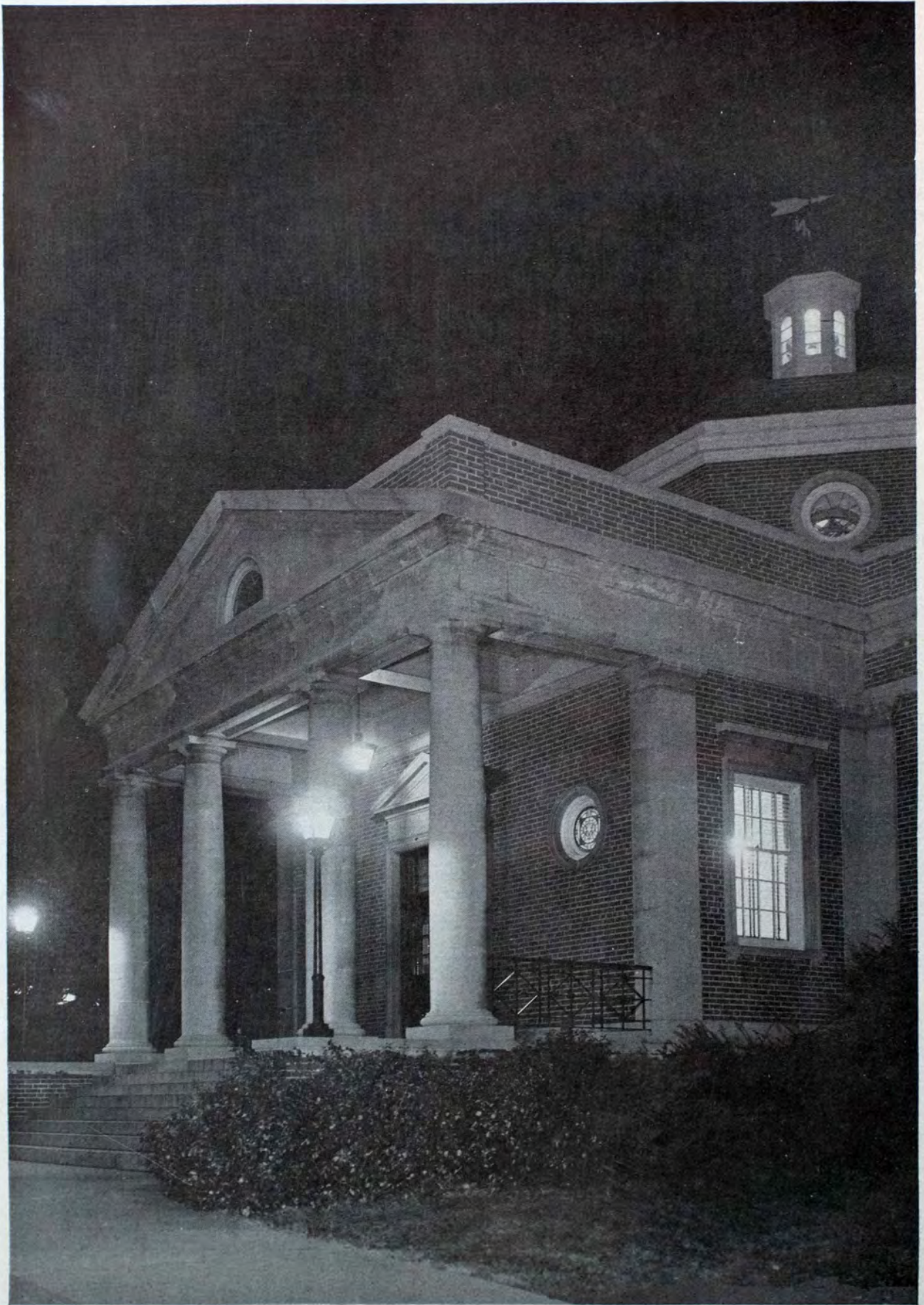
Many physical changes have been brought about on the campus of the College but the pioneering principles enunciated by founder Joseph Baldwin continue to be the central theme of the institution.



Above: The Ophelia Parrish building which houses the junior high school and serves the College as a laboratory school for practice teaching. The original building was completed in 1924. An additional wing shown above was added in 1938.



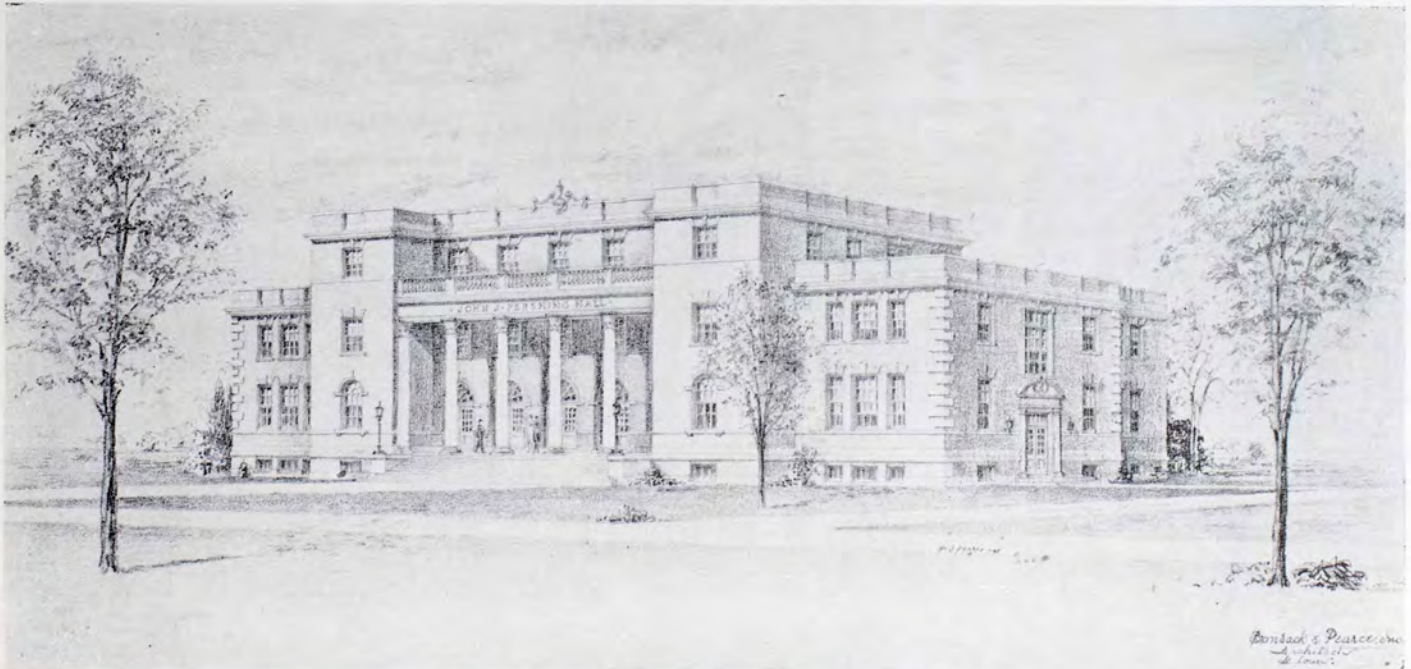
The athletic house on Stokes Stadium built in 1939-40 provides dressing rooms and showers for athletic teams.



The John R. Kirk Memorial at Night.



Campus Entrance



Proposed John J. Pershing Hall



JOSEPH BALDWIN