1948

The Development of the Professional Education of White Teachers in Louisiana.

John Alexander Jones

Louisiana State University and Agricultural & Mechanical College

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THE DEVELOPMENT OF THE PROFESSIONAL EDUCATION
OF WHITE TEACHERS IN LOUISIANA

A Dissertation
Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy
in
The Department of Education

by
John Alexander Jones
B. A., Louisiana Polytechnic Institute, 1934
M. A., Louisiana State University, 1938
August, 1947
ACKNOWLEDGMENT

The writer wishes to express his sincere appreciation for the helpful suggestions and criticisms of Professors George H. Deer, E. B. Robert, and Irving P. Foote of Louisiana State University.

He is most grateful to Mr. Eugene P. Watson, Librarian, Northwestern State College, and to his entire staff for their assistance in making available to him a major portion of the literature used in the study.

He greatly appreciates the helpful suggestions of Drs. Joe Farrar, Sarah Clapp, John B. Robson, and F. A. Ford of Northwestern State College. He is likewise appreciative of the assistance given him by Mr. W. S. Mitchell, Registrar of Northwestern State College, for making available to him the records of graduates of the college and catalogues of other institutions.

Others to whom he wishes to express his appreciation are: the librarians and registrars of the various institutions of higher learning for making available records, reports, and catalogues; the faculty and staff of Northwestern State College Elementary School for their assistance and expressions of encouragement; and to Miss Kathleen Graham, Ruston, Louisiana, and Mrs. F. A. Leaming, Manfield, Louisiana, for lending rare volumes from their private libraries.

Finally, he is deeply grateful to his wife, Jewell Bailey Jones, without whose inspiration, encouragement and assistance the study might not have been made.
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ABSTRACT

The Problem

The object of this study is to bring together and present in a systematic way the essential facts concerning the development of the professional education of white teachers in Louisiana from the time it became a state to 1947.

Collection and Treatment of the Data

The major portion of the information used in this study was obtained from catalogues of the various institutions of higher learning in the state, reports of state superintendents of public education, Acts of the state legislatures, studies which have been made of related problems, letters from school officials, and histories of education. Some was obtained from newspapers, educational journals, and reports of various educational organizations and agencies.

This information was used to (1) show the conditions which prevailed in Louisiana with reference to teacher education prior to the establishment of a state institution for the training of teachers in 1884; (2) show how, during the period of 1885 to 1906, the foundations were laid for a state-wide and permanent program of teacher education; (3) show why and how the state program was expanded and improved from 1907 to 1924; and (4) show how the present extensive program of specialization in teacher education developed between 1925 and 1947.
The treatment is chiefly narrative. Tables are used to present quantities of statistical data in brief and clear form. The order is both chronological and psychological. That is, the major divisions are treated in chronological order, but the sub-divisions are so treated as to show their relationship to the whole division and to the whole of the study.

Summary of the Findings

Institutions for the training of teachers were first established by religious orders in France and Germany near the close of the seventeenth century. Approximately a century later these two countries established and maintained such institutions with state support.

The first teacher-training institution in the United States was established at Concord, Vermont, in 1823, and was privately supported. Sixteen years later Massachusetts established and maintained two such institutions with state aid, setting a precedent for our present systems of state-supported teacher-training institutions.

The first teacher-training institution in Louisiana was established in New Orleans in 1858. This was a city normal school, and the state did not establish and maintain such an institution until 1884. Prior to that time, the only education which a great majority of the teachers of the state had was that which they received from the colleges and academies of the state. All of this education was of a general nature and much of it was on a
rather low level, below that of our present-day high schools.

The establishment of the State Normal School at Natchi-
toches in 1884 was the beginning of a determined and vigorous
effort on the part of leading educators of the state to give
the teachers special professional training. During the next
quarter of a century the work of the State Normal School was
greatly augmented by a state-wide program of teachers' institutes
and summer normal schools. Further impetus was given through
the Peabody Education Fund and the Louisiana State Public School
Teachers' Association.

In 1906 the State Board of Education began the policy of
accepting college training in lieu of an examination as a basis
for certification. Following this, the various institutions of
higher learning in the state began offering professional courses.
This was soon followed by the establishment of normal departments
and the setting up of teacher-training curricula in these institu-
tions. By 1924, thirteen institutions were doing professional
work of this kind, the major portion being done by the four state-
supported institutions: Louisiana State Normal College, Louisiana
State University, Southwestern Louisiana Institute, and Louisiana
Polytechnic Institute.

These thirteen institutions had sufficient facilities for
training teachers to provide an adequate supply, so that the State
Board no longer needed to augment the supply by means of examina-
tions. Accordingly, the Board issued a new plan of certification
which placed all future certification on a college-education basis.
The same plan also provided for different types of certificates, the type determined partly by the kind of professional training the teacher had received, some of the teacher-training institutions having set up different curricula to prepare teachers for specific positions.

This beginning in specialization in certification and training was greatly expanded during the last period covered by the study, 1925-1947, so that in 1943 the State Board adopted a new plan of certification which required specialized training for twenty-three different types of positions. As special requirements were increased, teacher-training institutions modified their programs to meet as many of the requirements as possible. However, only the larger institutions were able to meet the majority of them, Louisiana State University being the only institution that was able to meet all of them without greatly expanding its program.
CHAPTER I

INTRODUCTION

A. The Purpose and Scope of the Study

The purpose of this study is to bring together and present in a systematic way the essential facts concerning the professional education of white teachers in Louisiana from the time it became a state to the present.

Since no such study has been previously made, those who desire information about teacher education in the state in former years find it necessary to refer to many different sources. Such a procedure is time-consuming and often does not provide the information needed. It is believed that this study will aid materially in the solution of this problem. It should be especially helpful to those whose responsibility it is to map the course of future teacher education in the state, as it may provide background material for their plans.

B. The Literature in the Field

There is no single piece of literature dealing with this problem as a whole or even with a major portion of it in a comprehensive way. There is an abundance of literature giving information on certain aspects of the problem. Such are the college catalogues, the reports by the State Department of Education, and histories of the institutions that have trained teachers.
The amount of this literature is so great and the treatment of the problem by any one item of it so very limited as to make a review of any of it of little value at this time.

C. The Data

The data used are from both primary and secondary sources, the secondary sources being used for giving the background to the problem, and in presenting evidence concerning teacher education in the state prior to 1850. After this time, reports of various school officials furnish sufficient information of a primary nature to make unnecessary much use of secondary information.

The major portion of the data was obtained from catalogues of the various institutions of higher learning in the state, reports of state superintendents of education, acts of the state legislature, studies which have been made of related problems, letters from school officials, and histories of education. Newspapers, educational journals, and reports of various educational organizations and agencies, also proved valuable sources of data.

D. Treatment of the Data

The treatment of the data is largely narrative. Much of the statistical data is given in tabular form for the sake of clarity and brevity.

The organization of the data is both chronological and psychological. The order of treatment is from the beginnings of
teacher education in the state to the present time, with time divisions made according to relatively large events or movements. No effort is made, however, to follow a chronological order in presenting the data within each of the major divisions. Rather, each of the various factors that contributed to the whole program of training within any one period is treated as a unit, but in such a way as to show its relationship to the whole.

Since the teacher-training programs of the various institutions of higher learning have been determined to a large extent by teacher-certification requirements, the major divisions of the study coincide largely with major changes in such requirements. Chapter II, "Teacher Education in Louisiana Prior to 1864," is an exception, since before that time there were no state-wide certification requirements. The year 1884 was used as a dividing point because that was the year in which a state program of teacher training was begun. In Chapter II, events leading to the establishment of the first institution for the training of teachers in Louisiana, the New Orleans Normal School, in 1856, are given first. These include the origin of teacher-training institutions in Europe and their spread to America and finally to Louisiana. A description of the establishment and work of the New Orleans Normal School is then given. This is followed by a description of the work of the following institutions and agencies: colleges, academies, the Peabody Education Fund, teachers' institutes, and The Louisiana Journal of Education. A summary of the content of
the chapter is then given.

Chapter III, "The Beginnings of a Definite Program of Teacher Education, 1884–1906," traces the development of teacher education in Louisiana between 1884, the year in which the State Normal School was established, and 1906, the year in which the State Board of Education began a general policy of accepting certificates of collegiate training in lieu of an examination for certification of teachers. The chapter contains a discussion of the establishment and work of the State Normal School; the work of the New Orleans Normal School; the work of other institutions and agencies (teachers' institutes, the Louisiana Chautauqua, the summer normal school, the Louisiana State Public School Teachers' Association, the Teachers' Reading Circle, and the Peabody Education Fund). The chapter ends with a discussion of the status of teacher education at the close of the period.

Chapter IV, "Expansion and Improvement of the State Program of Teacher Education, 1907–1924," discusses the developments from 1907 to 1924, the year in which the State Board of Education issued new certification regulations - regulations which placed all certification on a college-education basis, and which provided for different types or kinds of certificates. One section of this chapter is devoted to a discussion of certain factors that made expansion and improvement of the program necessary, such as the changed attitude of the people of the
state toward the public schools and public-school teachers; the
great increase in public-school enrollment; consolidation of
schools; state inspection and approval of high schools; and
state control of teacher certification. Another section of the
chapter contains brief descriptions of the teacher-training
programs of the following institutions of higher learning: the
New Orleans Normal School, Louisiana State Normal School, Louisiana
State University, Tulane University, Louisiana Industrial Insti-
tute, Southwestern Louisiana Institute, Dominican College,
Louisiana College, Mansfield Female College, Silliman Collegiate
Institute, Loyola University, Centenary College, College of the
Sacred Heart, and St. Vincent's College and Academy. The third
and last section of the chapter is devoted to a discussion of the
status of teacher education in 1924.

Chapter V, "Specialization in Teacher Education, 1925-
1947," treats the developments in teacher education that resulted
when the State Board of Education set up different or special
requirements for the various types of teaching positions within
the state, a policy which was begun in 1924 and has continued
to the present. The first section of the chapter deals with
the factors that made these special requirements necessary, such
as the expanding high-school program of studies, the state-
approved elementary school, the state-wide program of curriculum
revision, and specialization as a result of certification require-
ments. The second section describes the programs of training at
different intervals during the period of the following institutions:
Mansfield Female College, Silliman Collegiate Institute, Mt. Carmel Normal College, College of the Sacred Heart, Academy of the Holy Angels, St. Mary's Dominican College, Loyola University, Louisiana College, Centenary College, Tulane University, New Orleans Normal School, Southeastern Louisiana College, Louisiana Polytechnic Institute, Southwestern Louisiana Institute, Northwestern State College of Louisiana, and Louisiana State University. The chapter is brought to a close with a summary of the status of teacher education in 1947.

Chapter VI contains a summary of the findings of the study.
Nearly two hundred years elapsed between the naming of Louisiana and the establishment of the State Normal School at Natchitoches in 1834. During this period, institutions for the training of teachers were first established by religious orders in France and Germany and later by the governments of these two countries, as well as by other nations of Europe.

While these developments were taking place in Europe, similar ones were occurring in America. Educational leaders were becoming aware of the value of well-trained teachers, and before the end of the first quarter of the nineteenth century at least one teacher-training institution had been established. By the middle of the century the movement had spread to Louisiana.

This chapter contains a brief resume of the origin and development of teacher training in Europe, its spread into America and especially into Louisiana, and the story of teacher training in Louisiana as it was carried out by the Normal School in New Orleans and by other institutions and agencies until 1884.

A. The Origin and Spread of Teacher-Training Institutions

The first institution that had as its purpose the training of teachers was of religious origin and was established in France
in 1672, just one decade before LaSalle laid claim for France
to the territory at the mouth of the Mississippi River and gave
it the name, Louisiana. Cubberley, in discussing the rise
of the normal school says:

The first training class for teachers
organized in the world was a small local school
organized by Father Demia, at Lyons, France,
in 1672.\textsuperscript{1}

Compayre points out that Father Demia gave some considera-
tion to the basic qualifications possessed by the prospective
teacher desiring admission:

He took it upon himself to proceed to the
examination of the religion, the ability, and the
good morals of the persons who proposed to teach
school. But what was of greater moment, he
established for preparing and training them, a
sort of seminary.\textsuperscript{2}

Thirteen years after the founding of this "seminary,"
Abbe de la Salle established at Rheims, France, what Cubberley
calls "the first real normal school" to train teachers for the
order of "The Brothers of the Christian Schools" which he had
founded.\textsuperscript{3}

Germany seems to have been the next country to make a
beginning in the training of teachers, the first institution
for this purpose being Francke's Seminarium Praeceptorium,

\textsuperscript{1} Elwood P. Cubberley, \textit{Public Education in the United States}

\textsuperscript{2} Gabriel Compayre, \textit{History of Pedagogy}, Payne's Translation

\textsuperscript{3} Cubberley, \textit{op. cit.}, p. 285.
established at Halle, Prussia, in 1697.\textsuperscript{4} According to Compayre this institution was also of religious origin:

Francke played nearly the same part in Germany that LaSalle played in France. He founded two establishments at Halle, the Pedagogium and the Orphan Asylum, which in 1727 contained more than two thousand pupils. He belonged to the sect of Pietists, Lutherans who professed an austere morality, and in conformity with the principle of his denomination made piety the supreme end of education.\textsuperscript{5}

Just as France led the way in the establishment of church-supported normal schools, she was likewise the first to establish state-supported ones. Her first effort was at Paris in 1795, during the reorganization of the government following the Revolution.

Compayre, in discussing the efforts of Lakanal and his committee on education in the French Assembly, gives some light on the type of school that was envisioned:

Lakanal proposed to assemble at Paris, under the direction of eminent masters, such as Lagrange, Berthollet, and Dabunton, a considerable number of young men, called from all quarters of the Republic, and designated "by their talents as by their state of citizenship." The masters of this great normal school were to give their pupils lessons on the art of teaching morals, and teach them to apply to the teaching of reading and writing of the first elements of calculation, of practical geometry, of history, and of French grammar, the methods outlined in the elementary

\textsuperscript{4} Ibid., p. 285.

\textsuperscript{5} Compayre, \textit{op. cit.}, p. 414.
It was Lakanal's idea that the young men trained in this school would take the lead in establishing provincial normal schools. However, for reasons not pertinent to this study, the experiment was not successful. Compayre, in referring to this lack of success as to a specific aim, places much value on some other good results of the experiment:

Thus the experiment, which terminated May 6, 1795, did not fulfill the hopes that had been formed for it: the idea of establishing provincial normal schools was not carried out. But no matter; a memorable example had been given, and the fruitful principle of the establishment of normal schools had made a start in actual practice.  

Kandel also points to this effort as being the seed from which France's system of normal schools later developed:

The idea of establishing normal schools for the preparation of teachers had already been adopted by the Convention acting on a report by Lakanal in 1794 and was continued under Napoleon, but with little result until a normal school was opened at Strasbourg in 1811 provided a model which was soon copied elsewhere.

According to Cubberley, Germany adopted the policy of state support for normal schools just seven years after France had made her successful effort at Strasbourg. Following the establishment of Francke's Seminarium Præceptorium, he traces

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6 Ibid., p. 414.
7 Ibid., p. 414.
the events that led to the establishment of the first state-supported normal school in Germany in this way:

In 1738 Julius Hecker, one of Francke's teachers, established the first regular seminary for teachers in Prussia, and in 1748 he established a private Lehrer-Seminar in Berlin. In these two institutions he first showed the German people the possibilities of special training for teachers. It was not, however, until 1819 that the Prussian Government established normal schools to train teachers for its elementary or people’s schools.9

Thus, by the end of the first quarter of the nineteenth century, when the first steps toward the establishment of normal schools in the United States were being taken, both France and Germany had already adopted programs of government support for such institutions and were rapidly developing systematic programs of teacher-training. This question naturally arises, "What of England, the country from which the United States received so much of its cultural heritage?" Kandel answers the question in this way:

The first beginnings of teacher-training in England were associated with the monitorial system, developed by Andrew Bell and the National Society for the Education of the Poor in the Principles of the Established Church (1811) and by Joseph Lancaster and the British and Foreign School Society (1814). It was not until some twenty years later that an active movement began for the establishment of normal schools or training colleges.10

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One other country, Switzerland, through the work of Pestalozzi, had also made some contribution to the development of teacher training by 1825. Cubberley makes this statement about it:

Pestalozzi had trained teachers in his methods of instruction at Burgdorf and Yverdon, from 1800 to 1825, but the Swiss did little with the idea until later.\(^{11}\)

The amount of influence which these foreign institutions had upon the development of teacher training in America seems to be a matter of debate among students of the movement. Cubberley feels that the amount was very small, especially in the beginning:

Of all this development, excepting the work of Pestalozzi, we in America were ignorant until about 1835. By that time we were so well on the way toward the creation of the native American training schools that the knowledge of what Prussia and France had done, which came in through the reports of Cousin, Julius, and Stowe, merely stimulated a few enthusiastic workers to help carry more readily into effect the establishment of the first training schools for American teachers.

Agnaw takes the position that the influence may have been more of a negative nature than a positive one:

There is evidence, indeed, that everywhere there was violent prejudice against transplanting the foreign institutions to American soil.\(^{13}\)

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\(^{11}\) Cubberley, *op. cit.*, p. 286.

\(^{12}\) Cubberley, *op. cit.*, p. 286.

However, he takes note of the fact that certain recognized authorities feel "that the normal school was a foreign importation, an Old World institution, transplanted to American soil."\textsuperscript{14}

Boone, in discussing the development of normal schools in this country, refers to their European origin in this way:

Before the (eighteenth) century closed, Prussia had six normal schools, and became the center from which radiated the professional spirit to other European systems and to the United States.\textsuperscript{15}

Hoyt says that England as well as Prussia was influential in shaping the course of teacher training in this country. He says that John C. Carter of Massachusetts was instrumental in organizing the first state normal school and further states:

It is at this point that foreign influences may be seen. The training seminaries of Prussia were more or less closely copied. They were made known in this country by such men as Henry E. Dwight, Charles Brooks, Mr. Woodbridge, and Professor Calvin Stowe of Ohio, and by Taylor's Translation of Cousin's Report on Public Instruction in Prussia. The Lancastrian system, which had at this time gained a strong foothold in this country, was also a strong factor in arousing interest in professionally trained teachers.\textsuperscript{16}

\textsuperscript{14} Ibid., p. 63.


\textsuperscript{16} Charles Oliver Hoyt, Studies in the History of Modern Education (Silver Burdette and Company, 1908), p. 20.
Kandel, Noble, and Knight also present evidence of the foreign influences. It seems to be the consensus of authorities on the history of education that many features pertaining to the organization, administration, and function of our early teacher-training institutions were of foreign origin. State control instead of national control and a more democratic relationship between faculty and students, however, were distinctly American.

B. American Background for Teacher Training in Louisiana

Cubberley says that one of the purposes specified in the founding of Franklin's Academy in Philadelphia in 1751 was "that others of the lesser sort might be trained as teachers." This is evidence that the academies of the country were regarded as one source of teacher supply, a matter that is dealt with later in this study. It is also evidence that some thought was being given to providing a supply of trained teachers for American schools long before the establishment of teacher-training institutions by France and Germany.

17 Kandel, op. cit., p. 601.
20 Cubberley, op. cit., p. 185.
Although it was nearly three-quarters of a century before the first teacher-training institution was established in America, the idea that the country should have specially trained teachers and special institutions for training them seems to have been kept in the minds of leading educators and through them brought to the attention of the public from time to time. Dexter gives some evidence of this:

As early as 1789 an article ascribed to Elisha Ticknor had appeared in the Massachusetts magazine, in which it was urged that a grammar school be established in each county "to fit young gentlemen for college and for school keeping." It was advocated that a board of supervisors be appointed which should examine young gentlemen designed for school masters in reading, writing, arithmetic, and English grammar, and if they are found qualified for the office of school keeping and able to teach these branches with ease and propriety, to recommend them for the purpose.\footnote{Edwin Grant Dexter, \textit{A History of Education in the United States}, (New York: The Macmillan Company, Ltd., 1914), pp. 372-373.}

This statement indicates that at this period those giving thought to the training of teachers were not concerned with the professional aspects of the problem. However, by 1816, the situation seems to have changed. According to Knight there was a demand for a special institution and special training in such matters as principles of teaching and school management. He relates that:

The first definite proposal in the United States for a school designed exclusively for the training of teachers appears to have been made by Dennison Olmstead in an address at Yale College
in 1816 on "The State of Education in Connecticut." . . . In the address he recommended a school in which prospective teachers could "study and recite whatever they themselves were afterward to teach," in order to gain a better knowledge of the subjects and of the "principles and the art of teaching." In this proposed school attention was to be given to the organization and management of schools.  

While Knight gives this as the first definite proposal for a school designed exclusively for the training of teachers," he gives a much earlier date for the first attempt to train them:

Probably the first attempt to train teachers in the United States was privately made by Samuel McCorkle, a graduate of Princeton of the class of 1772, near Salisbury, North Carolina, in 1785. His academy, known as Zion Parnassus, which maintained a high order of scholarship and had an extensive influence, was well known for its teacher-training department from its founding to 1811.  

Knight seems to stand alone in this claim for McCorkle. Kandel, Dexter, Hoyt, Boone, and Cubberley all name the Reverend Samuel R. Hall as the man who established the first

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22 Knight, op. cit., pp. 211-312.
23 Ibid., p. 315.
24 Kandel, op. cit., p. 521.
25 Dexter, op. cit., p. 373.
26 Hoyt, op. cit., p. 201.
27 Boone, op. cit., p. 128.
28 Cubberley, op. cit., p. 287.
teacher-training institution in this country and give the place
and date as Concord, Vermont, in 1823. Cubberley describes
the training which Hall gave his prospective teachers:

He offered a three-years' course, based on a common school education, which reviewed the common school branches; studied much mathematics, some book chemistry, and natural philosophy; and in the third term of the third year, took up a study which he called the "Art of Teaching." Practice teaching was obtained by teaching during the winter in the rural schools.29

Boone30 and Dexter31 both state that he maintained a practice school for his prospective teachers.

Sixteen years after Hall established his training school at Concord, the State of Massachusetts set a pattern which was eventually followed by all the states of the Union and resulted in the vast program of teacher training, with government support, which exists in this country today. Two state-supported normal schools were established, one at Lexington, July 3, 1839, open to women only, and the other at Barre, September 5 of the same year, open to both sexes.32

Dexter says that the great success of the school at Lexing-
ton had much to do with the whole normal school movement. He

29 loc. cit.
30 Boone, op. cit., pp. 128-129.
31 Dexter, op. cit., p. 373.
32 Ibid., p. 376.
lists the following subjects of the curriculum:

(1) Orthography, reading, grammar, composition and rhetoric; (2) writing and drawing; (3) arithmetic (mental and written), algebra, geometry, bookkeeping, navigation, and surveying; (4) geography with chronology, statistics and general history; (5) physiology; (6) mental philosophy; (7) music; (8) constitution and history of Massachusetts and the United States; (9) mental philosophy and astronomy; (10) natural history; (11) the principles of piety and morality; (12) the science and art of teaching with reference to all of these subjects. 33

He says further that the minimum course of study was fixed at one year but that a person might devote two to it; that a student might select the courses to fit his needs in the school in which he was to teach; and that a model school was operated in connection with the normal school. 34

A third type of normal school which developed a little later than the private normal school and the state normal school was the city normal school. Dexter 35 says that in 1885 (just one year after the establishment of Louisiana State Normal School) there were 25 city normal schools, with 4,549 pupils. He further states that the Girls' Normal School of Philadelphia was perhaps the earliest of this class of schools, having been founded by Joseph Lancaster in the earlier years of the nineteenth century. While not much information has been found

33 Ibid., p. 376.
34 Ibid., pp. 376-377.
concerning this type of teacher-training institution, it is of special significance to this study, since the first organized effort at teacher training in Louisiana was the New Orleans Normal School, whose development is traced in the next section of this chapter.

Table I presents a brief summary of the number of and enrollments in normal schools of all types in America in 1885-1886, the approximate date of the establishment of the State Normal School in Louisiana.

There were 168 normal schools in operation in 1885-1886, with a total of 32,384 students enrolled. Five states had no normal schools; New York and Pennsylvania each had fourteen, with enrollments of 4,377 and 5,128 students respectively. There were more state normal schools (87) than private (49) and city (32) combined. Alabama led the South with nine schools; Louisiana, with four, had about the average for the nation.

The information contained in this table may be misleading with reference to the development of teacher training in the South and to that in Louisiana in particular, especially as it concerns the period under discussion. The table shows that by 1886, the South compared rather favorably with the rest of the nation in so far as the number of schools and the number of students are concerned. Both Knight\textsuperscript{36} and Dexter\textsuperscript{37} present

\textsuperscript{36} Knight, \textit{op. cit.}, pp. 322-329.

\textsuperscript{37} Dexter, \textit{op. cit.}, pp. 377-378.
TABLE I

NORMAL SCHOOLS, STATE, PRIVATE, AND CITY, IN THE UNITED STATES,

1885-1886

<table>
<thead>
<tr>
<th>STATES</th>
<th>Total</th>
<th>State</th>
<th>Number of Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>723</td>
<td>5</td>
<td>525</td>
</tr>
<tr>
<td>Arkansas</td>
<td>46</td>
<td>1</td>
<td>46</td>
</tr>
<tr>
<td>California</td>
<td>826</td>
<td>2</td>
<td>750</td>
</tr>
<tr>
<td>Colorado</td>
<td>266</td>
<td>1</td>
<td>266</td>
</tr>
<tr>
<td>Connecticut</td>
<td>2</td>
<td>1</td>
<td>266</td>
</tr>
<tr>
<td>Delaware</td>
<td>8</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Florida</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Georgia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illinois</td>
<td>1,916</td>
<td>2</td>
<td>658</td>
</tr>
<tr>
<td>Indiana</td>
<td>1,384</td>
<td>1</td>
<td>909</td>
</tr>
<tr>
<td>Iowa</td>
<td>1,082</td>
<td>1</td>
<td>432</td>
</tr>
<tr>
<td>Kansas</td>
<td>1,011</td>
<td>1</td>
<td>431</td>
</tr>
<tr>
<td>Kentucky</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Louisiana</td>
<td>375</td>
<td>1</td>
<td>75</td>
</tr>
<tr>
<td>Maine</td>
<td>995</td>
<td>4</td>
<td>581</td>
</tr>
<tr>
<td>Maryland</td>
<td>474</td>
<td>1</td>
<td>272</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>1,361</td>
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<td>1,128</td>
</tr>
<tr>
<td>Michigan</td>
<td>628</td>
<td>1</td>
<td>628</td>
</tr>
<tr>
<td>Minnesota</td>
<td>891</td>
<td>3</td>
<td>289</td>
</tr>
<tr>
<td>Mississippi</td>
<td>453</td>
<td>2</td>
<td>453</td>
</tr>
<tr>
<td>Missouri</td>
<td>1,275</td>
<td>4</td>
<td>1,091</td>
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<tr>
<td>Nebraska</td>
<td>328</td>
<td>1</td>
<td>248</td>
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<tr>
<td>Nevada</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>New Hampshire</td>
<td>62</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td>New Jersey</td>
<td>458</td>
<td>2</td>
<td>128</td>
</tr>
<tr>
<td>New York</td>
<td>4,377</td>
<td>9</td>
<td>2,693</td>
</tr>
<tr>
<td>North Carolina</td>
<td>562</td>
<td>4</td>
<td>559</td>
</tr>
<tr>
<td>Ohio</td>
<td>674</td>
<td>3</td>
<td>385</td>
</tr>
<tr>
<td>Oregon</td>
<td>100</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>15,128</td>
<td>11</td>
<td>3,537</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>153</td>
<td>1</td>
<td>153</td>
</tr>
<tr>
<td>South Carolina</td>
<td>381</td>
<td>3</td>
<td>276</td>
</tr>
<tr>
<td>Tennessee</td>
<td>404</td>
<td>1</td>
<td>154</td>
</tr>
<tr>
<td>Texas</td>
<td>256</td>
<td>2</td>
<td>215</td>
</tr>
<tr>
<td>Vermont</td>
<td>191</td>
<td>3</td>
<td>191</td>
</tr>
<tr>
<td>Virginia</td>
<td>843</td>
<td>3</td>
<td>493</td>
</tr>
<tr>
<td>West Virginia</td>
<td>702</td>
<td>6</td>
<td>702</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>1,303</td>
<td>5</td>
<td>1,185</td>
</tr>
<tr>
<td>Arizona</td>
<td>50</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td>Dakota</td>
<td>241</td>
<td>2</td>
<td>241</td>
</tr>
<tr>
<td>District of Columbia</td>
<td>50</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>13,384</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

evidence which shows that many of these institutions were established in the decade just prior to 1886; and Knight says that the work in many of the earlier schools was of an inferior quality.

Robert sums up the normal-school movement in the South during the period thus:

The normal school in the South, as elsewhere, awaited the establishment of the public school system. Reports of Victor Cousin, Calvin Stowe, Horace Mann, Henry Barnard, and others were circulated in the South before the Civil War; reports of legislative committees and acts of legislatures establishing normal schools in other sections were read in the South; and magazines, articles, and speeches were circulated without immediate results. Southern educators and other leaders visited the East, the West, and the North and made reports; governors, state superintendents, and groups of teachers recommended normal schools, but there was little sentiment for public education in the South before the war. There was less sentiment and far less wealth immediately following the war. 39

C. The Work of the Normal School of New Orleans

The prolonged efforts required to establish any kind of state-supported program of teacher training in Louisiana bear out the summation just quoted. The first efforts to establish such an institution finally resulted in the passage of an act by the legislature in 1858 "To establish a Normal School Department in the Public High Schools in the city of New Orleans." 40

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40 Acts Passed by the Fourth Legislature of the State of Louisiana, at the First Session, Begun and Held in the City of Baton Rouge, on the 18th of January, 1858 (Baton Rouge: J. M. Taylor, State Printer, 1858), act 58.
Harris, in discussing the establishment of this school, speaks of the "annually recurring recommendations of the state superintendents" that such an institution be established. He also says that as early as 1852, State Superintendent Nicholas recommended that normal training departments be inaugurated in the state-supported college at Jackson and in the New Orleans high schools."42

The following year Superintendent Carrigan referred to the good work of normal schools in other states and suggested that a normal department for the training of teachers be organized "in our state Seminary of Learning" as soon as it began operating."43

In 1857 Superintendent Bard recommended the immediate establishment of a normal school, and his powerful plea for better teachers and the means for training them was perhaps largely responsible for favorable action by the legislature the next year. He favored "Normal Departments in institutions already established" as being "the most expedient and economical" as a beginning effort and suggested that "the propositions made

42 Ibid., p. 15.
to your Honorable Body last winter from the principals of
some of the best institutions in the State are deserving of
profound consideration." 44

He further bolstered his pleas by pointing to "the
great want of competent teachers in the State" as being "one
of the most serious drags upon our Public Schools; and one,
the ill effects of which will tell sadly upon generations yet
to come." 45

A study of the "Normal Department" established the follow­
ing year indicates that the portion of his plea quoted below
probably influenced the thinking of those who framed the bill:

I will suggest, should Normal Departments
be established, you should not overlook the
rights of Females, but provide for them the
means of being qualified teachers. It cannot
be gainsaid that they make at least as good
teachers, and that we may reasonably expect our
common schools to derive as much benefit from
them, as the other sex, in proportion to the
means expended and the facilities offered them.

In establishing Normal Schools, the first
object should be to supply the State, as fast
as possible, with instructors capable of teach­
ing the common branches taught in the Public
Schools; but it is not to be supposed they
are to be limited to that amount of instruc­
tion; for it certainly would be desirable that
teachers be able to teach the higher branches. 46

44 Report of the State Superintendent of Public Education
to the Legislature of the State of Louisiana, January, 1857 (New
45 Ibid., p. 11.
46 Loc. cit.
This indicates that women had not before been considered capable of becoming good teachers but that this sentiment was in a process of changing. There is evidence also that educational leaders were beginning to insist that public education extend beyond the common, or elementary school. Bard appears to have placed himself at the head of the list when he said:

Although we may be doing our duty in placing within the reach of all the means of obtaining a limited education, still it is only a part, and a small part of our duty, for we should endeavor to increase these facilities, until each and every child could go from a common to a higher school, and from this school to a college, free of all charge.\footnote{47}

It was this kind of thinking which led to the vast progress of public education existing in the United States today and which led Bard to close his plea for a normal school with this expression of urgency, "To accomplish this, time is certainly needed, and for that very reason, there is no time to be lost in furthering this the noblest object of legislation."\footnote{48}

The pleas of the leading educators of the state during the early fifties reveal why an institution for the training of teachers was established before the end of the decade. It also enables one to understand that such an institution could well play a vital role in the future of education within

\footnote{47} Loc. cit.
\footnote{48} Ibid., p. 11.
Some idea of the future of this institution and the work done by it, or its successors, in the training of teachers can be had by tracing the legislation concerning it. Act 34 of 1853 gave the directors of the public schools in the municipal districts of the city of New Orleans the right to establish and control "a Normal School Department" and set forth certain other specific regulations concerning the students, finances, and reports. 49

Section One of the Act specified that only those who desired "to receive instruction in the art and science of teaching" be admitted; that the department was to contain not less than four nor more than twenty pupils; that these pupils, on being admitted, were to pledge themselves to teach at least two years in Louisiana; and that they were to receive instruction for not less than four months nor more than twelve.

Section Two appropriated from the general fund of the state fifty dollars for each person receiving instruction in the department, the payments to be made quarterly and the total amount not to exceed three thousand dollars.

Section Three, which gave the directors "exclusive control" over the department, required that they submit an annual report

to the Common Council of the City of New Orleans and a similar
one to the State Superintendent of Public Education, the
report to show in detail the condition of the department,
the number of pupils admitted and left, the time of continuance
therein, the actual expense of operation, and the money
received for the support "of same."

Legislation the following year (1859) gives evidence
that the legislators felt the school should be permitted to
expand and increase its services. The minimum number of pupils
was raised from four to ten and the maximum from twenty to
one hundred; the maximum amount of money was raised from $3,000
to $5,000, the basis of the actual appropriation to be on "the
average attendance of scholars the previous quarter." 50

Act 155 of 1860 provided for still greater growth. It
changed the name from "Normal School Department" to "State
Normal School"; specified that it was for the training of women
teachers for all types of educational institutions within the
state; opened it to applicants from all parts of the state;
appropriated $10,000 for the erection of a suitable building,
if and when the city of New Orleans contributed a like amount,
the site and title to be in the State of Louisiana; and gave the

50 Acts Passed by the Fourth Legislature of the State of
Louisiana at Its Second Session, Begun and Held in the City of
Baton Rouge on the Seventeenth Day of January, 1859 (Baton Rouge:
Governor the right to appoint forty-eight pupils, annually, who
were to receive their instruction free of charge or tuition,
the state not contributing fifty dollars for any of these. 51

Perhaps there is no better evidence of the adverse
effect of the War Between the States on teacher training within
the state than in the lack of legislation concerning the State
Normal School during the war period. Despite the fact that for
the three years immediately preceding the war, the legislature
had consistently enacted legislation favorable to the State
Normal School, it seems to have forgotten it entirely for the
next seventeen years, except for two minor appropriation bills
in 1861 and 1862, and even these did little more than to lay
claim by the state to the remains of the school of former years.

51 Acts Passed by the Fifth Legislature of the State of
Louisiana at Its First Session, Held and Begun in the City of
Baton Rouge on the Sixteenth Day of January, 1860 (Baton Rouge:

52 Acts Passed by the Fifth Legislature of the State of
Louisiana at Its Second Session, Held and Begun at the City of
Baton Rouge on the Twenty-first Day of January, 1861 (Baton Rouge:

53 Acts Passed by the Sixth Legislature of the State of
Louisiana at Its First Session Held and Begun in the City of Baton
Rouge on the Twenty-fifth Day of November, 1861 (Baton Rouge:
Tom Bynum, State Printer, 1861), Act 102.
the City of New Orleans."  

The only other legislation prior to the Act establishing the State Normal School in 1884 was Act 143 of 1880. Section One of this Act authorized the State Board of Education or its legal successors to sell any property "now under its control, purchased for the use of the State Normal Schools and to convey valid titles therefor to the purchaser."  

Section Two appropriated the proceeds of the state and any rents derived from such property to the "maintenance during three or more years of Normal Schools and Normal Departments in the State of Louisiana," and for "securing scholarships therein for advanced students, for the professional training of advanced students as teachers of the public schools and for the scholastic improvement of any person already teaching."  

Here, again, is evidence of a desire on the part of the legislators to encourage students to enter the field of teaching and to get teachers already in service to increase their training. An examination of the programs and achievements of the New Orleans Normal School at intervals during the period under consideration

54 Acts Passed by the General Assembly of the State of Louisiana at the First Session of the Fifth Legislature Begun and Held in the City of New Orleans, January 1, 1877 (New Orleans: George W. Dupre and Company, State Printer, 1877), Act 124.


56 Loc. cit.
will show to what extent this desire was fulfilled.

The report of a special committee, headed by Robert M. Lasher, to State Superintendent W. I. Hamilton, in December, 1859, presents a picture of the school during its first year of operation. The faculty at this time consisted of a principal and two assistants, and the student body consisted of a beginning or junior class, with an enrollment of thirty-five and an average attendance of twenty-seven, and a senior class, with an enrollment of twenty-four and average attendance of twenty. The principal taught the senior class; one of the assistants taught the junior class; and the other taught vocal music to both classes.

The courses of studies were prepared by the Executive Committee and were designed to prepare teachers for the primary and grammar grades of the state. The junior class had elocution; choice readings; orthography; orthoepy; roots and definitions for exercises in dictation; grammar, etymology, syntax, rhetoric, punctuation, style; geography, history, choice historical pieces, arithmetic, and logic. The senior class had elocution (to know choice recitations or readings with explanations of the form, style, etc.); grammatical and logical analysis; rhetoric, critique, and composition; arithmetic (practice school); physical geography; and logic.

Most of the classes were held in the afternoons, Monday through Friday, and on Saturday mornings, since the classrooms were used for public-school classes during the other mornings. Saturdays
were especially busy days, some of the principals and first and second assistants in the public schools of the city being used to assist in the teaching. Some of the public school teachers enrolled in the Saturday classes, and some even adjusted their schedules so as to complete their day's work by noon of each day and then to attend school in the afternoon.

Plans had been made to include practice teaching in the program of training. This teaching was to be done in the public schools, and each student teacher was to be assigned to a school nearest his home. Pupils who completed this program of training were to be given preference in employment and promotion.

The report shows that the school was growing in size and influence. Of those who had left the school, five were employed in the Fourth District of the City of New Orleans, three in other parishes of the State, one in Texas, one in Mississippi, and one as a teacher of the Cherokee Indians. Of those enrolled in the school, one was from Jefferson and two were from Carrollton. The fact that the school was receiving pupils from and sending teachers into other parishes of the state caused the committee to recommend that it be made a State Normal School and to request that a building be erected large enough to accommodate one hundred pupils, with additional space for boarders.  

The recommendations of this committee were evidently favorably received by the legislature, as Act 155 of 1860, which has previously been discussed, embodied all of them, the legal name of the school being the State Normal School from the date of the passage of the Act until its closing in 1862.  

Turner presents evidence which shows that the school served its purpose rather well during this period, the Board of Directors pointing with satisfaction to the fact that those trained in the State Normal School were doing excellent work as teachers, some of them even reforming the course of instruction in the primary schools. The recommendation of the Committee for a building large enough to accommodate one hundred pupils seems to have been sound, as the enrollment in 1861 was eighty-seven.

In 1864, State Superintendent McNair made a strong plea for greater legislative support for the State Normal School,

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60 Lacarse, op. cit., p. 106.

and the institution was reopened under the name of Normal Training Department,\(^{62}\) in 1865 it had an unprecedented enrollment of 180.\(^{63}\) However, the financial condition of the city of New Orleans and of the State of Louisiana was such as to cause it to close at the end of one year\(^{64}\) and not to reopen until 1868, when it became known as the New Orleans Normal School.\(^{65}\) Not much is known of the quality of work at this time, although Robert M. Lusher, who has been called the "parent" of the first Normal School,\(^{66}\) referred to it in 1865 as being "degraded and desecrated."\(^{67}\)

When the institution was reopened in 1868, it was with the aid of the Peabody Education Fund, which aid was almost entirely responsible for the school's being able to keep its doors open continuously through the difficult years of Reconstruction. This aid became so vital in financing the school that its name was changed in 1870 to the Peabody Normal Seminary, and this name was retained until 1885.\(^{68}\)

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No effort is made to trace the work of the Seminary through this fifteen-year period, as such a detailed account is beyond the scope of this study. However, the work done during this period was of such importance in the training of the teachers of that time and in setting the pattern for a systematic program of teacher training in the state that some evidence as to the quality and scope of the work is in order.

The report of State Superintendent Lusher for 1877 gives enough information about the institution to enable one to make a fair estimate of the service it rendered during the time that it was known as the Peabody Normal Seminary. The institution at that time was under the control of a Board of Trustees appointed by the Agent of the Peabody Education Fund. Graduates of high schools or similar institutions who were over sixteen years of age and who desired to become teachers in the public or private schools of the state were permitted to enroll. The Normal course included a junior class and a senior class. All pupils were given a "methodical, demonstrative review of all branches taught in the Elementary Free Public Schools." This part of the course was very similar to that of previous years.

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70 Loc. cit.
However, by this time two or three new and significant features had been added to the course. Lectures were given on the methods of teaching and disciplining children, the first evidence of what might be termed a professional course in "Education." Also, the statement that "the students are employed in the practical work of the classroom as often as deemed advisable," is the first record of "practice" teaching having been done, although, as has been shown, plans had been made for it as early as 1860.

A third new feature was what might be termed "graduate studies." Graduates of the professional course were permitted to continue their studies for advancement in "Algebra, Geometry, Physical Geography, the Natural Sciences, Rhetoric, Logic, Moral and Intellectual Philosophy, Criticism, Modern and Ancient Languages, Drawing and Vocal Music," the student being given his choice of subjects.

Since these new features of the program have come to be rather standard practices today, it seems evident that the Seminary was making a successful effort to keep abreast of the times. The work which it and its predecessors did during the first twenty-five years of organized effort in teacher training

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71 *Loc. cit.*
72 *Loc. cit.*
73 *Loc. cit.*
in Louisiana was of almost inestimable value. Most of this value must be attributed to the kind of training which the institution gave and the example which it set in the education of teachers.

The number of teachers that it trained was relatively small, as is shown in Table II. This table shows that its largest enrollment from 1860 to 1887 was 195 students, in 1868. Its largest number of graduates between 1871 and 1881 was 57 in 1871. The average number of graduates during this period was thirty-one. The exact number of teachers needed at that time cannot be determined, but the fact that an incomplete report for the school year 1877-1878 shows that 1,425 teachers were then teaching in the public schools of the state, indicates that the Seminary and its predecessors had trained only a minor portion of the teaching force of the state.

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### Table II

#### Enrollments of the Normal School of New Orleans, 1860-1940

<table>
<thead>
<tr>
<th>Session</th>
<th>Number of Students</th>
<th>Session</th>
<th>Number of Students</th>
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</thead>
<tbody>
<tr>
<td>1860</td>
<td>48</td>
<td>1909-1910</td>
<td>197</td>
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<tr>
<td>1861</td>
<td>87</td>
<td>1910-1911</td>
<td>293</td>
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<tr>
<td>1865</td>
<td>180</td>
<td>1911-1912</td>
<td>315</td>
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<tr>
<td>1868</td>
<td>195</td>
<td>1912-1913</td>
<td>382</td>
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<tr>
<td>1869</td>
<td>116</td>
<td>1913-1914</td>
<td>290</td>
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<tr>
<td>1870</td>
<td>125</td>
<td>1914-1915</td>
<td>236</td>
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<tr>
<td>1871</td>
<td>57</td>
<td>1915-1916</td>
<td>185</td>
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<tr>
<td>1872</td>
<td>31</td>
<td>1916-1917</td>
<td>298</td>
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<tr>
<td>1874</td>
<td>30</td>
<td>1917-1918</td>
<td>132</td>
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<tr>
<td>1875</td>
<td>28</td>
<td>1918-1919</td>
<td>105</td>
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<tr>
<td>1876</td>
<td>30</td>
<td>1919-1920</td>
<td>104</td>
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<tr>
<td>1877 (Enrollment-90)</td>
<td>41</td>
<td>1920-1921</td>
<td>121</td>
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<tr>
<td>1878</td>
<td>38</td>
<td>1921-1922</td>
<td>160</td>
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<tr>
<td>1880</td>
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<td>1881</td>
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<td>1887</td>
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<td>1889</td>
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<td>1927-1928</td>
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<tr>
<td>1890</td>
<td>79</td>
<td>1928-1929</td>
<td>298</td>
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<tr>
<td>1891</td>
<td>74</td>
<td>1929-1930</td>
<td>252</td>
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<td>1892</td>
<td>73</td>
<td>1930-1931</td>
<td>184</td>
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<td>1893</td>
<td>44</td>
<td>1931-1932</td>
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<tr>
<td>1894</td>
<td>64</td>
<td>1932-1933</td>
<td>185</td>
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<tr>
<td>1900-1901</td>
<td>126</td>
<td>1933-1934</td>
<td>164</td>
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<td>1901-1902</td>
<td>175</td>
<td>1934-1935</td>
<td>158</td>
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<td>1902-1903</td>
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<td>1935-1936</td>
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<tr>
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<td>124</td>
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<tr>
<td>1904-1905</td>
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<td>1937-1938</td>
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<td>1905-1906</td>
<td>111</td>
<td>1938-1939</td>
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<td>1906-1907</td>
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<tr>
<td>1907-1908</td>
<td>126</td>
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<tr>
<td>1908-1909</td>
<td>164</td>
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</tbody>
</table>


* 1871 through 1881 - number of graduates of the Peabody Seminary in New Orleans.
D. The Work of Other Institutions and Agencies

Since the earliest institutions established for the training of teachers in this country came to be known as Normal Schools, a discussion of their origin and spread has been given. This has included the Normal School of New Orleans, which was established in 1858. It may seem to give the impression that nothing by way of teacher training had been done in Louisiana prior to that time. Such is not the case, although it is perhaps true that very little attention, if any, had been given before then to such matters as theory and art of teaching, methods, or school management. That is, there is no evidence that any attention had been given to a specific kind of education or training for the preparation of teachers. However, there is much evidence to show that the education received by those who attended the academies and colleges of the state and who later became teachers was very helpful to them as teachers. There is also evidence that some effort was made to give specific aid to teachers in service by means of teachers' institutes and teachers' organizations of various kinds.

Dexter, in discussing the preparation of teachers, points to the early colleges of the United States as a major source of supply of teachers for the nation:

During the next (the eighteenth) century the colleges, though few, were sending out graduates in increasing numbers, nearly all of whom were ministers or teachers, or both, for it was very common to combine the two callings. In those days too, as with us now,
many men who looked forward to the profession of law or medicine, spent a few years after graduation from college as teachers.  

He recognizes the work of the academies:

With the growth of the private academy came another source of supply for the teaching force, not so good as the colleges, yet supplementing them in a way, and in a few instances of coeducational academies, for the first time making women available as teachers.

Cubberley says that New York passed a law in 1827 appropriating state aid to the academies "to promote the education of teachers," and that by 1849 the training of teachers in the academies had become common everywhere. He further states that in New York by 1835 five academies were offering a new subject, "Principles of Teaching." However, he makes this significant statement concerning the task of specialized training in these institutions:

The training offered was almost entirely academic as it was also in the first state normal schools as well, there being as yet no professional body of knowledge to teach. There was yet no organized psychology. Child study had not been thought of; and there was no organized history of education, applied psychology, philosophy of education, or methodology of instruction. Principles of teaching and management, taught by lectures and almost entirely out of the personal experience of the principal of the school was about all of professional instruction there was to give. This constituted one study, and the

76 Dexter, op. cit., p. 371.
77 Ibid., p. 372.
78 Cubberley, op. cit., p. 288.
79 Ibid., p. 289.
remainder of the time was given to reviews of the common school subjects and to advanced academic studies. 80

Additional information as to the part played by academies in the training of teachers if furnished by Mobley, who refers to the academy as a "sort of educational laboratory," and says that it was the academy "that saw the need of some sort of teacher training for the advancement of education." He places further emphasis on this idea in this way:

Not only was the academy a sort of educational laboratory where new courses were analyzed, a laboratory for the training of teachers, but it was a laboratory where new systems of teaching were tried out. Each new idea or system was weighed in the balance, the good appropriated and put into active use, the bad discarded. The academy period was one of the development of systems of teaching. 81

The program of studies in Louisiana at this time was very similar to that described by Cubberley for the nation as a whole. It is recognized that these institutions did not provide any special training for teaching, but they did provide the only education which the teachers of the state obtained. For that reason, a discussion of their work is essential to an understanding of teacher education of that period.

80 Ibid., pp. 289-290.

1. Colleges

The first institution of collegiate rank established in Louisiana was the College of Orleans, which had its origin in Section Three of "An Act to Institute a University in the Territory of Orleans." This Act was passed by the territorial legislature and approved by Governor Claiborne April 19, 1805. Between that date and the establishment of the State Normal School in 1884 many institutions similar to the College of Orleans grew up. Some of these were established and supported by the State, some by religious organizations, and others by private individuals or groups. Some operated for only a few years; others are still operating. All contributed to the higher education of the citizens of the state, and to a limited extent, to the education of teachers. As a means of indicating the amount of service that these institutions rendered in this field, brief statements concerning some of the larger and more productive of them are given, in the approximate order in which they were founded.

The College of Orleans was established in 1811 and was closed in 1826, according to Fortier. Very little information can be found concerning its work, but the report of a

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special committee on instruction, in 1823, tells of the examination of the students in English, French, Greek, Latin, geography, arithmetic, elements of geometry, and algebra applied to geometry. The report also says that the college was prospering, the attendance having increased to forty-four boarding pupils and thirty-five day pupils. The total enrollment never exceeded one hundred pupils.

The College of Louisiana was established by "An Act to Incorporate the College of Louisiana and for Other Purposes," February 18, 1825. Section IV of the Act specified that instruction was to be given in "English, French, Greek, Latin, Logic, Rhetoric, Ancient and Modern History, Mathematics, and Natural and Political Philosophy." The same section gave the faculty, with the consent of the trustees, the power to grant such literary honors and degrees as were customarily granted by other colleges and universities of the country.

By 1831 the college had a faculty of five and an enrollment of over eighty students. The course had been expanded to include chemistry, natural history, geography, and moral philosophy, in addition to its original offerings.

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84 Fay, op. cit., pp. 31-32.
85 Ibid., p. 37.
86 Acts Passed at the First Session of the Seventh Legislature of the State of Louisiana, Begun and Held in the City of New Orleans on Monday, the Fifteenth Day of November 1824 (New Orleans: W. Cruzat, State Printer, 1824 and 1825), pp. 152-158.
87 Fay, op. cit., p. 47.
says that "the history of the institution covers a period of 16 years, during which it had an average annual enrollment of 80 to 100 students." Its end came in 1845, when the legislature passed an act authorizing the sale of "all rights, privileges, title and interest, which the State has in and to the College of Louisiana and its appurtenances." 

The College of Jefferson was incorporated February 28, 1851, as a result of the efforts of certain public-spirited men of St. James Parish, men who looked upon it as a very worthwhile private enterprise. It immediately received state aid and soon became one of the largest and most popular institutions of higher learning in the State.

Fay says that "a report of 1840 shows that there was room for 264, and that 238 students were in actual attendance."

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89 Acts Passed at the First Session of the Seventeenth Legislature of the State of Louisiana, Begun and Held in the City of New Orleans, on the Sixth Day of January, 1845 (New Orleans: Magne and Weisse, State Printers, 1845), Act 74.

90 Acts Passed at the First Session of the Tenth Legislature of the State of Louisiana, Begun at Donaldsonville, on Monday, the Third Day of January, 1831, and Held in the City of New Orleans on the Eighth Day of January, 1831 (New Orleans: John Gibson, State Printer, 1831), Act 16.


92 Acts Passed at the First Session of the Tenth Legislature of Louisiana, op. cit., Act 34.

93 Fay, op. cit., pp. 50-51.
He further states that the next year the school had its full complement of students, and needed accommodations for two hundred more, and at that time the staff consisted of a president "and ten assistant professors, six prefects, a treasurer, and a librarian."

Fortier speaks of its prosperous condition in this way:

In the year 1842 Jefferson College was at the same of its existence in ante-bellum days. In a report to the legislature of that year it was able to state the following facts: There was a main building 44 by 300 feet; five two-story houses of brick, construction with shingled roofs for the professors; and two porters' ledges. The outlay for buildings had been $124,586; for land $10,000 - the outlay on the library had been $8,710; for physical apparatus $600; and the same for the laboratory. The library had 7,000 volumes.\(^{94}\)

This prosperous condition ended suddenly when all the buildings and equipment were destroyed by fire March 6, 1842. In 1845 state appropriations were stopped, and in 1855 the institution was forced to close; it soon reopened only to close again in 1859. In 1861 it received a new charter, but the War Between the States soon forced it to close again. When it reopened on July 12, 1864, it was under the auspices of the Marist Order, which continued to operate it throughout the period under consideration, and as late as 1914 its graduates were given a first-grade certificate to teach, without examination.\(^{95}\)

\(^{94}\) Fortier, op. cit., p. 580.

\(^{95}\) Ibid., pp. 580-582.
The College of Franklin was chartered by the same legislature as was the College of Jefferson and received similar legislative appropriations, but it never attained the place of prominence nor rendered the service which the latter did. Varnado says that although it was authorized to grant diplomas and degrees, there is no record of its ever having done work of college rank. He sums up the work of the school in this way:

A report of 1836 shows that five buildings had been erected by the state at a cost of $35,000. By 1840 only sixty-one students had enrolled and the college was doing only prep work. In 1841, there were sixty-five enrolled, and there was room for fifteen more. The revenue of the college in 1841 was $16,962 and $10,000 of this had come from the state. After 1845 the college did but little. In 1841 there were only four instructors and seventy students.

No further record of the work done by this institution can be found. In 1865 the state assumed control of the property.

St. Charles College was established by the Fathers of the Society of Jesus in 1837 and in 1852 it was incorporated

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96 Acts Passed At the First Session of the Tenth Legislature of Louisiana, op. cit., Act 19.
97 Fay, op. cit., p. 51.
98 Varnado, op. cit., p. 50.
99 Ibid., pp. 50-51.
100 St. Charles College Catalogue, 1916-1917 (Grand Coteau: Publisher not given), p. 7.
by the State of Louisiana and endowed with the full powers and privileges of a university. It was closed in 1868 but was reopened in 1869, with an enrollment of one hundred and fifteen students. Fortier says that the average enrollment through the years was about one hundred and thirty and that the program of studies was the same as that which usually prevailed in Jesuit colleges. It was open as late as 1940, but there is no evidence that it ever established a program of teacher education. It was not one of the fifteen institutions of higher learning whose graduates were recognized by the State Board of Education in 1906 as entitled to a teacher's certificate by passing an examination in theory and art of teaching only. This was perhaps due to the fact that in 1891 it was converted into a seminary of higher learning for the Catholic priesthood.

The University of Louisiana had its origin in the Medical

102 Ibid., p. 25.
104 Mouton, op. cit., p. 31.
106 Fortier, op. cit., p. 295.
College of Louisiana. It was organized in 1834 in New Orleans by seven resident physicians and was chartered in 1835. It granted its first degrees in 1836. When the University of Louisiana was provided for in the Constitution of 1845, it was to be composed of four faculties: law, medicine, natural sciences, and letters, the Medical College of Louisiana becoming the "faculty of medicine." These provisions were put into effect by legislative action in 1847, which also added a "college proper or academical department." It was this last provision which eventually brought the University into a field that aided in the training of teachers.

Varnado says that the Academic Department was begun "in a very feeble way" in 1847 and that in 1849 instruction was offered in Latin, Greek, mathematics, English, the Classics, and French. However, the Department seems not to have prospered, for it was closed from 1859 until 1878.


110 Varnado, op. cit., p. 62.
In appraising the work of this institution in the education of teachers, it must be remembered that many students of law and medicine were often teachers at times during their training, and the numbers enrolled were often large, the number enrolled in the Medical Department alone, in 1851, being 188. 

Mount Lebanon University was established by the Louisiana State Baptist Convention in 1852. At the same time the convention provided for the purchase of ten acres of land, the erection of a "comfortable two-story building" and the beginning of the first session in March, 1853. No record of the curriculum or enrollment of this institution during its early years can be found, except that in 1859 it had one hundred twenty-seven pupils. Fay says that under the wise leadership of its first president, Dr. D. D. Hartwell, it "prospered beyond the expectations of its most sanguine friends" and that it continued to prosper under its second president, Dr. W. C. Cram.

Some evidence of this prosperity and of the nature of the work is seen in the fact that "during this time $20,000 had been raised toward endowing a professorship in the theological department, and $30,000 for one on the literary side." A grant

113 *Varnado, op. cit.*, p. 61.
114 *Fay, op. cit.*, p. 144.
of $15,000 was given by the legislature in 1855, and this was used to provide chemical and philosophical apparatus and a library. The University was closed during the War Between the States and all its funds were lost. It was reopened in 1865, but because of lack of adequate financial support was forced to operate on a limited basis until it was rebuilt after a disastrous fire in 1887.

The College of the Immaculate Conception was one of the largest colleges in the state in the decade prior to the War Between the States, and it became still larger following the war. According to Fortier:

The college opened in the autumn of 1849 with a professional staff of ten members, and an attendance of 100 pupils. From that time to the outbreak of the Civil War the average number was 250. And from the close of the war on, this number slowly but incessantly swelled until last year’s (1891) contained 530 names.

Fay says that this was one of two colleges founded by the Society of Jesus, the other being the College of St. Charles, previously discussed. He also says that it was, in 1856, "endowed by the legislature with full powers and privileges of

\footnotesize{\begin{quote}
\textit{\footnotesize{\cite{113}}}
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\footnotesize{\begin{quote}
\textit{\footnotesize{Ibid., p. 144.}}
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\footnotesize{\begin{quote}
\textit{\footnotesize{Fortier, op. cit., p. 184.}}
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\footnotesize{\begin{quote}
\textit{\footnotesize{\cite{117}}}
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\end{quote}}

a university," which doubtless helps to account for the large enrollment mentioned by Fortier, above.

Silliman College, which was first known as Silliman Female Collegiate Institute, received its charter in 1852. It was located in the town of Clinton, Louisiana, and was under the control of a Board of Trustees composed of ten men, who launched it as a private enterprise. The Presbytery of Louisiana became interested in it in 1856, through a donation by Mr. William Silliman. Although it came under the control of the Presbytery of Louisiana, it remained largely non-sectarian in its program. No record of its enrollment and attendance can be found, but Fay lists the following "Schools:" English Language and Literature, Latin, French and German, History, Mathematics, Natural Science, Mental and Moral Science.

Mansfield Female College was established through the leadership of two Methodist ministers, the Reverend H. C. Thweatt and the Reverend W. E. Doty, and with the cooperation of the citizens of Mansfield and the surrounding area, who contributed $30,000 to the enterprise. It was incorporated in 1855 and placed under the direction of the Methodist Episcopal Church.

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118 Fay, op. cit., p. 136.
119 Varnado, op. cit., p. 57.
120 Fay, op. cit., pp. 132-133.
121 Ibid., pp. 133-134.
122 Fortier, op. cit., p. 126.
According to the catalogue for 1867-1868 there was a staff of seven and an enrollment of sixty-four, and its program of studies consisted of two curricula, "English Course" and "Classical Course." The English course included English, vocal and instrumental music, mathematics, "Ornamental Branches" and mental, moral, and natural science. The classical course included Latin and French in addition to the subjects of the English course. Students were graduated each year, except 1867 and 1865, from 1856 through 1867, the total number of graduates being fifty-one.  

Louisiana State University had its origin in the Constitution of 1845, which set aside "all moneys arising from the sales which have been or may hereinafter be made of any lands heretofore granted by the United States to the State, for the use of a seminary of learning." The legislature of 1853 passed an act "For establishing a Seminary of Learning," and between that date and 1860 a site about three miles north of Alexandria was purchased, the necessary buildings were erected, and the organization of the Seminary was completed.

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123 Mansfield Female College, Catalogue, 1867-1868 (Shreveport: The Shreveport News, 1868), pp. 4-10.


125 Walter L. Fleming, Louisiana State University, 1860-1890 (Baton Rouge: Louisiana State University Press, 1936), pp. 22-44.
The following historical sketch will be of assistance in appraising the nature and value of the work done during the period under consideration:

The first session began on January 2, 1860. An invasion of the Red River valley by Union forces caused the Seminary to suspend its activities in April 1863; academic work was resumed on October 2, 1865. On October 15, 1869, the Seminary building was destroyed by fire, but the disaster interrupted its work for only a fortnight as accommodations were secured in Baton Rouge in the building of the school for the deaf.

In 1870 the name of the institution was changed by the legislature to Louisiana State University. On January 2, 1877, the University was merged with the Agricultural and Mechanical College, which had been chartered on April 7, 1873, and had been opened at New Orleans on June 1, 1874. The two state institutions "United and constituted into one and the same institution of learning" assumed the title of Louisiana State University and Agricultural and Mechanical College. The first session under the new arrangement began on October 5, 1877.126

It is evident from this statement that the institution, during this period, suffered many hardships, that it was going through a period of change, and that its contribution to the education of teachers may not have been very great. However, the enrollments and the programs of studies during the period indicate that the contributions may have been very significant, as compared with other institutions of that time.

126 Louisiana State University and Agricultural and Mechanical College, University Bulletin, Vol. 33N.S., No. 5, Catalogue, 1940-41 (Baton Rouge: Published by the University, 1941), p. 51.
Fay states that Sherman's report of the opening gives the number of professors as five, cadets as seventy-one, and the beneficiaries (cadets who had part of their expenses paid from an appropriation for that purpose), as thirty-one. This same report lists arithmetic, algebra, geometry, French, English, Latin, and Spanish as the subjects requiring textbooks.\(^{127}\)

Except for the years 1874-1877 (when the average annual attendance was about thirty)\(^{128}\) the yearly average was about one hundred and fifty.\(^{129}\)

In 1872 the suggested course of study was about as follows:

**Freshman Class**

**Literary Course:** Latin, algebra, geometry, trigonometry, analytic geometry, Greek, and English grammar and composition.

**Scientific Course:** The same except that French was substituted for Greek.

**Sophomore Class**

**Literary Course:** Latin, classical history, and geography, calculus, Greek, English grammar, and "Art of Discourse."

**Scientific Course:** The same except that French was substituted for Greek.

\(^{127}\) Fay, *op. cit.*, pp. 75-76.


\(^{129}\) Ibid., pp. 204, 312, 400.
Junior Class

Literary Course: Latin, Greek, French, chemistry, geology, physics, and mental and moral philosophy.

Scientific Course: Surveying, shades, shadows and perspective; descriptive geometry; topographical drawing; civil engineering; German; chemistry; physics; analytical mechanics; mental and moral philosophy.

Civil Engineering Course: Same with option of language.

Senior Class

Literary Course: General history, English literature, French, astronomy, chemistry, mineralogy, botany, zoology, logic, Evidence of Christianity, artillery and infantry tactics.

Scientific Course: Same, with acoustics and optics, civil engineering, topographical and mechanical drawing, steam engine and railways in addition, German or French.

Civil Engineering Course: Same as Scientific with architectural drawing, fortifications and levees.\footnote{Ibid., pp. 209-210.} \footnote{Ibid., pp. 315-316.}

In 1877 requirements were set up for the following degrees: bachelor of arts, master of arts, bachelor of science, civil engineering. These requirements were about the same as in 1872, except that for the master of arts degree, mechanics, agricultural chemistry, anatomy and physiology were added to previous requirements. No other significant changes were made in the curriculum until 1882, when a classical course leading to the bachelor of
arts degree and a scientific course leading to the bachelor degree and a scientific course leading to the bachelor of science degree were formulated, civil engineering was dropped, and a two-year course in agriculture and mechanics was added. The new arts and science courses differed from the old course only in that Latin, Greek and the philosophical studies were minimized and more of the scientific studies were added.132

Such courses as these, if well administered, would result in well-educated people, and those graduates of these courses who became teachers must have been valuable additions to the teaching corps of the day.

2. Academies

The amount of service that academies rendered in the education of teachers in Louisiana is impossible to determine because of the large number of such institutions, the wide variations in their length of service and courses of study, and the scarcity of information concerning them. However, enough information is available and is presented to give a general idea of their worth.

The academy movement in Louisiana began with the incorporation of the Natchitoches Academy in 1819133 and gradually gave way to the development of the public high school following

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132 Ibid., p. 397.

the War Between the States, although some private academies are still in operation. During this period hundreds of institutions which might come under the general meaning of the term "academy" came into existence. These rendered service at various levels, from the primary school to the college, and for various lengths of time, from a few months to a half century or more.

The exact number of such institutions is not known. Mobley's study included a total of two hundred thirty-eight, sixty-six of which he lists as "mushroom schools" because of their short periods of existence. The institutions included in the study were not all known as academies, the titles "seminary" and "institute" being frequently used and "high school" and "college" occasionally. It seems probable that the majority of these institutions did not render a service that was of much value from the standpoint of teacher education. However, it seems equally evident that many of them did so, some even doing work of such quality as to cause Fay to refer to them as being on the "borderline between the colleges proper and the academies." Some were even incorporated as colleges, with

134 Ibid., p. 41.
136 Fay, op. cit., p. 54.
authority to confer degrees. An examination of the courses of study and of the authority of some of these "borderline" colleges or academies will help to show the type of work which they attempted.

Baton Rouge College, incorporated in 1838, offered work in "arithmetic, geometry, history, rhetoric, elocution, algebra, grammar, botany, mineralogy, chemistry, political economy, French, Latin, Greek, English, and penmanship." Homer College, which was incorporated in 1855 and operated for about twenty-five years, was given authority to confer degrees of B.A., B.S., M.A., and M.S., and some of the leading educators, jurists, bankers, and editors of that day were among its graduates.

Minden Female College, incorporated in 1854, offered English, French, Latin, literature, science, mathematics, composition, history, music, and acting, in 1858. By 1879 it had

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137 Acts Passed at the Second Session of the Thirteenth Legislature of the State of Louisiana, Begun and Held in the City of New Orleans, the Eleventh Day of December, 1837 (New Orleans: Jerome Bayon, State Printer, 1838), Act 56.

138 Mobley, op. cit., p. 56.


140 Mobley, op. cit., pp. 129-130.

141 Acts Passed by the Second Legislature of the State of Louisiana At Its First Session, Begun and Held in the City of Baton Rouge on the Eighteenth Day of January, 1858, op. cit., Act 80.
house on the fiftieth day of January, 1855, op. cit., act 80.

the academy, op. cit., p. 372.

began and held in the city of Baton

the academy, op. cit., p. 357.

act passed by the fourteenth legislature of the state of

teachers as did the academies proper which were much more

were so few in number that they probably did not provide as many

some of the colleges. However, the "borderline" institutions

of the academies had broader, more inclusive courses than

show that there is little difference, if any. In fact, some

those of the institutions that have been classified as colleges

a comparison of the courses of these institutions with

ter literary honors and degrees. The

above the academy level and to cause it to be authorized to con-

a course sufficiently broad to place the school

than, the commonalty, surveying, philosophy, and

writing, grammar, Latin, rhetoric, logic,

than for boys was incorporated in 1853.

s. may be read of New Orleans, a periodical journal-

literature. The

arithmetic, natural philosophy, anatomy, chemistry, and

metallurgy, zoology, science, geometry, algebra, and

increased the offerings to include: English, Latin, rhetoric,
numerous, especially for a decade or more.

Table III, adapted from Farrar's study, presents a picture of the rise and decline of the academy movement in Louisiana. The relatively rapid rise in both the number of academies and the number of pupils enrolled, and the unusually large decrease in both during the period of the War Between the States are points worth noting. However, of more significance, perhaps, is the fact that just prior to the outbreak of the war there were 152 academies with 11,274 pupils and 446 teachers.

### TABLE III

**GROWTH OF THE ACADEMY MOVEMENT IN LOUISIANA, 1840-1870**

<table>
<thead>
<tr>
<th>Date</th>
<th>Number of academies</th>
<th>Number of students</th>
<th>Number of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1840</td>
<td>52</td>
<td>1,995</td>
<td>No data</td>
</tr>
<tr>
<td>1850</td>
<td>143</td>
<td>5,328</td>
<td>354</td>
</tr>
<tr>
<td>1860</td>
<td>152</td>
<td>11,274</td>
<td>446</td>
</tr>
<tr>
<td>1870</td>
<td>28</td>
<td>2,690</td>
<td>276</td>
</tr>
</tbody>
</table>

Most of the early academies, although rather heavily subsidized by the State from 1811 to 1845, were primarily meant to reach the indigent classes and were in "communities too

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146 Farrar, op. cit., p. 42.
147 Fay, op. cit., p. 64.
sparsely settled to furnish any but a trifling attendance."

However, some of these offered courses of study on a relatively high level. Avoyelles, for instance, in 1844, offered: algebra, trigonometry, philosophy, chemistry, French, spelling, reading, writing, arithmetic, grammar, and geometry.

Although state aid for academies was stopped in 1845, the number of academies increased and their enrollments doubled between 1850 and 1860. Farrar says that "the church organizations of the state, with some assistance from the Masonic Order, attempted to carry on the work that had been done by the subsidized academies." He further found that most of them were closed during the War Between the States, but that many of them reopened following the war, and served until they were replaced by the public high school.

Although the work offered by some of the institutions was of a rather high order, others had only limited programs, as the following examples show.

The Catahoula Institute, which was organized in 1849, offered a course that "consisted of the common branches together with English, language, mathematics, philosophy, composition, elocution, music, and history."

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148 Ibid., p. 57.
149 Ibid., pp. 345-346.
150 Farrar, op. cit., p. 41.
151 See cit.
152 Mobley, op. cit., p. 121.
Baillwood Academy, established between 1850 and 1860, offered natural philosophy, astronomy, history, geometry, Latin, French, algebra, and the common branches. 153

Vermont Academy, taught by Christopher Ives and one assistant during the seventies, seems to have had, to say the least, a flexible program. "The course consisted of any subject that the teacher was capable of handling. It was narrow, but thorough, and those finishing the course were ready for college."154

Sugar Town Academy, with a principal and one assistant, had a very limited curriculum in 1875, the course consisting of Latin and Greek, and the common branches.155

The Academy of the Hebrew Educational Society, New Orleans, in 1877 employed five teachers for "English branches, one for German and Hebrew languages, one for French." It had an enrollment of ninety boys and fifty-one girls, classified into "Primary, Intermediate, and Academic" grades.156

The Locquet–Leroy New Orleans Collegiate Institute, in 1877, was "conducted in accordance with all the late improvements adopted in European schools of the same character."157

153 Ibid., p. 279.
154 Ibid., p. 164.
157 Ibid., p. 339.
It was a private institution similar to a number of others in New Orleans and Baton Rouge. It had a faculty of thirteen and offered work on the primary, elementary, and academic levels. The offerings included English, Lectures on Science and English Literature, French, High Mathematics, Latin, German, Instrumental Music, Guitar, Solfeggio, Vocal Music, Drawing and Painting, Penmanship, Dancing and Calisthenics, and Fancy Work. The teachers had various titles and some taught as many as four subjects. Miss I. Locquet had Primary English, French, Instrumental Music, and Fancy Work. Professor Gessner taught High Mathematics, Latin, and German. Dr. Herrick and Professor Seamon gave Lectures on Science and English Literature. One subject, French, had three different teachers.

The evidence presented as to the quality of work offered by the academies of Louisiana would seem to indicate that they made a definite and perhaps large contribution to the education of the teachers of their day. Further evidence as to their contribution is the fact that several of them received financial assistance from the Peabody Education Fund, a discussion of which follows.

3. The Peabody Education Fund

A better understanding of the contributions to teacher training in Louisiana through this fund may be had by reviewing its

origin, purpose, and magnitude.

This fund was created by George Peabody, who set up the Peabody Board in 1867 and gave one million dollars to be held in trust by the board and its successors. The income from this fund was to be used "for the promotion and encouragement of intellectual, moral and industrial education among the young of the most destitute portions of the Southern and Southwestern states." To the original sum Peabody added another million dollars in 1869.

The Board set up two objectives: the promotion of common school education and the professional training of teachers. It made its first donations in 1868 and its last in 1914. During this period it gave a total of $3,650,556, the major portion of this, or $2,272,923, being given to normal schools, teachers' institutes, and George Peabody College, for teacher-training purposes. It is with the portion of this sum which was given to Louisiana that this study deals. The money was expended for the support of normal schools, scholarships to Nashville Normal School, Nashville, Tennessee, teachers' institutes, and a very small sum for an educational journal.


160 Ibid., p. 52.

161 Ibid., p. 56.
Reference has already been made to the fact that the State Normal School in New Orleans received aid from the Peabody Education Fund in 1868 and that the name of this institution was changed to the Peabody Normal Seminary.

These contributions in 1868 were the first given in Louisiana for normal schools or departments. Dr. Barnas Sears, General Agent for the Peabody Education Fund, made the following report to the Board concerning them:

To aid in the professional training of competent young persons as teachers, in Normal Schools or departments, the following amounts will be allowed: To the New Orleans Normal School for forty female pupils $2000

To the Normal Department of the Male Seminary in Alexandria for 20 students 1000

To the Normal Department of the Centenary College for Males at Jackson, for 10 students 500

All on the same terms and conditions as were prescribed for Plaquemine, Bastrop, and Mt. Lebanon.

Fifty dollars per student may also be allowed to other institutions in which competent young persons are receiving professional training, provided no charge shall be made for such training, and that the amount so allowed not exceed $500, making the total amount allowed for normal instruction $5000.162

No information can be found that tells what the terms and conditions were for Plaquemine, Bastrop, and Mt. Lebanon, but it is presumed that the conditions were similar to those set up for "other institutions."

Similar grants were made for the next thirteen or fourteen years. The exact number could not be determined because the table of "Expenditures for the Promotion of Normal Schools" showed that the last expenditure was fifteen hundred dollars in 1881, while the report of the general agent for 1862 shows that the last expenditure was in that year and was for the sum of three thousand dollars, there being no appropriations for this purpose in 1883 or 1884. For this reason, and also because of the fact that some of the reports did not distinguish between contributions for white and for colored schools, it was impossible to determine the exact amount spent for the white schools. The available evidence indicates that the amount was approximately thirty thousand dollars.

Contributions from this fund were made to aid teacher education in Louisiana in other ways. Table IV has been prepared to show what institutions and agencies received these contributions and the amounts that each received from 1868 to 1884.

The gift of scholarships to the Peabody Normal School

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163 Proceedings of the Trustees of the Peabody Education Fund, 1900-1914, Vol. VI (Cambridge: John Wilson and Son, University Press, 1916), Table III.


165 Ibid., p. 143.

166 Ibid., p. 172.
### TABLE IV
CONTRIBUTIONS FROM THE PEABODY EDUCATION FUND TO TEACHER EDUCATION IN LOUISIANA, 1868-1884

<table>
<thead>
<tr>
<th>Year</th>
<th>Normal Schools</th>
<th>Scholarships</th>
<th>Institutes</th>
<th>Educational Journals</th>
<th>Summer Schools</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1868</td>
<td>$5000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$5000</td>
</tr>
<tr>
<td>1869</td>
<td>2400</td>
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<td></td>
<td></td>
<td>2400</td>
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<tr>
<td>1870</td>
<td>3000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3000</td>
</tr>
<tr>
<td>1871</td>
<td>2100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2100</td>
</tr>
<tr>
<td>1872</td>
<td>1900</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1900</td>
</tr>
<tr>
<td>1873</td>
<td>1950</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1950</td>
</tr>
<tr>
<td>1874</td>
<td>1850</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1850</td>
</tr>
<tr>
<td>1875</td>
<td>1950</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1950</td>
</tr>
<tr>
<td>1876</td>
<td>2000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2000</td>
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<tr>
<td>1877</td>
<td>2000</td>
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<td></td>
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<td>2000</td>
</tr>
<tr>
<td>1878</td>
<td>2500</td>
<td>$1,500</td>
<td></td>
<td></td>
<td></td>
<td>4000</td>
</tr>
<tr>
<td>1879</td>
<td>3600</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3600</td>
</tr>
<tr>
<td>1880</td>
<td>3000</td>
<td>400</td>
<td></td>
<td>$200</td>
<td></td>
<td>3600</td>
</tr>
<tr>
<td>1881</td>
<td>1500</td>
<td></td>
<td></td>
<td>200</td>
<td></td>
<td>1700</td>
</tr>
<tr>
<td>1882</td>
<td>4500*</td>
<td>$200</td>
<td></td>
<td>200</td>
<td></td>
<td>4900</td>
</tr>
<tr>
<td>1883</td>
<td>1025</td>
<td></td>
<td></td>
<td>100</td>
<td></td>
<td>1125</td>
</tr>
<tr>
<td>1884</td>
<td>1245</td>
<td>1300</td>
<td></td>
<td>100</td>
<td></td>
<td>2645</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>$34,750</td>
<td>$8,670</td>
<td>$1,500</td>
<td>$800</td>
<td>$45,720</td>
<td></td>
</tr>
</tbody>
</table>


* This amount was for a two-year period.
at Nashville, Tennessee, was intended to assist in the education of some of the more promising young men and women of the state, the recipients to be those who passed the most creditable competitive examinations.  

The first scholarships were given to the New Orleans Normal School in 1878. They were worth one hundred and fifty dollars each and were to be used for the benefit of pupils from the country parishes. The number of scholarships given and the value of each varied from year to year. Ten, worth one hundred and fifty dollars each, were given in 1878 and two, worth two hundred dollars each, were awarded in 1880.

A careful search of the records of the Proceedings of the Peabody Education Fund did not reveal the total number of scholarships given. However, the total amount of money expended for this purpose during this period was $8670, as shown in Table IV. State Superintendent Warren Easton, in 1885, recognized their value by declaring:


170 Loc. cit.

171 Ibid., p. 174.

172 Ibid., p. 264.
Louisiana has several graduates of this school who are a credit to themselves and their state.173

Contributions from the Peabody Education Fund for the support of teachers' institutes in Louisiana was begun in 1882. Table IV shows that only fifteen hundred dollars were used for this purpose by the end of the year 1884. The two hundred dollars expended in 1882 was evidently used by State Superintendent Fay, who referred to a grant from the Peabody Fund that enabled him to employ the services of an experienced institute conductor, "the Reverend Dr. A. R. Hone," of Allentown, Pennsylvania.174 Dr. Hone and Superintendent Fay visited several parishes and held seventy-four sessions, not all of which, however, were with white teachers. This assistance from the Peabody Education Fund evidently brought valuable returns, as Superintendent Fay referred to the institutes as having aroused an enthusiasm for the subject of public education "such as has never before been seen in the state."175

Eight hundred dollars for the support of an educational journal during this period was all that was ever spent from the


175 Ibid., p. 13.
fund in Louisiana for this purpose. This amount seems to have been given to *The Louisiana Journal of Education*, as the report for 1881 specifically states that the appropriation was for this journal.\(^\text{176}\) Also, Robert M. Lusher, the administrator of the fund in Louisiana, refers to "the annual stipend heretofore allowed it ([The Louisiana Journal of Education]) by the Peabody Education Fund."\(^\text{177}\)

From the standpoint of money expended, the contributions to the cause of teacher education during this period were not great. However, the good accomplished as a result of these monetary contributions was relatively great, if judged in the light of the expressions of appreciation by those in a position to observe these results. A rather typical example of such expressions was that of Fay, previously noted. Superintendent Lusher's reference to Louisiana as being one of the states which "has profited, still profits, and will continue to profit"\(^\text{178}\) by the work of George Peabody is another example of such expressions of appreciation.

4. Teachers' Institutes

The Teachers' Institute as an agency for the training of


\(^{177}\) Ibid., p. 355.

teachers made its appearance in the nation a few years later
than the normal school; but unlike the normal school, it seems
to have been of distinctly American origin. Knight speaks
of its origin, purpose, and nature in this way:

While the normal school was yet in its
infancy itinerant, or moving, normal schools,
generally known as teachers' institutes,
appeared as an attempt to meet the need for
trained teachers. The institute was probably
distinctly American in origin. For a time
it did the work of the normal school in many
states by offering to teachers an opportunity to
review the subjects taught in the common schools
and to study methods of teaching and school
management. Often the institute was inspira-
tional and entertaining. General sessions open
to the public served to create interest in public
education. Through the institute also new
subjects were introduced. The work at best was
doubtless fragmentary and haphazard, and the
effort to make the lectures entertaining was
sometimes ridiculous. Barnard cautioned the
teachers in his institutes in Rhode Island
against considering them as substitutes for
thorough study and practical training. The term
varied in length from a few days to six weeks.
Attendance was at first voluntary, and fees were
charged those who enrolled. Later, however,
attendance came to be more or less compulsory,
and the cost of the institute came to be borne
by the public.\textsuperscript{179}

Dexter refers to the institutes as "essentially brief
normal schools, held at different times of the year, usually
under the direction of the county superintendent of schools,
or of some other school official."\textsuperscript{180} According to him:

The first teachers' institute of which
we have any record was held in Hartford,
Connecticut, in October, 1839, under the

\textsuperscript{179} Knight, \textit{op. cit.}, p. 332.
\textsuperscript{180} Dexter, \textit{op. cit.}, p. 392.
direction of Henry Barnard, then secretary of the state board of education. Twenty-six young men were in attendance, and the session lasted six weeks.181

Cubberley agrees with Dexter as to the leader, place and date, and further says that they "had spread into but fifteen states by 1860, and these all in the northeastern quarter of the United States."182

Farrar, in studying the origin of teachers' institutes in Louisiana, found:

The first teachers' institutes of record were held in the state in 1833 when Superintendent Fay, through the aid of a $1,000 gift from the Peabody Fund, secured the services of Dr. A. B. Hone of Allentown, Pennsylvania, to conduct six weeks of institute work in the state.183

It will be noted that Farrar had reference to the type of institute that was sponsored by the state rather than those earlier ones sponsored by local or county systems, to which Robert refers in this way:

The county institute was usually held for one or two days; was more or less voluntary and without state support; was in charge of local superintendents or teachers; and provided no sequence or continuity of work. This type of institute was employed throughout the South because it was accessible to teachers who received low salaries for short terms.184

181 Ibid., p. 392.
183 Farrar, op. cit., p. 66.
184 Robert, op. cit., p. 78.
The first institutes in Louisiana were of the latter type and seem to have been held in 1871, perhaps in New Orleans. The report of State Superintendent Conway contains evidence that at least three such institutes were held during that year. E. S. Stoddard, Division Superintendent of the Second Division, reported:

On June eighth, ninth, and tenth an Institute was held at Carrollton which, following as it did in the wake of one held in New Orleans, occasioned me no little anxiety lest some of the same spirit manifested at the latter place should insinuate itself into this to the destruction of its harmony and the scandal of the Division. My fears were, however, groundless.

The teachers of the Second Division were fully up to the occasion, and all passed off pleasantly, harmoniously, and profitably, the hearty cooperation of the School Board of Carrollton contributing largely to its success. 185

The report of the secretary of this institute shows, among other things, that more than one hundred teachers and officers were present, that the institute lasted three days, and that the present-day policy of having educators from other sections of the country take a leading part in such meetings was used at that time. 186 Because the work at this institute was rather typical of that in most others the program for the

186 Ibid., p. 137.
three days is given:

First Day (June 8, 1871)

Call to order by Superintendent Stoddard
Prayer by Rev. Owen Reidy, Principal Gretna School
Address by State Superintendent Thomas W. Conway, "Elements Necessary to Successful School Work."
Miss Hattie N. Morris, of the Oswego Training School, a teacher experienced in Institute work, was next introduced to the teachers, and the energetic manner in which she proceeded to the work before her secured the attention of all present. Her first lecture was on the best method of teaching arithmetic, making use of the blackboard in illustrating many points.
Recess: thirty minutes (refreshments)
Address: "Moral Influence of the Teacher in the School," Rev. William Rollinson, Secretary, State Board of Education.
Address: "Hygiene," Dr. J. S. Clark, New Orleans Board of Health.

Second Day (June 9, 1871)

Devotional: Rev. Owen Reidy
Exercises in geography and spelling by Miss Morris.
Recess: Thirty minutes.
Address: "Grammar," Mr. J. L. J. Barth, Principal Jefferson School and Secretary of Institute.
Blackboard Exercises in Grammar and Reading by Miss Morris. (Good illustrations of effective use of blackboard.)

Third Day (June 10, 1871)

Devotional
Address: "Methods of Teaching Physical and Political Geography," Miss S. N. Warner, Principal one of schools of New Orleans.
Practical Lessons in Botany, Miss Morris. (She made use of a large assortment of blossoms and leaves, previously collected.)
Lecture: Phonography, Professor William Bartlett.
Recess: Thirty minutes.
Address: School Discipline, Rev. William Rollinson.
Closing Remarks: Superintendent Stoddard
Resolutions
Adjournment

A similar institute was held at Franklin, Louisiana,
June 16, 17, and 18 and was referred to by Division Superintendent

187 Ibid., p.
Diesey as the "First Teachers' Institute of the Third Scholastic Division of Louisiana."\(^{188}\) A point of special interest was the strong and fervent plea made by Rev. S. L. Baier for a state normal school.\(^{189}\)

It appears from the report of Superintendent R. C. Richardson, of the First Division, that the holding of institutes may have been required, or at least urged, by the State Superintendent, as he begins his report by saying, "In obedience to the instructions received from the State Superintendent, I gave notice for the holding of an Institute in the town of Amite."\(^{190}\) He then goes on to say that the institute was not as successful as it might have been because of the short time he had in which to prepare for it. He further states:

The exercises were chiefly conducted by Miss Morris, an accomplished instructress in normal branches, and especially engaged by the State Superintendent to conduct institute work throughout the State.

Although the institute meeting was only a partial success, still the indications pointed to the conclusion that the people are ripe for an innovation that might prove beneficial in its operations.\(^{191}\)

\(^{188}\) Ibid., p. 213.
\(^{189}\) Ibid., pp. 217-218.
\(^{190}\) Ibid., p. 68.
\(^{191}\) Ibid., pp. 68-69.
Despite the fact that the institutes in 1871 seem to have been generally successful, they may not have been repeated for a period of three years, as no mention is made of them in the reports of the state superintendents during that time. By 1874 they appear to have been revived, but on a different, continuous, and more permanent basis. Superintendent Stoddard, referring to those in his district says:

One of the most important and satisfactory labors of the past year has been the organization of the teachers of the Second Division into local Teachers' Institutes, the first, I believe, of the kind ever established in Louisiana. 192

He established four organizations, one each at Thibodaux, Houma, Carrollton, and Convent. Each organization had from two to four meetings during the year, and Superintendent Stoddard was high in his praise of them. He felt that they not only gave teachers an opportunity to learn better methods of teaching, but that they also stimulated greater interest on the part of the people in public education, and that the teachers could use them as a means of "purifying their own ranks." 193

Each organization seems to have had its own "office or reading room." That at Thibodaux was "furnished neatly with desks, table and chairs, and a library of some one hundred and


193 Ibid., p. 268.
thirty-five volumes. Stoddard's report for 1875 indicates that his faith in the value of such institutes had increased and that he had established new organizations. Concerning their value, he says:

Complete success has at last rewarded faithful and persistent effort. A work has been accomplished that no power could have so speedily and effectively wrought. The schools are improved in efficiency more than one hundred per cent. The competent and worthy teachers have driven away the incompetent and unworthy.  

He speaks again of increased public interest and of the sympathetic feeling that had developed between the teachers and school officials. At the close of his report he lists the following organizations:

Lafourche


St. James

Organized April 6, 1874. Present membership 30. Number of meetings this year 4.

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194 Ibid., p. 267.
196 Loc. cit.
An examination of the topics treated at the various meetings of one of these organizations during one year gives some light on their nature. The topics listed are taken from a report by "John Doles, President, Teachers' Institute, and Principal, St. Vincents' Institute:"

Ought the sexes be educated together?
Has the State the right to establish a Free School System?
Requisites for success in a teacher of a Primary School.
If corporal punishment is necessary, should it be inflicted in the presence of the school?
Best method of teaching reading, writing, spelling, grammar, arithmetic, geography, composition, history, etc.
Object lessons, their importance and extent.
Ought Normal Schools to be supported by the state?
The duties a teacher owes to the community and vice-versa.
Advantages of teachers' meetings and institutes.
Should teaching be ranked among the learned professions?
The Centennial Celebration and the best method of presenting our educational status in it.
Education in the South. Inter-State Literary Conventions. 198

The fact that some of the topics appear academic today is an indication of the status of teacher education then. Another indication of the same thing is the implication that there is a "best method" of teaching any subject. However, the variety of

197 Ibid., p. 89.
198 Ibid., pp. 86-87.
subjects discussed, the fact that such discussions were taking place, and the fact that the teachers took time out to evaluate their meetings are all favorable.

No record is available of all the institutes of this kind held during the period under discussion. However, sufficient evidence has been presented to show that such institutes were, without doubt, an important instrument in the training of the public school teachers of that day. Since the number of teachers trained by the New Orleans Normal School was not very large in any year, the only training of a professional nature that most of the teachers received was that given by the institutes.

The importance of teachers' institutes in the training of teachers is best attested by the fact that, as early as 1869, the administrators of the Peabody Fund began allocating portions of the fund to Southern states for the purpose of promoting institutes. Institutes receiving aid from the Peabody Fund came to be known as Peabody Institutes. Their sessions lasted a few weeks instead of a few days. They were on a much higher plane from the standpoint of personnel, organization, administration, and instruction than were those of a purely local nature. Since it was as late as 1883 that Louisiana held its first Peabody Institute, a discussion of their place in teacher education is reserved for the next chapter.
5. The Louisiana Journal of Education

Robert M. Lusher and Wm. O. Rogers began publication of The Louisiana Journal of Education at New Orleans in 1879. Publication was continued through 1888, in which year Wm. O. Rogers was editor, and Wm. Preston Johnson and R. H. Jesse were associate editors.

Examination of the contents of twelve numbers at intervals during this period indicates that it was not of great professional value in the education of teachers.

Perhaps the most important single feature of this journal, a feature which was kept throughout the period of publication, was its book reviews, brief notations about new books in the field of education, which it published in each issue. One issue contained brief reviews of thirteen books, five of which were of special professional interest to teachers:

- Grube's Method: Two Essays on Elementary Instruction in Arithmetic
- Graded and Higher Lessons in English
- Methods of Teaching
- The Aim of Industrial Education
- Books, and How to Use Them

Another feature of value to teachers which had been added by 1883 and which was retained to the end of publication,

200 Ibid., p. 197.
201 The Journal of Education, Volume 9, Number 10, April, 1888, p. 289.
202 Ibid., p. 321.
was the monthly review of journals, some of which were educational journals. The June issue of 1883 contained brief reviews of the following:

- *Education (An International Magazine)*
- *The Southern Teacher*
- *North Carolina Teacher*
- *The Texas School Journal*

Professional articles of special value to teachers seldom appeared, although the "Practical Department" in the December, 1879, issue contained four brief articles, "Do Not Face the Light When at Work," "Enthusiasm in Teaching," "Reading Without the Rod," and "School Health," which might be regarded as professional in nature. No articles were found dealing specifically with problems of teaching methods or classroom management.

E. Summary

Special institutions for the training of teachers were of religious origin. They appeared first in France in the latter part of the seventeenth century and in Germany near the close of that century. One hundred years later France established the first state-supported normal school. Although this institution ceased to exist after a few months' operation, it set an example for others; and by the end of the first quarter of the

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204 *Journal of Education*, Volume V, Number 4, June, 1883, p. 137.

nineteenth century both France and Germany had adopted programs of state support for special institutions in which to train their teachers. England and Switzerland made beginnings in such work at this time but showed little progress until about the middle of the century, by which time several normal schools had been established in the United States.

The influence which the organization, policies, and practices of these European nations had upon the development of teacher-training institutions in America is a matter of debate. State control instead of national control and a relatively democratic relationship between the faculty and the students seem to be distinctly American, but it appears evident that many other features pertaining to the organization, administration, and function of these teacher-training schools were of foreign origin.

Leaders in the field of American education saw the need for specially trained teachers before the Revolutionary War, but most authorities agree that the first institution designed especially for the training of teachers was a privately-supported one established by the Reverend Samuel R. Hall at Concord, Vermont, in 1823. In 1839 Massachusetts established two state-supported normal schools, and in so doing set the precedent that resulted in the nation-wide system of state support and state control which the United States has today.

Along with the private normal school and the state normal school came the city normal school, one of the earliest of these
in America being the Girls' Normal School of Philadelphia.

This type of institution soon spread to other states, and in 1856 the legislature of Louisiana passed an act authorizing the City of New Orleans to establish "a Normal School Department," in its public high schools, which it did before the end of the year.

This was the first institution established within the state designed especially for the training of teachers and the only such institution prior to the establishment of the Louisiana State Normal School at Natchitoches in 1884. Despite the fact that it was closed from 1865 to 1868 and was otherwise greatly hampered by the War Between the States and Reconstruction, the service which it rendered during those trying years was beneficial to the City of New Orleans in providing better-trained teachers and to the state as a whole in crystallizing the feeling that teachers need special training and that the state should establish and maintain special institutions for the purpose.

The education of a large majority of the teachers of the state during the period under consideration was received in institutions and agencies other than the Normal School of New Orleans. The academies and colleges of the state provided the greatest source of supply. Despite the fact that they did not offer work specifically designed to train teachers, practically all of the colleges and many of the academies offered courses of study sufficiently advanced and broad to be of great value to those who completed such courses and became teachers. Some of these
institutions, especially the academies, received aid, as did the Normal School of New Orleans, from the Peabody Education Fund, a part of which was set aside for use in teacher education.

Another agency that provided both pre-service and in-service education for the teachers of the period prior to 1884 was the teachers' institute. This agency, like the normal school, came to Louisiana from other states. The first were of the local or county type and were held in the early seventies. They appear not to have spread over the state very rapidly, but the fact that in these meetings prominent educators, both from within and without the state, gave lectures or taught demonstration lessons and that the administrators and teachers participated in discussions of their common problems made them a valuable agency in the education of the teachers of the state. Here appears to be at least a beginning toward real professional education for the teachers in attendance. Evidence of value is seen in the fact that the administrators of the Peabody Education Fund began in 1883 to provide financial aid for institutes.

Appropriations from the Peabody Education Fund were made for the support of the Normal School in New Orleans and normal departments in a few other institutions, for scholarships to Nashville Normal School, Nashville, Tennessee, for teachers' institutes just at the close of the period, and a small amount for the support of an educational journal.
The best available information concerning the education of teachers in Louisiana prior to 1884 leads to the conclusion that a very small percentage of them received any special professional pre-service training, and that which they did receive was of an inferior quality as compared with present-day standards. A majority of them received only the general education provided by the academies and colleges of the day, which in most instances was also of a low level.
CHAPTER III

THE BEGINNINGS OF A DEFINITE STATE PROGRAM OF TEACHER TRAINING, 1884-1906

The establishment of a state program of teacher training, such as Louisiana has today, was not accomplished without great effort over a long period of time, nor was a definite beginning of such a program made on short notice and with little effort.

This chapter deals with the progress made in teacher education from 1884, the year in which a state program of teacher education was begun, to 1906, the year in which a certificate of college training became generally accepted, in lieu of an examination, as a basis of certification for teaching. More specifically it treats the following: The establishment and work of the Louisiana State Normal School, the work of the New Orleans Normal School, the work of certain agencies in teacher education, and the status of teacher education in 1906. Because a state program of special training for teachers has been in effect since 1884, no institutions are included in these or future discussions that have not provided specific courses for the professional education of teachers.

Mention should be made of the fact that a definite program of teacher education was established by Louisiana State University in 1905 and that this program has been in operation since its establishment. A description of it is reserved for the next
chapter, because it made very little contribution to the professional education of teachers before 1906, the end of the period under discussion.

A. The Establishment and Work of the Louisiana State Normal School

The Louisiana State Normal School, like the Normal School of New Orleans, was established to fill a very definite need for trained teachers. Like the latter institution, it was established only after repeated pleas to the state legislature by state superintendents of public education. Each state superintendent following the War Between the States made such a plea.

Superintendent Conway, in his report to the legislature in 1870, quoted a plea which he made for a state normal school in his report of the previous year. His plea closed as follows:

A proper pride of State, no less than a wise regard for the interests and character of our whole system of education urge, at the earliest possible moment, the establishment and sustaining of a normal school for the State, such as our wants, present and prospective, undeniably require.¹

In 1875 Superintendent Brown made a strong plea for the establishment of a state normal school, quoted at length from a report of the Boston School Committee on the value of normal schools, and gave a specific reason why one should be established in Louisiana:

A Normal School, distinct from the high schools, should be established, for the purpose of qualifying the sons and daughters of our citizens to become better teachers than can, as a general thing, be found to fill the vacancies which are frequently occurring, and thereby greatly increase the efficiency of our public schools.²

Robert M. Lusher, who in later years opposed the establishment of the State Normal School and made strong and repeated pleas for additional support of the Peabody Normal Seminary as a means of providing a supply of trained teachers,³ stated, in 1877, that other such institutions were needed. In his report to the legislature for that year he referred to complaints from every parish about the lack of competent teachers for the rural schools and to the good work that had been done by the Normal Schools in New Orleans, and made the suggestion that two thousand dollars a year be appropriated for the establishment of two or more normal departments, one in North Louisiana and one in South Louisiana for the "methodical instruction and practical training" of teachers.⁴


In 1881 Superintendent Fay referred to the fact that Louisiana had no normal school conducted under state auspices and also to the fact that efforts, by means of scholarships, to get students to go to the Peabody Normal College, at Nashville, Tennessee, for special training were not meeting with much success, and made the suggestion that "a normal department in connection with our own Louisiana State University and Agricultural and Mechanical College might be established at nominal cost."5

The complaints from all the parishes about a lack of competent teachers, referred to by Lusher, the evidence provided by the Normal School of New Orleans that a normal school could supply good teachers, and the recurring recommendations and pleas of state superintendents that a state normal school, or schools be established, finally bore fruit. A State Normal School was established by Act 51 of the Louisiana Legislature in 1884,6 and the significance of the Act can hardly be overemphasized. Harris referred to this significance in this way:


6 Acts Passed by the General Assembly of the State of Louisiana at the Regular Session Begun and Held at the City of Baton Rouge on the Twelfth Day of May, 1884 (Baton Rouge: Leon Jastremski, State Printer, 1884), Act No. 51.
The establishment of the State Normal School was by far the most important one thing ever done in Louisiana in the interest of public education. . .7

Because of the vitally important role that this institution has played in the training of teachers in the State and in order that a better understanding may be had of the manner in which the legislators expected the school to function, a discussion of the provisions of the Act is given.

Section One specified that the school was to be for the benefit of white children who desired to become teachers in the public schools of the State.

Section Two created a Board of Administrators to be composed of five white children, who were to be selected for terms of four years by the State Board of Education, from the city in which the school was located.

Section Three gave the Board the authority to elect all teachers, to determine their compensations, and to manage the financial affairs of the institution.

Section Four required that the city in which the school was located furnish all accommodations for it.

Section Five, because of its very great significance, is quoted:

Sec. 5. Be it further enacted, etc., that the annual sessions of the Normal School

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7 T. H. Harris, The Story of Public Education in Louisiana (New Orleans: Delgado Trades School, 1924), p. 64.
shall begin on the first Tuesday of November and close on the last Thursday of April of each year.

The faculty of instruction shall consist of a president, who shall be ex-officio member of the Board of Administrators, and such additional teachers as the resources and interests of the school may allow.

In addition to the regular work of the session of the school, the faculty shall be required to hold each year, at least three teachers' institutes of not less than two weeks each, at different points in the state, the time and place of which shall be determined by the administrators, and due notice of which shall be given at least thirty days before the close of the regular annual session of the school. The course of studies in the Normal School shall embrace series of lectures upon the principles of education, the art and science of teaching, modes of discipline, school management and other branches of pedagogic science, with such instruction in natural science, hygiene, physiology, and other useful branches of learning, as the faculty of instruction, with the approval of the Board of Administrators may elect. The normal school course may be divided into two years, but there shall be no preparatory department, nor shall any student be admitted to the school who is not eighteen years of age; who is not proficient in the ordinary branches of a common school education and does not express a bona fide intention of teaching at least one year in the public schools of Louisiana. The Board of Administrators is hereby empowered to confer diplomas upon all graduates of full course of the Normal School, and such diplomas shall rank as teaching certificates for the public schools of the State, and shall be valid as such for three years from the date of issue, at the expiration of which time they may be renewed by the State Board of Education, upon satisfactory evidence of the ability and progress of the teacher making application for the same.

8 Acts Passed by the General Assembly of the State of Louisiana at the Regular Session of 1884, op. cit., Act 51.
Section Six specified that instruction in the Normal School and teachers' institutes should be free.

Section Seven required that six thousand dollars be appropriated annually from the general fund to maintain the Normal School and the teachers' institutes.

Section Eight empowered and directed the State Board of Education to select a town, city, or village in which to locate the Normal School, the selection to be made immediately after the promulgation of the act.

Some of the specific regulations of Section Five were of such restrictive nature as to hamper effective administration of the school, and complaints and recommendations for changes were soon made concerning them. The first President of the Board of Administrators, D. Pierson, in his report for 1884-85 says that the specified time for closing in April was one of the reasons why it was impractical to have a session in 1884. President Sheib, in a report dated March 25, 1886, stated that two years of six months each was not sufficient time to do justice to the prescribed studies and recommended that:

...the present Normal School law be revised in such a manner that the time allotted for the completion of the course be extended to three years, and I would furthermore suggest that in the future the term begin on the first Tuesday in October in place of the first Tuesday in November.

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10 Ibid., pp. 198-199.
As a result of such recommendations Act 51 of 1884 was amended in 1886 as follows: (1) The annual session was to "begin on the first Monday of October and continue for not less than seven months, nor more than eight months"; (2) The faculty was required "to hold, each year, during a period of at least six weeks, a series of Teachers' Institutes, at different points in the State"; (3) The prescribed course of study was revised so as to include "lectures upon the principles of education, the art and science of teaching, with such in natural science, hygiene, physiology, and other useful branches of learning as the president of the faculty, with the approval of the Board of Administrators, may elect"; (4) The entrance age was made sixteen years; and (5) The annual appropriation was increased to thirteen thousand dollars, twelve thousand of which was for the support of the Normal School, and one thousand for teachers' institutes.11

The increase in appropriation was due, in part, to President Sheib's recommendation that:

For the support of the school, the employment of sufficiently large corps of capable instructors, there will be required an appropriation of twelve thousand dollars annually, and for the support of the "Practice Department" there will be needed an appropriation of fifteen hundred dollars annually, making a

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11 Acts Passed by the General Assembly of the State of Louisiana at the Regular Session, Begun and Held at the City of Baton Rouge, on the Tenth Day of May, A. D. 1886 (Baton Rouge: Leon Jastremski, State Printer, 1886), Act No. 61.
A four-year course of study was permitted, and there was

meant to set up a normal department and a practice school.

be given to determine the date of opening. Two depart-

13

sections. It set the minimum term at eight months and gave the

required that the board meet each year at the choice of the

year and subsequently made the board a corporate body and

ex-officio, president of the board. Made terms of members six

13, and act No. 23 of 1888 as follows: It made the governor

act 79 of 1892 amended portions of act No. 61 of 1886

expenses. 13

for the salaries performed, except for the actual traveling

Kettlechans. The members were to receive no compensation

13 of the court of appeals and one from the city of

citizens. One was to be selected from each of the five

cities. A seven-member board would be composed of six

Act 61 of 1886 was amended in 1886 so that the board

of the school.

made fundamental changes in the organization and administration

Several additional acts, passed within the next decade,

(505, 500)

thirteen thousand five hundred dollars

total annual appropriation of the sum of


specified a "thorough instruction and training in the history and science of education, the theory and practice of teaching, the organization and government of schools and such other branches of knowledge as may be deemed necessary to fit the students for the varied work of a complete system of public schools." The entrance age for girls was set at fifteen years. All pupils, on being admitted, were required to "declare in writing their full intention of continuing in the school until graduating unless sooner discharged, and of teaching in the public schools of Louisiana for at least one year after graduating unless sooner discharged, and of teaching in the public schools of Louisiana for at least one year after graduation." A tuition fee was required of all pupils except those in the Practice School and those who met the requirements for the Normal Department. A significant part of the Act gave the holder of a State Normal School Diploma "such degree of preference in the selection of teachers for the public schools of the state as may be deemed wise and expedient by the State Board of Education."

Act No. 91 of 1896 amended all previous acts relating to certification of teachers by specifying that a diploma from the State Normal School entitled the holder to a first grade

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Acts Passed by the General Assembly of the State of Louisiana at the Regular Session, Begun and Held in the City of Baton Rouge on the Ninth Day of May, 1892 (Baton Rouge: The Advocate, 1892), Act No. 73.
teachers certificate "without examination." 15

The only other legislation relating to the State Normal School during the period under consideration was the appropriation acts, which made available to the institution from 1884 to 1906, inclusive, a total of $442,780. 16 The total appropriation for the operation of the school was $333,900; the remainder, $108,880 was chiefly for capital outlay, some being for insurance and $4,000 being for teachers' institutes. The appropriation of 1885 for operating the school was $6,000 and for 1906 it was $29,000. 17 This increase in appropriations is evidence that the legislators felt that the institution was rendering a valuable service. The extent and nature of this service are shown in the records and reports of the various officials.

The quality of service rendered by any institution is determined to some extent by its organization and facilities. The State Board of Education, complying with the legislative act creating the school, appointed five members to the Board of Administrators; the Governor commissioned them "October 6,

15 Acts Passed by the General Assembly of the State of Louisiana at the Regular Session of 1896 (Baton Rouge: The Advocate, 1896), Act No. 91.


17 Acts Passed by the General Assembly of the State of Louisiana at the Regular Session, Begun and Held in the City of Baton Rouge on the Ninth Day of May, 1904 (Baton Rouge: The Advocate, 1904), Act No. 114.
1884; and on October 29, 1884, the Board met, qualified, and
affected an organization. It elected Dr. E. E. Sheib of
Baltimore, Maryland, "President of the Faculty," and Dr.
Sheib, Mr. Earl Grace, and Miss Nettie Rousseau constituted
the faculty for the year 1885-1886. This beginning organiza-
tion was, of course, continually modified. The faculty was
increased and the Board of Administrators was changed so as to
comply with the legislative acts, previously discussed.

The physical plant, which the people of Natchitoches
purchased from the Convent of the Sacred Heart, consisted of
three buildings and eighty acres of land, half of the tract
of land "being rich alluvian, covered with bermuda grass,
making a lovely lawn." The buildings included:

... a three-story-brick structure one
hundred by sixty feet; containing five
(four large halls)* and seven other
rooms, besides dormitories, an observa-
tory, wide galleries on two sides, nine
large cisterns, stables and outhouses.

Adjoining the main building is situated
a commodious and well constructed three-story
wooden house, of nine rooms, adapted for
and now used as a boarding department. And
near by on the same tract of land, is a
cottage suitable for the residence of the
employees.

* Construed to mean five halls, four of them large
ones.

18 Biennial Report of the State Superintendent of Public
Education to the General Assembly, 1884-1885, op. cit., p. 188.
19 Ibid., p. 189.
20 Ibid., p. 190.
21 Ibid., pp. 189-190.
Although the Board of Administrators referred to this school property as being "complete in all of its appointments," the fact that approximately $100,000 was appropriated during the next twenty years to repair and add to it is evidence that it was not adequate. The major appropriations for buildings included these: model school, $8500; girls' dormitory, $10,000; main building, $40,000; kindergarten, $3,000.

More specific information as the quality and extent of the services is contained in the catalogues and reports dealing with the program of studies, the faculty, the student body, and the graduates.

President Sheib in his report of March 26, 1886, to the General Assembly, describes the plan of the institution and the program of studies as follows:

The plan of the institution, as now conducted, is essentially the same as that pursued in the best Normal Schools of this country and of Europe.

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22 Ibid., p. 199.

23 Acts Passed by the General Assembly of the State of Louisiana at the Regular Session, Begun and Held in the City of Baton Rouge on the Fourteenth Day of May, 1900 (Baton Rouge: The Advocate, 1900), Act No. 56.

24 Acts Passed by the General Assembly of the State of Louisiana at the Regular Session, Begun and Held in the City of Baton Rouge on the Twelfth Day of May, 1902 (Baton Rouge: The Advocate, 1902), Act No. 87.

25 Acts Passed by the General Assembly of the State of Louisiana at the Regular Session, Begun and Held in the City of Baton Rouge, on the Ninth Day of May, 1904, op. cit., Act No. 114.

26 Ito. cit.
Reviews and methods of teaching arithmetic, geography, grammar, composition, reading, phonetics, history, drawing, spelling, penmanship, calisthenics and vocal music.

Literature, natural science, hygiene, physiology and civil government.

Philosophy of education, history of education, science and art of teaching, psychology, ethics, discipline and school management are the studies prescribed. To this is added daily exercises in teaching in the "Practice School."27

The "Practice School" referred to was not at all satisfactory to President Sheib, who strongly emphasized the value of practice teaching in the training of a teacher and recommended the appropriation of sufficient money to establish a "Practice School" with at least "three complete classes,"28 which recommendation the legislature largely complied with, as has been shown.

President Sheib's report further shows that during the 1885-1886 session forty-five women and fifteen men were enrolled. Of this number, thirty-eight were from Natchitoches Parish, the other twenty-two being from twelve different parishes, De Soto with four having the largest number. The other eleven parishes represented were widely scattered over the state and had from one to three students enrolled.29

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28 Ibid., p. 200.
29 Ibid., p. 197.
These pupils were evidently rather well qualified to enter a teacher-training institution, as the State Normal School catalogue for 1885-1886 contains the following form, which each applicant was required to present, properly filled out and signed:

Form of Recommendation

To the President of the State Normal School:
I hereby recommend _________ of

__________ in the Parish of ________
as possessing the moral character, mental
ability, scholarship and health requisite for
appointment to the State Normal School.

Parish Commissioner of Schools

Date ____________ 30

This catalogue contains specific information about the plans for practice teaching. They show clearly that President Sheib had an understanding of some of the essential elements of a good practice school, even though his report for the year shows that he was not satisfied with his own facilities for such. His plans called for daily teaching under the supervision of an experienced teacher; careful preparation for each lesson; an outline of the plan, approved by the professor in charge prior to its use; critique two or three times a week, based partly upon

30 Circular of the State Normal School of Louisiana at
Matchicoches, Louisiana, and Rules Governing the Admission of
Students, Their Promotion, Graduation, etc. 1885-1886 (New
notes taken by students who were observing; and a course of study for the children similar to that of the public schools of the state.\(^{31}\)

Students in the State Normal School were promoted at the end of each term, "after careful examinations, oral and written, in all the studies pursued during the term."\(^{32}\) Students were permitted to graduate at the end of two years after they had passed satisfactory examinations in all subjects taught in the public schools of the state and in the different studies of the Normal School.\(^{33}\)

Upon graduation, students were given diplomas which entitled "the recipient to the enjoyment of all the privileges which are extended to those holding Teachers' Certificates."\(^{34}\)

Sufficient information has been presented to give a rather clear picture of the amount and kind of service which the institution rendered during the first two years of its existence. Evidence is now given which shows to what extent this service had been increased and improved by 1906.

One of the principal ways by which the institution increased its services was expansion of its program of studies.

\(^{31}\) Ibid., p. 14.

\(^{32}\) Loc. cit.

\(^{33}\) Loc. cit.

\(^{34}\) Ibid., p. 15.
In 1890 the program required three years for completion; two years later it required four years. The program for 1890-1891 was as follows:

First Year ("A") Class - Arithmetic, English, German and Composition, Geography, History of the United States, Physiology and Hygiene, Civil Government, Penmanship.

Second Year (Junior) Class - Higher Arithmetic, Algebra, Rhetoric, and English Literature, Zoology, and Botany, Psychology, General History, History of Education.

Third Year (Senior) Class - Geometry, Chemistry and Physics, English History and Literature, Psychology, Ethics, General Pedagogy, School Management, Methods of Teaching the primary branches, and Practice Teaching in the Practice School.

Elocution, Drawing, Vocal Music, and Calisthenics are taught, for a limited time each week, during the entire three years of the courses.

Examination of the list of subjects indicates that much of the work was not above high-school level. The same is true of the four-year program of 1892-1893, which included four new subjects: bookkeeping, Latin, French, and geology. Specific evidence as to the level of the work at this time is the

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37 Louisiana State Normal School, Circular, 1890-1891, op. cit., p. 6.

fact that graduates of first-class high schools were given
advanced classification, without examination, and were per­
mitted to graduate in three half sessions. 39

No very significant changes were made in the program
of studies during the next thirteen years, the program for
1905-1906 being:

The Course of Study by Terms 40

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</tr>
<tr>
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<tr>
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<td>Drawing</td>
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<table>
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<td>Geometry</td>
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<tr>
<td>Physiology</td>
</tr>
<tr>
<td>Civics and School Law</td>
</tr>
<tr>
<td>Writing and Spelling</td>
</tr>
</tbody>
</table>

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39 Ibid., p. 20.

The inclusion of agriculture, manual training, and public speaking in the program at this time is indicative of an effort to meet the trend toward a more practical education in the public schools. The basic program for the training of a teacher still consisted of study of the subjects taught in the public schools, certain basic professional courses, and practice teaching. Very little general education at the college level was included. However, some special attention was given to this part of the students' education, as the institution provided opportunities for them to hear "lectures and addresses given by scholarly men from all parts of the country," to participate in the activities of literary societies, to hear good music and see good pictures and statuary, and to use a "library with its thousands of good books and fresh periodical literature."41

Changes made in the practice school and in plans for practice teaching between 1890 and 1906 were partly responsible for improvement in the quality of service of the institution. The practice school in 1890 consisted of four primary grades, |

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41 Ibid., p. 5.
which were taught by four normal school graduates. The teachers
directed the practice teaching which was done by members of
the senior normal class for one hour each day. Prior to teach­
ing a lesson the student teacher was required to prepare the
lesson according to plans devised by the training teacher.
Following the teaching of the lesson, members of the senior
class and the training teacher criticised the work, pointing
out errors in classroom management and in instruction. 42

By 1894 a "Model Ungraded School" had been added to
the primary grades of the practice school "to give Normal
students special preparation for teaching country schools." 43
This ungraded school included "pupils of every degree of
advancement between the third grade and the Normal Depart­
ment," 44 a situation not unlike that in most of the country
schools. The establishment of this school is one of the earliest
efforts of the Louisiana State Normal School to provide training
for a special kind of teaching position.

Other additions to the practice school were made as
needs became evident. By 1900 it was known as the "Model School,"
and its course of instruction was continuous from the kinder­
garten through the high school. A ten-room building was being

42 Louisiana State Normal School, Circular, 1890-1891,
op. cit., p. 7.

43 Louisiana State Normal School, Catalogue, 1894-1895
(New Orleans: L. Graham and Son, Ltd., Printers, 207-211 Baronne
Street, 1895), p. 27.

44 Loc. cit.
constructed for it and plans were being made to move into it by December, 1900. The faculty at this time consisted of seven teachers and a principal, J. E. Keeny, who also taught mathematics in the Normal Department.45

The plan for practice teaching was much the same as in former years. That is, students did their practice teaching in the fourth year, after having completed their methods and observation courses in earlier years; they taught for one hour each day, using plans which had been approved by their critic teachers. They then participated in discussions by the modelschool faculty and the student teachers of the lessons taught.

Two important changes should be noted. The students were required to prepare lesson plans covering two weeks of work and to teach at least two weeks in every grade.46 The former requirement indicated that some effort was being made to get the student teachers to see their work in a broader way than day-to-day assignments. The latter was to give training in teaching several grades, which most teachers then had to do.

Both the Model School and the plan for practice teaching had undergone further modifications by 1906. In that year the Model School included "eight grades and high school, nine rooms


46 Ibid., pp. 16-17.
with 35 pupils to each room.\textsuperscript{47} The "high school" appears to have been more of a high school in name than in fact, as only nine pupils were enrolled, and they were not classified by grades.\textsuperscript{48} The Model School was a public school, supported by state appropriation, and its aim was "to exemplify the entire course of study prescribed for the public schools of Louisiana, and to illustrate the best teaching under the best conditions." It was under the control of a principal and nine grade teachers for the entire school day.\textsuperscript{49} The plan for practice teaching had been modified to the extent that the students were required, during their sixth term, to observe "the grade teachers at work in every subject taught in the school."\textsuperscript{50} When they began practice teaching in the seventh term, they were required to prepare lesson plans covering one month's work and to teach in thirty-minute periods.\textsuperscript{51}

Additional evidence as to the increase in amount of service rendered by the institution and of its total contribution to teacher education from 1884 to 1906 is given in Table V. The increase in enrollment in the Normal Department from fifty-nine in 1885-1886 to six hundred three in 1904-1905 and the

\textsuperscript{47} Twenty-first Annual Circular of Information of the State Normal School of Louisiana, Announcements, 1905-1906, op. cit., p. 11.
\textsuperscript{48} Ibid., p. 42.
\textsuperscript{49} Ibid., pp. 11-12.
\textsuperscript{50} Ibid., p. 12.
\textsuperscript{51} Ibid., pp. 11-12.
<table>
<thead>
<tr>
<th>Year</th>
<th>Total Appropriated</th>
<th>Appropriated for Maintenance</th>
<th>Total Enrollment</th>
<th>Normal Department Enrollment</th>
<th>Model School Enrollment</th>
<th>Number of Graduates</th>
<th>Number in Faculty</th>
<th>Total</th>
</tr>
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<tr>
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<td></td>
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<td></td>
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<td></td>
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<td>2,900</td>
<td>695</td>
<td>600</td>
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<td>88</td>
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<tr>
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<td>2,900</td>
<td>706</td>
<td>603</td>
<td>296</td>
<td>88</td>
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<td>2,700</td>
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<td>482</td>
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<td>75</td>
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<td>2,700</td>
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<td>71</td>
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<td>2,000</td>
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<td>71</td>
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<td>719</td>
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<tr>
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<td>2,000</td>
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<tr>
<td>1943</td>
<td>2,700</td>
<td>2,000</td>
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<td>21</td>
<td>71</td>
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<tr>
<td>1944</td>
<td>2,700</td>
<td>2,000</td>
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<td>71</td>
<td>21</td>
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<tr>
<td>1945</td>
<td>2,700</td>
<td>2,000</td>
<td>719</td>
<td>71</td>
<td>21</td>
<td>71</td>
<td>21</td>
<td>1,905-60</td>
</tr>
</tbody>
</table>

Table A

GROWTH OF LOUISIANA STATE NORMAL SCHOOL

1985-1990
increase in graduates from three to one hundred and two for
the same period are perhaps the most significant indications
of growth in amount of service. Corresponding increases in
such items as the faculty, modal school enrollment, and
appropriations are further indications of this increase in
quantity of service.

Table V also contains evidence as to the total contribu-
tion of the institution to teacher education from 1884 to 1906.
During that period $442,780 were appropriated for the establish-
ment and maintenance of the institution, 5,642 students were
enrolled, and 824 were graduated. It should be noted that the
number of students enrolled, 5,642, is two or three times as
large as the number of individuals who attended, because each
individual was enrolled as many times as the number of years
he spent in completing his course. The number of graduates, 824,
is perhaps the best single item of evidence in the table for
measuring the school's contribution to teacher education. Almost
without exception graduates of the institution became teachers.
Of the 441 students who had graduated by 1901, all but three
became teachers in the state. All of the 102 graduates of the
1904-1905 session were in the public-school service of the state
the following year. However, graduates were not the only ones

53 Biennial Report of the State Superintendent of Public
Education to the General Assembly, 1900-1901 (Baton Rouge: The
Advocate, Official Journal of the State of Louisiana, 1902), p. 239.

54 Biennial Report of the State Superintendent of Public
Education to the General Assembly, 1904-1905 (The Times: Official
who rendered services as teachers, as a result of having attended the institution. Many students left the institution and became teachers, without graduating. During the session of 1904-1905 when there were 424 graduates of the Louisiana State Normal School teaching in the state, there were 525 teachers who had attended normal schools, without having graduated. There can be little doubt that a majority of these attended the Louisiana State Normal School and were better teachers as a result of having attended it.

Another factor which should be considered in appraising the work of the institution in teacher education is the distribution of its graduates in their various teaching positions. The 424 graduates who were teaching during the session of 1904-1905 were widely distributed over the state. They were teaching in fifty-three of the fifty-nine parishes. Their distribution among the parishes was very uneven. Some parishes had only one graduate. East Baton Rouge Parish, with thirty-one, had the greatest number.

Consideration of all the evidence pertaining to the work of the Louisiana State Normal School from 1884 to 1906 leads to the conclusion that it made a much greater contribution to teacher education during the period than did any other institution or agency. Evidence presented in the following chapter of this study

55 Ibid., pp. 220-221.
56 Loc. cit.
shows that its work from 1884 to 1906 had a very definite effect upon the work of other institutions in the state as they entered the field of teacher education.

B. The New Orleans Normal School

The appropriations to the Peabody Normal Seminary from the Peabody Education Fund, which were begun in 1868, were discontinued in 1883.\(^57\) This action resulted in the passage of a resolution, May 30, 1885, by the State Board of Directors of the Public Schools of New Orleans to establish a normal school in the City of New Orleans and to place at its disposal the "accumulated rents and revenues derived from the rental of the State Normal School property.\(^58\) In accordance with this resolution the New Orleans Normal School was organized December 12, 1885.\(^59\)

The plan of organization adopted by the city board was rather comprehensive and detailed. Some of its most fundamental elements follow: The school was to be operated not less than three days a week and on Saturday mornings; the annual session was to be not less than six months, if sufficient money were available to pay the necessary expense; students, to be admitted,


\(^{59}\) Ibid., p. 262.
must be sixteen years of age and must have had work in advance of that of the grammar department of the public schools of the city. 60

The course of instruction included the following:

(a) A review, from the teachers' standpoint, of the ordinary branches of a common school education.

(b) Physiology and hygiene, with the aid of any course of lectures which may be given to teachers, under the sanction of the Board, upon these subjects.

(c) Drawing, with special reference to the principles of industrial rather than fine art. This instruction to be given by the teacher of drawing employed by the Board.

(d) Theory and practice of teaching with such aids and illustrations of normal methods as the Board of Directors, from time to time, may be able to provide.

(e) Such additional instructions by means of experimental lectures upon some branch of science as the Board may be able to secure. 61

The school was to be divided into two classes, junior and senior. Admission to each class was determined on the basis of certain definite qualifications, some of which pertained to the kind of teacher's certificate which the applicant held. Teachers who held primary certificates were admitted to the junior class and those who held grammar-grade certificates were admitted to the senior class. High-school graduates and girls who had done three years of study beyond the grammar grades were admitted to the junior class. Girls who were promoted from

60 Ibid., p. 263.

61 Ibid., pp. 263-264.
the junior class and those who passed special examinations were admitted to the senior class. 62

These precautions with reference to admissions should have placed the level of the work on a plane somewhat above that of the high schools of the day. However, the prescribed course of instruction indicates that much of it was on the high-school level or below, and the plan of work did not call for practice teaching. Another evidence of the limited service is that the faculty consisted of a principal and two assistants, with much of the authority that is ordinarily delegated to the faculty being retained by the Board of Directors, as was shown in the case of the prescribed course of instruction.

This relatively weak beginning seems to have been a portent of things worse to come. The school was forced to close in April, 1888, from lack of funds, was re-opened in the fall of 1888 and continued in operation for the session 1888-1889, but was not able to open for the next session until January 2, 1890. 63 In 1889 the work was carried on by means of normal departments in two of the high schools in the city, the work being a review of the common branches, some study of the theory and practice of teaching, and some observation and

62 Ibid., p. 265.

practice teaching. The whole course covered but one year's work. 64

In 1895 the school board re-established the New Orleans Normal School and arranged for it to be housed in what was then the Clio School, in which three classrooms were made available and to which three full-time and two part-time teachers were assigned. In 1897 the school was moved to a location at the corner of Constance and Gaines, where it remained for the rest of the period under discussion. 65

The building in which it was housed was sufficiently large to permit expansion. A training school with four grades and a kindergarten was added, and the faculty was increased to ten, with two special teachers for drawing and music. 66 This increase in the faculty brought with it a corresponding enlargement and enrichment of the program of training. By 1900 two courses of instruction were open to students, the Normal Course, and the Kindergarten Training Course, outlines of which follow:

Normal Department - Junior year - Professional: Psychology, Pedagogy, Child Study, School Management, Primary Helps (Manual Training) and the Relation of the Kindergarten to the Elementary School. Study of educational classics, methods in Primary Arithmetic, General Nature Study,


65 Ibid., p. 165.

66 Loc. cit.

Kindergarten Course. Requirements for admission same as for Normal course: in addition, the ability to play the piano with moderate skill, and to sing correctly are required. Course of Study — Junior Year. Psychology, Pedagogy, School Management, Nature Study, Physiology, Music, Drawing, same as for Normal Department. Professional — Gifts of the Kindergarten — Occupations, Mother Plays, Kindergarten Observation. Senior year — History of Education, Music, Drawing, same as students in Normal department; Primary observation, Education of Man, Pedagogy of Froebel, Mother Plays, Symbolic Education, Transposition, practical teaching in the Kindergarten under the supervision of Kindergarten training teacher.

This program as a whole gives so much emphasis to the education of teachers for kindergarten work as to reduce its value in the training of teachers for service in a majority of schools. It has, however, many of the essential features of a good teacher-training program, the principal ones being basis academic courses, professional courses, and practice teaching. The program was changed but little during the next decade. A review of the work of the New Orleans Normal School from 1884 to 1906, leads to the conclusion that the service which it rendered in teacher education during the first half of the

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67 Ibid., p. 166.
period was rather small, while that for the latter half was comparatively large. This conclusion is supported both by the quality of instruction offered and by the number of students who were enrolled, as has already been shown in Table IV.

C. The Work of Certain Agencies in Teacher Education

It was not possible for the Louisiana State Normal School and the New Orleans Normal School to supply the state with an adequate number of trained teachers. Efforts were, therefore, made by leaders in the educational affairs of the state to supplement the work of the two institutions by means of teachers' institutes, the Louisiana Chautauqua, summer normal schools, the Louisiana State Public School Teachers' Association, the Teachers' Reading Circle, and the Peabody Education Fund.

The results achieved through these agencies were marked, perhaps even more significant than the achievements of the two normal schools. For that reason rather detailed discussion of each of them is given.

1. Teachers' Institutes

That portion of Act 51 of 1884 which required that the faculty of the State Normal School hold annually at least three teachers' institutes of two weeks' duration each proved to be a boon to the cause of teacher education. The number of institutes held, the quality of work done, and the number of teachers enrolled during the succeeding years doubtless went far beyond the expectations of the legislators who passed the act.
The first institutes under the provisions of this act were held in 1886. In that year six institutes, of one week's duration each, were held in Shreveport, Alexandria, Opelousas, Lake Charles, New Iberia, and Thibodaux. The first began May 4, and the last ended June 12. A total of one hundred and seventy public-school teachers attended, and this number was augmented somewhat by teachers from the private schools. The faculty consisted of Edward E. Shelb, President of the State Normal School, Charles McD. Puckette, Earle Grace, Charles Patton, and D. M. Brewer. State Superintendent Warren Easton attended the meetings and participated in the discussions. Some estimate of the value of the work may be obtained from a portion of the report covering the work that was carried on:

The course at each of these institutes included the consideration of theories and principles of teaching, mental and moral developments, school discipline, object lessons, and methods of teaching reading, spelling, grammar, elementary drawing, writing, arithmetic, geography, singing. In short, each institute was intended to be a review of the common branches, and the presentation of the best methods of teaching these subjects in our public

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69 Loc. cit.
70 Loc. cit.
71 Ibid., p. 205.
72 Ibid., p. 204.
73 Loc. cit.
The brevity of the session precluded anything like a finished course, but it is believed that enough was done to awaken great interest on the part of the teachers attending and to stimulate further research.74

The value of teachers' institutes in the training of teachers was recognized immediately. State Superintendent Easton commented on them as follows:

The interest in this work continues to increase; since the inauguration of the summer normal institute, invitations have been received from almost every locality in the state, but our means have necessitated our holding only a limited number. This work should receive more encouragement from the state and a larger appropriation made for it.75

At this time the institute program was receiving one thousand dollars annually from state appropriations as a part of the appropriations to the State Normal School, and the same amount from the Peabody Fund, as indicated in Table IV. The legislature failed to make an appropriation for the work during the years 1891 to 1894, inclusive, leaving the Peabody Fund donations as almost the only support.76 Superintendent La Fargue felt that lack of support by the state might cause the Peabody appropriations

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74 Ibid., p. 205.


to be withdrawn, and he made plans to ask for a legislative appropriation of $1,500.00 annually, because of the value that he saw in the institutes. 77

This state of affairs may have been responsible for the passage of Act 64 of 1892, 78 which completely changed the organization for the control and administration of the institute program. The State Superintendent of Public Education and the President of the State Normal School were made responsible for holding at least twenty weeks of State Teachers' Institutes annually. They were to select "an experienced Institute Conductor," who was to have charge of the work, and at the same time be "ex-officio," a member of the faculty of the State Normal School. The faculty of State Normal School was to assist the other instructors; the program was to be financed by the Peabody Education Fund and legislative appropriations. The State Superintendent of Public Education, the President of the State Normal School, and the State Institute Conductor were to be known as the State Institute Managers. The parish superintendents were required to make all necessary arrangements for the "State Teachers' Institutes" in their respective parishes and to order the schools closed during the session of the institute. All teachers were

77 **Loc. cit.**

78 Acts Passed by the General Assembly of the State of Louisiana at the Regular Session, Begun and Held in the City of Baton Rouge, on the Fourteenth Day of May, 1894 (printed not given), Act 64.
required to attend, the penalty for not attending being surrender of certificate and forfeiture of position; the teachers were to receive their regular pay, if they attended the whole session. Teachers in parishes in which no institutes were held were to be given leaves of absence with pay to attend the nearest institute. Teachers who attended the institutes were to be given preference in employment.79

Although some of the requirements of the Act were not immediately achieved, favorable results were soon evident. Available records indicate that in 1892, the year in which the law was passed, one institute was held. Because it was the Chautauqua, in Ruston it had the unusually large attendance of 167.80 In 1893 there were twelve institutes with an attendance of 382,81 and during the session of 1896-1897 the number of institutes had risen to twenty-two, with a total attendance of 1234.82 By this time the program of work had assumed a rather fixed pattern, somewhat different from the original one. The daily program and the weekly program for each institute held from December, 1896, to August, 1897, follows:

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79 *Loc. cit.*


82 *Biennial Report of the State Superintendent of Public Education to the General Assembly, 1896-1897* (Baton Rouge: The Advocate, 1898), p. 120.
### Daily Program

1. Opening Exercises  
2. Arithmetic  
3. Geography  
4. Physical Education  
5. Lecture  
6. Recess  
7. Reading  
8. Drawing  
9. Noon Recess  
10. Singing  
11. History  
12. Language  
13. Conference  
14. Physical Education  
15. Lecture  
16. Closing Exercises

### Programme for the Week

**Reading** — Monday — Conversational exercise preparatory to teaching a new word in learning to read.  
Tuesday — To teach the words *man*, *fan* and *I can*.  
Wednesday — Phonics in learning to read.  
Thursday — Reading for thought getting.  
Friday — Reading for thought giving.

**Language** — Monday — Reproduction of stories.  
Tuesday — Names that mean more than one.  
Wednesday — Use of *is, are, was, were, has, have*.

**Geography** — Monday — Effect of heat on water.  
Tuesday — Distribution of water.  
Wednesday — Effect of water on land.  
Thursday — Influence of water on climate.  
Friday — Use to man.

**Music** —  
**Aim** (1) To become familiar with the scale.  
(2) To teach a number of new tunes for the teachers to use in their schools.

**Arithmetic** — Subject — Common fractions.  
Monday — Fractional units, halves, thirds, fourths, fifths, etc., addition, subtraction, multiplication, and division, not involving a change in denominator.  
Tuesday — Reduction.  
Wednesday — Addition and subtraction.  
Thursday — Multiplication.  
Friday — Division.

**Drawing** —  
**Aim** (1) To draw common objects.  
(2) How to determine the outlines of objects.  
(3) How to use drawing in our schools.
History — Studying from effect to cause.
Monday — Political (1) Domestic (2) Foreign
Tuesday — Agriculture and mining.
Wednesday — Lumber and animals.
Thursday — Manufactures and Commerce.
Friday — Schools, churches, literature, and art.

Physical Exercise — Aim — To give some healthful exercises that will direct the attention of pupils to the proper care of their bodies.

Topics for conferences.
How can I secure a better attendance of my pupils?
The book I am reading now.
How I open my school and how I close it. 83

Those in charge of the various subjects had certain definite objectives in mind, as is pointed out in the following:

Each lesson in arithmetic, reading, etc., aimed at these four results:
First — a typical lesson in teaching the subject.
Second — a lesson suggesting to the teachers points on the development of other lessons.
Third — a lesson containing useful information.
Fourth — a lesson inciting the teacher to further study of the subject. 84

Similar programs with similar aims were held in the one-week institutes that followed. However, changes were made in the time allotments for different phases of the work. By 1902 more time was given to discussion of principles and methods of teaching, school administration, and child development. In the

84 Ibid., p. 122.
The institute program for 1900-1901, the following topics were interspersed among the items of the program:

Basic principles of Education
Defective Methods of Arithmetic
Five Essentials of a Good Teacher
School Punishment
Useful and Cultural Arithmetic
The Child Study Movement
School Organization
Practical Character Building
Educational Theories of the Past
Modern Educational Tendencies

The one-week institutes were continued until 1910, when they were replaced by the summer school, but the evidence thus far presented does not give a complete picture of their contributions to teacher education. In addition to the service rendered to teachers through specially planned programs, such as have been described, the one-week institutes rendered another valuable service through programs designed for the general public, the teachers included. R. L. Himes, State Institute Conductor in 1896-1897, refers to the dual aspect, and its value, in this way:

Each institute has, for its object, to address both teachers and parents upon the subject of education. One part of the work was devoted particularly to teachers, and

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the other, in the form of popular lectures, was addressed to the patrons. Though the two sessions are thus designated, many citizens attended the teachers' sessions, and the teachers rarely failed to attend the popular sessions. A conservative estimate of the number of citizens who attended these twenty-two institutes is four thousand.87

The estimated four thousand in attendance was not an unusually large number. Smith reported that 4650 attended four institutes directed by him in 1890-1891,88 and Keeny reported 8040 as attending the institutes held in 1904-1905.89 The large attendance was evidence of a genuine interest on the part of the public in public education, in general, and in the institutes and teachers, in particular. This must have been stimulating to the teachers, who joined their patrons and friends in the discussion of such topics as the following: "Enthusiasm," "the Relation of the Teacher to the Community," "Education and Its Agencies," "Objection to the Public School System," and "Growth of the Educational Idea."90

Sufficient information has been given to indicate the value of the one-week institutes to the teachers who attended

them. Table VI shows the number of institutes and the numbers of teachers who were in attendance when they were held. It is shown that for the first eight or ten years the institutes were held the attendance was relatively small. By the session of 1896-1897, however, 1,234, or 43.8 per cent of the 2,815 teachers in the state attended one-week institutes. In 1904-1905, 2,328, or 66.2 per cent, of the 3,515 teachers in the state attended institutes. The average attendance for all the years they were held was 574. The institutes were distributed as widely as possible each year, with never more than one being held in a given parish in any particular year. This tended to broaden their influence throughout the schools of the state.

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TABLE VI

NUMBER OF AND ATTENDANCE AT ONE-WEEK TEACHERS' INSTITUTES
1885-1906

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of institutes held</th>
<th>Number of teachers who attended</th>
</tr>
</thead>
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<td>1885</td>
<td>6</td>
<td>170</td>
</tr>
<tr>
<td>1886</td>
<td>7</td>
<td>844</td>
</tr>
<tr>
<td>1887</td>
<td>11</td>
<td>307</td>
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<tr>
<td>1888</td>
<td>5</td>
<td>148</td>
</tr>
<tr>
<td>1889</td>
<td>4</td>
<td>150</td>
</tr>
<tr>
<td>1890</td>
<td>7</td>
<td>196</td>
</tr>
<tr>
<td>1891</td>
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<td>1895</td>
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<tr>
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<td>1901-1902</td>
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<tr>
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<tr>
<td><strong>TOTALS</strong></td>
<td><strong>210</strong></td>
<td><strong>10,906</strong></td>
</tr>
</tbody>
</table>

93 Compiled from the biennial reports of the state superintendents of public education for the years 1885-1905, inclusive. (Blank spaces indicate only that no data could be found. Variations in numbers may also be due to lack of information.)
Evidence has been presented to show that the one-week institute was used effectively for the professional education of teachers from 1885 to 1906. During the same period the one-day institute was used for the same purpose. It came into use at a little later date than did the one-week institute and continued in use for more than a decade after the one-week institute had ceased to function.

The one-day institutes had their legal basis in Act 81 of 1888, which gave the parish superintendents authority to hold such institutes on the first Saturday of each month and set a penalty of one day's pay for teachers who did not attend. No record of all the institutes held under the provisions of this act is available, but state superintendents, in their reports to the legislatures, made reference to the work of these meetings. One of the earliest references is that of Superintendent Jack in his report for 1890–1891, stating that the parish superintendents had rather generally complied with the law and referring to the good results of the institutes:

These local institutes have been found to be very beneficial not only in improving the teachers in methods of teaching but in bringing

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*Acts and Resolutions Passed by the General Assembly of the State of Louisiana at the Regular Session, Begun and Held in the City of Baton Rouge on the Fourteenth Day of May, A.D., 1888, and which adjourned on Thursday, the Twelfth Day of July, 1888 (Baton Rouge: Leon Jastremski, State Printer, 1888) Act 81.*
about a union of sentiment and effort, and
in arousing just pride in the grand mission
and calling in which they are engaged.\footnote{95}

The statement seems to have been true with reference
to the institutes that were held. However, efforts of the
parish superintendents to organize and hold institutes were
often not successful. Evidence of this was given in their
reports to State Superintendent Lafargue in 1892-1893.\footnote{96} The
reason given by Superintendent Barry, of Acadia Parish, for
lack of success is rather typical. He says:

Teachers' institutes have not proven a
success, as our schools are so much scattered
that it is difficult to get the teachers
together as often as once a month. We have
usually had our schools in operation in the
fall and winter, when the roads were bad
and the lady teachers could not attend.\footnote{97}

Valuable assistance was given by the state institute
conductors. In 1896-1897, Himes assisted in the organization
of nine units and addressed thirteen others, enrolling a total
of 332 teachers who were not enrolled in the one-week institutes.\footnote{98}
Aswell reported that he assisted in the organization of eight

\footnote{95}{\textit{Biennial Report of the State Superintendent of Public
Education to the General Assembly, op. cit., p. 16.}}

\footnote{96}{\textit{Biennial Report of the State Superintendent of Public
Education to the General Assembly, 1892-93, op. cit., pp. 74-101.}}

\footnote{97}{\textit{Ibid.}, p. 74.}

\footnote{98}{\textit{Biennial Report of the State Superintendent of Public
Education, 1896-1897, op. cit., pp. 120-121.}}
units, addressed fifteen others, and reached a total of 221 teachers and 1550 citizens in 1898-1899. His list of subjects discussed is indicative of the value of the meetings. It follows:

The Relation of the teacher to the Community.
How Can I help My Community?
What My School Needs.
The Greatest Need of a Teacher.
How to Secure Better Teachers and More Money for the Schools.
What is it to Teach?
How to Interest the Older People in School Work.
How to Bring the Children to School.
The Ideal School and How to Approach It.
What Does the Child Know?
What Should a Primary Teacher Know?
A Systematic Course in Reading. 100
The Science and Art of Teaching.

The service rendered by the institutes was greatly increased when, in 1910, the legislature passed an act requiring the parish superintendents to hold them, making attendance on the part of the teachers compulsory, and providing payment of per diem to teachers who attended. Some of the results of the act are reflected in State Superintendent Harris's report of 1909-1910, in which he stated that attendance at the institutes

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100 Loc. cit.

Very incomplete evidence as to the number of one-day reports. 105

Institute to teacher education. However, reference to Table VI,

makes difficult an appraisal of the contributions of teachers,

institute held and of the number of teachers in attendance

was made of them by the State Superintendent's staff in the Department of Education, 105

school made such institutes less necessary? By 1920 no mention

plan was never greatly modified, as the advent of the summer

being used for discussion of local school problems. 105

there was devoted to a discussion of these books, the remainder

40 hours (usually three) was selected, and a part of the

number to provide each teacher with a copy. A set of pro-

presented containing the program were issued in sufficient

sessions of the month in each part of the school year. 105

established by means of one-day session monthly or two-day

By this time the program had been modified. It was

rose from 135 monthly in 1909 to 370 in 1912.
which shows that the one-week institutes were held throughout the period and that a total of 10,906 teachers received training in them, aids in the appraisal. When it is considered that this large number is based upon rather incomplete information, and that the training given was often of a high type, it appears that the institutes made a definite contribution.

2. The Louisiana Chautauqua

The Louisiana Chautauqua, which was a factor in the education of teachers in Louisiana from its opening in 1892 until its closing 1905, had its origin in and was directly related to the Chautauqua founded in New York at an earlier date. For this reason, and because this original Chautauqua rendered a valuable service in the education of teachers, a brief resume of its founding and activities is given.

The first Chautauqua was organized at Fair Point on Lake Chautauqua, New York, in 1874. Its object and purpose were:

Popular Bible Studies and Sunday School Work, supplemented by lectures and discussions on the progress of Christianity, together with appropriate outdoor summer recreation. 106

The initial session was such a success, twenty-five states and five foreign countries being represented, that expansion of

106 G. Fred Mayer, The Genesis and Spirit of Chautauqua, An address Delivered Before the Louisiana Chautauqua, July 16, 1896 (Shreveport: Caucasian Book and Job Print, 1897) p. 3.
the original program was immediately begun and continued until it included so many courses or fields of study that in 1885 the institution was incorporated as "Chautauqua University." 107

The expansion of the program of studies brought with it the establishment, in 1878, of the "Chautauqua Literary and Scientific Circle," a type of extension program, through home reading, which enrolled seven thousand members the first year and increased the number yearly until by 1896 its membership was two hundred and forty thousand, from all parts of the world. 108

This and other types of extension services led to the establishment of an "Assembly Department," 109 and it was to the Assembly Department that the Louisiana Chautauqua belonged. 110

A phase of the program of expansion was that of teacher education. The initial steps in this phase were taken in 1879 with the establishment of the "Normal School of Languages" and the "School of Pedagogy." 111 Six years later the "Chautauqua Teachers' Reading Union" 112 was formed. It was a forerunner of the Teachers' Reading Circle in Louisiana. The Reading Union,

107 Ibid., pp. 3-6.
108 Ibid., p. 4.
109 Ibid., p. 8.
111 Mayer, op. cit., p. 5.
112 Ibid., p. 6.
besides offering correspondence courses in all the college branches, afforded teachers an opportunity for improvement through a systematic course of reading, which included the following:

First Year
(a) Principles of Education
(b) Methods of Education
(c) General History

Second Year
(a) History of Education
(b) School Supervision, Primary and Kindergarten Work
(c) General History

Third Year
(a) Psychology
(b) School Economics
(c) Political Economy

In 1894 a "School of Expression was organized . . . a true Normal School . . . to impart instruction in expression, and to present and illustrate methods of teaching." One of the subjects in the school was Reading, and How to Teach It.

For several years prior to this significant step in the field of teacher education by the mother Chautauqua, many teachers in Louisiana had become interested in Chautauqua work through their membership in the Chautauqua Literary and Scientific Circle. This led to a plea, at the annual convention of the Louisiana

113 Mayer, loc. cit.
114 Ibid., pp. 7-8.
116 Townsend, op. cit., p. 11.
Education Association in Ruston in 1889, by Mrs. Mattie H. Williams, that a Louisiana Chautauqua be formed.\textsuperscript{117}

The plea met with unanimous approval\textsuperscript{118} and on September 4, 1890, the Louisiana Chautauqua was incorporated.\textsuperscript{119}

A portion of Section Two of the charter shows that the founders had teacher education definitely in mind as one of the major functions of the new institution:

The purpose and object of this corporation shall be to establish, build, control and operate a Louisiana Chautauqua, at which meetings of the Louisiana Education Association shall be held, Summer Normal Schools taught, lectures, readings, concerts and other educational entertainments given, and where such other exercises and proceedings may be carried out, as will tend to improve, gratify, and benefit the teachers of Louisiana, and advance the cause of enlightenment in our state.\textsuperscript{120}

Section Three of the charter specified that all profits should be used to reimburse the stockholders and to extend and improve the grounds and buildings so that "whatever profits are gained shall be devoted to educational purposes for the benefit of Louisiana forever."\textsuperscript{121}

Records of the work of the Chautauqua in teacher education indicate that the major objective was pursued with vigor.

\begin{itemize}
  \item \textsuperscript{117} \textit{Ibid. cit.}
  \item \textsuperscript{118} \textit{Ibid. cit.}
  \item \textsuperscript{119} Mortgage Record, Lincoln Parish, Louisiana, Book F, p. 287.
  \item \textsuperscript{120} \textit{Ibid.}, pp. 287-288.
  \item \textsuperscript{121} \textit{Ibid.}, pp. 288-289.
\end{itemize}
The officials planned definite and comprehensive programs for each session and the leading educators of the state administered them.

The first session of the Chautauqua was held in 1892, and the work in teacher education is briefly but thoroughly described in a report of Conductor Alexander Hogg, dated July 23, 1892, to President Boyd of the State Normal School at Natchitoches. Because of this and because the work done at the first session was rather typical of that which was done in all others, a resume of the report is given.

The session opened June twenty-seventh and continued for a period of four weeks. It was a part of a program of state institutes, received aid from the Peabody Education Fund, and was, in substance, a "Peabody Summer Normal." Fifty-five people were present the first day and seventy-five the last day. A total of one hundred and sixty-seven (fifty-five men and one hundred and twelve women) enrolled during the session. Unusual floods perhaps prevented a greater enrollment.


124 Loc. cit.

125 Ibid., p. 34.
The plan of the work and its professional nature are best described by Conductor Hogg:

It was more of the how than the what. The work proceeded upon the assumption that the teachers attending knew the subjects of Arithmetic, Grammar, Geography, Physiology, U. S. States, (sic) and in a word, the entire course of ordinary public school curriculum, hence the teaching was mainly in the line of methods, the presentation of those subjects (to the teachers) who are in turn to present them to their pupils.

Of course school organization, school management, classification, grades, schoolhouses, school grounds, and even school boards were discussed.

Vocal music, physical culture, gymnastics, the necessity of these being in all school subjects was insisted upon, were taught and the means through which they can be successfully introduced in the public and private schools were set forth. 125

In addition to this program, the teachers had the privilege of listening to a series of lectures:

... The History and Literature of Louisiana, by Prof. Fortier; lectures upon the Chemistry of every day Life, by Prof. Ross; lectures upon Entomology, by Prof. Morgan; lectures upon Agriculture, by Prof. Stubbs. 127

Conductor Hogg's associates, and the subjects which they taught were:

Prof. H. E. Chambers: Natural Science, Physiology, Hygiene, and History.

126 Ibid., p. 34.
127 Loc. cit.
Further evidence as to the service that the institution was rendering is contained in the announcements for the session of 1897. At that time the officers were: C. E. Byrd, President; A. T. Prescott, Vice-President; W. K. Duncan, Secretary and Treasurer; Mrs. M. H. Williams, Manager. The subjects in the course of study were practically the same as for 1892, but were divided into First Year, Second Year, Third Year, and Fourth Year. The management and support were about the same as in 1892, as the following indicates:

The Summer School this year will be under the management of the State Board of Institute Managers, and will be one of the regular Peabody Summer Normal Schools, supported by Peabody, State and local funds.

The announcement concerning the summer school was made by R. L. Himes, State Institute Conductor, and J. V. Calhoun, B. C. Caldwell, and R. L. Himes, Institute Managers.

The program of work for the session of 1905 was similar to that of earlier years, especially with reference to subjects.

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128 Ibid., p. 34.
129 Louisiana Chautauqua, Announcement, Session of 1897 (Shreveport: Caucasian, 1897). A leaflet of six pages, unnumbered.
130 Loc. cit.
131 Loc. cit.
132 Loc. cit.
However, instead of the work being divided into "years," as it was in 1897, it was now divided into Sections - "A," "B," and "C." Sections "A" and "B" were devoted to the various subjects, while Section "C" was a "practice school" in which practice teaching was done in grades one through five, under the supervision of Miss Elizabeth Trousdale.

The work at this time was still under the control and supervision of the Board of Institute Managers, and carried with it special certification credits for all teachers who attended a minimum of twenty days. The holder of a first-grade certificate could by attendance have it extended for one year, and the holder of a second-grade certificate for six months. Those who took examinations for a first-grade certificate could have fifteen per cent added to their grades, and those being examined for a second-grade certificate had ten per cent added.

The special service rendered the teachers through the "Summer Normal" schools was augmented by general or cultural education. A program of lectures, orations, sermons, musical programs, and discussions was provided. A brief resume of the major offerings of the program for 1905 will serve to picture the typical experiences it offered teachers. Music for the...

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133 Louisiana Chautauqua Assembly, Annual Catalogue, Session June 12–July 8, 1905 (Ruston: The Leader, 1905), pages not numbered.

134 Loc. cit.

135 Loc. cit.
session was furnished daily by Petard's orchestra, Otterbein's Quartette, and J. E. Henning and wife, banjo champions.136

The Otterbein Quartette was referred to by the New York Press Club as being "equal to the best" and by Charles F. Thwing of Western Reserve University as being "one of the best."137

Lecturers and other speakers offered a wide variety of information and entertainment. Miss Eva Marshall Shonts, President of the Young Peoples Temperance Union and described as a "second Miss Willard," was one of the lecturers. Dr. Samuel Craighead Caldwell, described as "a profound scholar" and "a student of men and of character" offered illustrated lectures on the following topics: A Horseback Ride Through Palestine, The Holy City, The Land of the Nile, From the Bosphorus to the Banks of the Tiber, and The Most Wonderful of All Centuries. Edward M. Wright, referred to by the Memphis Commercial Appeal as "Eloquent and Thoughtful, with the zeal and fire of a true orator," offered lectures on the following subjects: The Psychology of Character, The Psychology of Ambition, The Psychology of Desire, and The Psychology of Hope. Professor H. V. Richards of Chicago used eight thousand pounds of apparatus in giving demonstrations and lectures on The World Builders, The Wonders of Waters, Magnetic Marvels, and Electric Enchantments. The first of the series dealt with the formation

136 Loc. cit.
137 Loc. cit.
of the earth's crust, the second with the physical and chemical properties of water, the third with the dynamo and "Wireless Telegraphy," and the fourth with "Induced Electricity" and the X-ray. Other platform attractions were George Soule's, president of Soule's College; Dr. W. T. Lowrey, President of Mississippi College; Sam Jones, Minister; Governor Bob Taylor of Tennessee; and Governor Newton C. Blanchard of Louisiana. This array of talent was rather typical of that of other years and may account in part for the fact that in 1899 teachers from forty-two parishes attended.

While this phase of the Chautauqua program was not directly concerned with teacher education, it must have had a definite influence upon the teachers who attended. Townsend, in appraising the accomplishments of the Chautauqua at the close of his study, recognizes this value, perhaps as inspiration:

Teachers, coming to the Chautauqua for a few short weeks each summer, were trained anew, inspired afresh, fired with new zeal. At the end of the summer, they took back to the communities in which they taught a clearer vision, a hope for a greater Louisiana. Through them entire communities were awakened to new possibilities, pride was aroused, their plane of living was raised, and the entire state benefited.

138 Loc. cit.
140 Townsend, op. cit., p. 44.
Williams recognized another contribution, perhaps a very great one, to the cause of teacher education. She says:

It was there that the learned Professors of Tulane (and) Sophie Newcomb, and prominent members of the New Orleans public schools, met for the first time, on common ground, the teachers of the upland parishes; it was then that misconceptions, and I might say prejudices, were broken down, and teachers of every section of the State came together without carping criticism, but fairly and generously, with a feeling of comradeship never felt before.

Careful consideration of all of the activities of the Chautauqua during its thirteen-year period of service leads to the conclusion that it made a valuable contribution to teacher education, although somewhat less than teachers' institutes or summer normal schools, as it was but one of the summer normal schools which were held each year.

3. Summer Normal Schools

The beginning of a program of teacher education by means of the Summer Normal School came from a realization on the part of leading educators that additional facilities for training teachers were needed. President Boyd of the State Normal School, in his report to the legislature for 1890, recommended that:

... during the summer, Institutes lasting about a month be held in two or more central points by the Faculty of the State Normal School, assisted by such eminent educators from abroad as it may be deemed advisable to employ.

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141 Williams, op. cit., p. 126.

Two years later the first Summer Normal School in Louisiana was held at Ruston under the auspices of the Louisiana Chautauqua.\textsuperscript{143}

The following year (1893) R. L. Himes organized and directed the Calcasieu Normal Institute, for a period of four weeks, beginning May 15.\textsuperscript{144} It was established by the police jury and the school board of the parish "to raise the grade and efficiency of the teaching force of the parish, and to furnish teachers a good opportunity for improvement in their profession."\textsuperscript{145} The school had an enrollment of sixty teachers and sixty children, and a faculty of four.\textsuperscript{146} It was organized into two departments, academic and model school, the model school being composed of grades one to four, inclusive.\textsuperscript{147}

The teachers were divided into two groups for instructional purposes and into four groups for observation and practice teaching. Instruction was given the two groups during the latter half of the day in "the subject matter and how to teach the common school curriculum,"\textsuperscript{148} with lectures by prominent citizens of Lake Charles frequently included in the portion of

\begin{itemize}
  \item \textsuperscript{143} \textit{Biennial Report of the State Superintendent of Public Education to the General Assembly, 1892-1893}, op. cit., p. 35.
  \item \textsuperscript{144} Ibid., p. 46.
  \item \textsuperscript{145} Loc. cit.
  \item \textsuperscript{146} Loc. cit.
  \item \textsuperscript{147} Loc. cit.
  \item \textsuperscript{148} Loc. cit.
\end{itemize}
the program. Each of the four groups, with a member of the faculty in charge, was assigned to one of the four grades of the model school, which was in session from nine until eleven o'clock each morning. Himes felt that this was the "real business department" of the school, and described the work of the teachers in this way:

Here they taught, observed each other teach, criticized the teaching of themselves and their fellow teachers, assigned lessons, etc., as is done in any well-regulated model school.149

Two other aspects of this school, professional reading credit, merit consideration. A course in professional reading was made a part of the regular program of work, the following books being prescribed for the next year:

Sharp's "History and Science of Education"
Page's "Theory and Practice of Teaching"
Fitch's "Lectures on Education"
A good educational paper150

The Calcasieu Parish School Board arranged for a system of credits to be applied on the certificates of teachers who took the prescribed work of the school, the idea being that progressive teachers should be relieved of teacher examinations, which were referred to as "abominable."151

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149 Ibid., pp. 46-47.
150 Ibid., p. 47.
151 loc. cit.
152 loc. cit.
The work of the school seems to have met with great favor. Boyd referred to it as "perhaps the most hopeful sign of educational progress in Louisiana," and suggested an expansion of the program in the following way:

I believe that the time has come when such schools, lasting four weeks and having for their sole object the instruction of teachers in matters and methods, will do more good than the one-week institutes heretofore held; and that the appropriation received from the Peabody Fund next year cannot be more profitably expended than in aiding the establishment of such schools at four or five central points.

This suggestion for expansion was soon in the process of fulfillment. By 1897 the establishment and administration of Summer Normal Schools had become a part of the work of the State Institute Conductor, and in 1896–1897 such schools were held at Lafayette, Port Jesup, Boyce, Baton Rouge, and Ruston, with a total of 508 teachers in attendance. The program of work was very similar to that of the Calcasieu Normal Institute, and those in charge included the leading educators of the state. Among them were the following: J. E. Keeny, C. F. Trudeau, E. L. Stephens, J. B. Aswell, D. B. Showalter, J. W. Nicholson, R. L. Himes, and

156 Ibid., pp. 125–126.
A similar plan was followed each year until 1905, when a program was arranged with special reference to the needs of the rural schools, and a manual containing "a sufficient amount of information in detail to insure definiteness of effort and general uniformity throughout the state" was prepared and placed in the hands of the faculties several weeks in advance of the opening of the schools.

One part of the manual provided for a division of the work into sections:

First, to provide different grades of work for different teachers; second, to give different subjects to different instructors. There were three sections, A, B, and C. The section of work pursued by a student-teacher was determined by the grade of certificate held, by the grade of school to be taught, and by the judgment of the student teacher, the superintendent, and the conductor. Each student-teacher was required to pursue a course of study consisting of at least six subjects to be selected from the subjects in any one section, or from three sections, three of which had to be, (1) Pedagogy and School Management, (2) Nature Study, and Elementary Agriculture, and (3) Singing and Drawing.

Section A dealt with lessons, ten to twenty in number, covering the different subjects in grades six, seven, and eight.

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157 Loc. cit.
159 Ibid., pp. 91-92.
160 Ibid., p. 92.
Section B dealt with fifteen to twenty lessons covering the first five years of the public-school course. Section C was the "practice school," which consisted of five grades of six children each.161

All practice teaching called for detailed, written lesson plans, which were to be prepared in advance by the practice teacher and approved by the teacher in charge before they could be used.162 These plans had to conform to the following outline:

I Testing (Matter and Procedure)
II Teaching (Matter and Procedure)
III Drilling (Matter and Procedure)
IV Assigning (Matter and Procedure)163

Teachers who attended a full session received credit to be applied on their certificates. A teacher holding a first-grade certificate could have it extended for one year; one who held a second-grade certificate could have it renewed for six months; one with a third-grade certificate could have ten per cent added to the examination grade for a second-grade certificate and fifteen per cent for a first grade.164

The manual also contained lessons and outlines which constituted a part of a course for summer school work for the

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161 Ibid., pp. 92-95.
162 Ibid., p. 95.
163 Ibid., pp. 97-98.
164 Ibid., pp. 92.
state covering a series of years." The lessons were selected and planned with the idea that certain principals and teachers might become members of the summer-normal faculties.

The similarity of this program to that of the summer schools a few years later is very evident, and it is not surprising that by 1909 such schools were no longer referred to as "Summer Normal Schools" but as "Summer Schools," which all of the state-supported teacher-training institutions in later years have used most effectively for teacher-training purposes.

Additional evidence as to the contribution of Summer Normal Schools to teacher education is that contained in the reports showing the number of schools and the number of teachers attending. This is presented in Table VII. The fact that the record for 1904–1905, which is incomplete, shows that the elaborate plans for that period were carried out in seventeen cities and towns of the state and that 1631 teachers attended is evidence of a comparatively large contribution. The total of eighty schools and 11,649 teachers, both of which are based on incomplete information, shows the important place the Summer Normal School held as one of the significant teacher-training institutions and agencies during the period.

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165 Loc. cit.

166 Loc. cit.

Table VII

NUMBER OF AND ATTENDANCE AT SUMMER NORMAL SCHOOLS
1892-1905

<table>
<thead>
<tr>
<th>Biennium</th>
<th>No. of schools</th>
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<td>1896-1897</td>
<td>5</td>
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<td>1898-1899</td>
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<td>571 Incomplete</td>
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<td>1902-1903</td>
<td>3</td>
<td>491 Incomplete</td>
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<td>1904-1905</td>
<td>17</td>
<td>1631 Incomplete</td>
</tr>
<tr>
<td>1906-1907</td>
<td>24</td>
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<td>1908-1909</td>
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<td>4872</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
<td><strong>11,649</strong></td>
</tr>
</tbody>
</table>

4. The Louisiana State Public School Teachers' Association

The Louisiana State Public School Teachers' Association, under different names, has been rendering a valuable type of in-service education of teachers for more than a half-century. It was organized at Alexandria, Louisiana, during the Christmas holidays in 1892. The organizational meeting was attended by some of the leading educators of the state, including State Superintendent

168 Compiled from the biennial reports of the state superintendents of public education for the years 1892 to 1909, inclusive.

W. H. Jack. The organizers voted to limit membership to the public school teachers of the state and laid down two lines of policy, which had a great effect upon the work of the organization during its early years:

First, carry the annual conventions to towns all over the state and thus reach all of the teachers and all parts of the state. Second, provide for the greatest possible freedom of expression.  

The public-school idea seems to have been one of the foundation stones of the new organization. Himes says the reason for the organization of the association was that the Louisiana Educational Association, which had been established in 1883, was based largely upon the private school idea. He gives high praise to the founders and leaders of the old organization and to the quality of the papers read and discussions held during its conventions, but he did not agree with the philosophy upon which the organization was based. However, Smith felt that the educational interest of the state increased 500 per cent between the date of the founding of the Association in 1883 and the date of its absorption by the Louisiana State Public School Teachers' Association in 1892.

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171 Loc. cit.

172 Loc. cit.

The new association rendered its service to the teachers largely through its annual conventions, its journal, *Louisiana School Review*, and the Teachers' Reading Circle. Some idea as to the value of the service may be had by noting the work done in one or two of the conventions, the contents of some of the journals, and the activities of the Reading Circle.

The first annual meeting of the association was held in New Iberia, December 26, 27, 28, 1893.\(^{174}\) The prominence of the speakers and the subjects which they discussed attest the value of the meeting.

Address of Welcome . . . . . W. J. Burke, New Iberia
Response to Address of Welcome . . . Hon. A. D. Lafargue, State Superintendent of Public Education
Address . . . . . Murphy J. Foster, Governor of Louisiana
Political Economy . . . . . "Taxation: An Ethical View" Judge A. C. Allen, Franklin
Political Economy . . . . . "Taxation from the Revenue Standpoint" Professor James H. Dillard, Tulane University
Grade Work . . . . . Professor J. V. Calhoun, New Orleans
Teachers' Reading Circles . . Professor R. L. Himes, State Normal School
Uniformity of Textbooks . . . Professor A. G. Singletary, Plaquemine
Louisiana School Laws . . . . Judge Joseph A. Breaux, Iberia
The Teacher . . . . . . . . . Professor Alcee Fortier, Tulane University
Teachers' Responsibilities . . Professor D. B. Showalter, Bastrop
Lecture . . . . . . . . . . . Old Times and New
Institutes . . . . . . . . . . . . Old Times and New

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The State as a factor in Civilization . .
Col. Wm. Preston Johnston, President
Tulane University

Lecture . . . . . . . . . . . . Walks in Rome
Col. J. P. Sanford. 175

Interspersed in the three days of speeches and lectures were musical programs, committee reports, and an excursion to a salt mine. 176

Except in 1897, when it held a special meeting in Ruston, the association held a convention each year from the time of its organization throughout the period under discussion, and had as presidents such outstanding leaders as J. V. Calhoun, C. E. Byrd, R. L. Himes, D. B. Showalter, J. E. Keeney, J. B. Aswell, E. L. Stephens, and T. H. Harris. 177

The convention in 1904 was held in Lafayette with T. H. Harris, President and Nicholas Bauer, Secretary. 178 It lasted four days and had 589 teachers from all parts of the state present. By this time the general plan of the meeting had been changed so that there were departments with departmental meetings, in addition to the general sessions. These departments had been arranged somewhat according to special interests or types of work. Some of the more important subjects discussed were as follows:

175 Ibid., pp. 11-12.
176 Ibid., pp. 13-19.
178 Ibid., p. 7.
179 Ibid., pp. 100-118.
The Ungraded School Conference
Schedule for a School of Five Classes
The Teachers Influence in the Community
Reading
The Primary Conference
The Value of Music in Child Training
The Kindergarten Conference
Picture Writing as Race Expression
The Grammar Conference
Geography
The Study of Climate, The Distribution of Plant and Animal Life, and Their Mutual Relation to Man.
My Method of Teaching Geography
The Music Conference
Music in High Schools
Music from the Primary Teacher's Point of View
Music in the Elementary School
The Value of Song in the Daily Program
The Value of the Rote Song
Songs in Correlation with Nature Study
The High School Conference

The fact that there were no specially-prepared talks in either the High School Conference or the Drawing Conference is of significance in that this may be indicative of the state of development of these phases of the public school program, and in that respect, of teacher training. Reference was made in the High School Conference to the point that "the term 'High School' is a very vague one in this state,"\(^\text{181}\) and a committee was appointed "to cooperate with the State Board of Education in reorganizing the high schools of the State."\(^\text{182}\)

\(^{180}\) Ibid., p. 3.
\(^{181}\) Ibid., p. 99.
\(^{182}\) Loc. cit.
The general sessions in this convention were similar to those of the first convention, such subjects as the following being discussed: The Status of Rural Schools, The Work of Woman's Clubs, Local Taxation for Schools, Consolidation of Rural Schools, and The Rural Schoolhouse: How to Place and How to Build.\(^{183}\)

The contents of the September, 1896, issue of the Louisiana School Review, the official organ of the Association, may be used as an instrument for showing the service which this journal rendered in the education of teachers, as it is typical of the other issues of the period. At the time Thomas D. Boyd was President of the Board of Directors, and J. E. Keeny, with offices at New Iberia, was Editor.\(^{184}\)

One section of the issue was devoted to "Theory and Method." In this section there was one article on "The Primary Program," which dealt briefly with such matters as the length and number of periods in the day's program, the importance of activity and interest, and the place of music, stories, and nature lessons. Another topic, "Suggestions for Teachers of United States History," contained a list of thirteen specific suggestions concerning the teaching of history, suggestions concerning such important matters as the assignment, the place of the notebook, the use of maps, and the relationship between

\(^{183}\) Ibid., p. 3.

\(^{184}\) The Louisiana School Review, 6:25, September, 1898.
history and geography. A third topic dealt with "Languages." It presented courses of study in language for grades one and two, and stated that these would be followed by courses for the other grades in future editions. 185

Another section was devoted to school supervision and contained articles that compare very favorably in value with those concerning theory and method. 186

Two and one-half pages were devoted to a listing of the articles contained in the then current issues of the following magazines:

Journal of Education
Education
The School Bulletin
Western School Journal
School and Home Education
The Favorite
The School Review
American Journal of Education
The Inland Educator
The Northwestern Monthly
The Southern School 187

One page contained an annotated bibliography of nine professional books. 188 Another contained a list of seventy-four books for children, ranging in price from five cents to forty cents, which might be purchased at a discount in connection with a subscription to the Louisiana School Review. 189

185 Ibid., pp. 6-10.
186 Ibid., pp. 11-14.
187 Ibid., pp. 25-27.
188 Ibid., p. 28.
189 Ibid., p. 29.
Other brief articles, announcements, advertisements, and "personals," and a critical article on Whittier's "Snow Bound" completed the issue.\footnote{Ibid., pp. 1-3 et passim.}

5. Teachers' Reading Circles

State Superintendent Warren Easton, in his biennial report to the state legislature for 1884-1885 referred to a "Teachers' Reading Circle" as being "a new agency in the work of improving the teachers of the country,"\footnote{Biennial Report of the State Superintendent of Public Education to the General Assembly, op. cit., p. x.} and expressed the hope that Louisiana would soon have a number of them.\footnote{Loc. cit.} No definite steps were taken, however, to establish a circle in Louisiana until the Louisiana State Public School Teachers' Association held its second annual convention at New Iberia in 1893.\footnote{Biennial Report of the State Superintendent of Public Education, 1892-1893, op. cit., Proceedings and Papers of the Second Annual Convention of the Louisiana State Public School Teachers' Association, Held at New Iberia, December 26, 27 and 28, 1893, p. 11.} At that time a Teachers' Reading Circle Committee was appointed and before the close of the convention its chairman, R. L. Himes, presented and had adopted a plan for a State Reading Circle.

This phase of the association's work was well publicized in the Louisiana School Review, which carried announcements about it in many issues. The announcement in the June, 1899, issue contained information that covered rather completely the program...
for the session of 1898-1899. The committee in charge of the
program at the time was composed of R. L. Himes, of Baton Rouge
and George Williamson of Natchitoches.\textsuperscript{194} The books included
in the program for the year were Halleck's \textit{Psychology}, Winslow's
\textit{Principles of Agriculture}, and Mather's \textit{Introduction to American
Literature}.\textsuperscript{195} Ten study questions were listed for each book,
and the members of the circle were instructed to answer them and
send their papers to the Chairman of the Committee by August 1,
1899. The questions on psychology were:

1. What practical results to the teacher are
   found in the study of the nervous system?
2. What is the physical basis for perception?
3. What is apperception?
5. What parts of our school program are calcu-
   lated to develop the emotional nature of
   the pupils?
6. What is meant by "good judgment"?
7. What is the relation of thought and per-
   ception?
8. Compare imagination and memory.
9. What is a stream of thought?
10. To what extent can the will power be cultivated?\textsuperscript{196}

The service rendered by the reading circles extended well
beyond the period under consideration. The report of State Superin-
tendent Harris for 1909-1911 showed that 4,317 books were used in 1910,\textsuperscript{197}

\textsuperscript{194} "The Reading Circle," \textit{Louisiana School Review}, 6:20,
June, 1899.

\textsuperscript{195} \textit{Loc. cit.}

\textsuperscript{196} \textit{Loc. cit.}

\textsuperscript{197} \textit{Biennial Report of the State Superintendent of Public
Education to the Governor and to the General Assembly, Schools Sessions
of 1909-10 and 1910-11, op. cit., p. 50.}
and his report for 1913–1915 contained the following list of reading-course books for 1915–1916:

- Methods of Teaching in High Schools by Parker
- Play and Recreation by Curtis
- Teaching to Read by Turner
- Educational Resources of Village and Rural Community by Hart

Careful consideration of the contents of the various numbers of the Louisiana School Review, of the proceedings of the annual conventions, and of the work of the teachers' reading circles leads to the conclusion that the Louisiana State Public School Teachers' Association was an influential agency in teacher education from its founding in 1892 throughout the rest of the period, and to the present.

6. The Peabody Education Fund

The administrators of the Peabody Education Fund continued their aid to teacher education in Louisiana during the period 1884–1906, as they had done in the preceding period. Table VIII has been prepared to show the institutions and agencies to which contributions were made and the amounts of the contributions. A comparison of Table IV and Table VIII shows that aid from the Peabody Education Fund increased from $46,500 in the period 1868–1884 to $115,518.50 for the period 1885–1911.

Reference has been made to the fact that aid from this

TABLE VIII

FINANCIAL CONTRIBUTIONS FROM THE PEABODY EDUCATION FUND TO TEACHER EDUCATION IN LOUISIANA, 1885-1911

<table>
<thead>
<tr>
<th>Year</th>
<th>Normal schools</th>
<th>Scholarships</th>
<th>Institutes</th>
<th>Summer schools</th>
<th>Total</th>
</tr>
</thead>
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<tr>
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<td></td>
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<td>$1000.00</td>
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<td>$1800.00</td>
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<tr>
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<td>4525.00</td>
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<td>6550.00</td>
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<td>5826.00</td>
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<tr>
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<td>1950.00</td>
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<td>5787.00</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>1911</td>
<td>3000.00</td>
<td></td>
<td></td>
<td></td>
<td>3000.00</td>
</tr>
</tbody>
</table>

Total $55,800.00 $39,388.50 $26,000.00 $3000.00 $115,518.50

fund for the support of normal schools was discontinued in 1883, because of failure on the part of the state to support these institutions. Aid was resumed in 1886, when the Peabody Fund made an appropriation of two thousand dollars for the State Normal School at Natchitoches, and was continued in varying annual amounts until 1911, except for the years 1908 and 1910 in which no appropriations were made. The total appropriated for normal schools was $55,800, as shown in Table VIII.

The annual contributions, averaging only a little more than two thousand dollars, were most helpful at times. In 1889 President Boyd, in a report to General Agent Curry, referred to the assistance in this way:

Without the generous assistance received from the Peabody Fund through you, our school would have been compelled, at the most important crisis of its career, to take the ruinous step of cutting down its faculty, and perhaps abolishing some of the grades of the Practice Department. With your timely aid we have been enabled to make a success of this crucial session. . .200

Contributions for the support of teachers' institutes were made each year, from the beginning of the period, 1885, until 1903. They ranged in amounts from nine hundred dollars in 1895 to two thousand dollars in 1892, the total amount being twenty-six dollars, as shown in Table VIII. Some of this was used for the aid of summer normal schools. The one at Ruston in 1892201


and the one at Lake Charles in 1893, the first two held in the state, received aid. If consideration is given to the amounts of these yearly contributions and to the yearly expenditures by the state for educational purposes at that time, it becomes evident that the whole program of teachers' institutes would have been greatly reduced, and perhaps eliminated, had it not been for the aid received from the Peabody Education Fund.

The program of awarding scholarships to Peabody Normal College, was continued and expanded from 1884 to 1904. The total of contributions for this purpose was $39,388.50, as is shown in Table VIII. The scholarships were worth one hundred dollars a year plus the student's railroad fare to Nashville and return, and each was awarded for a two-year period. Available records do not show the number of scholarships given each year; but by considering the average annual expenditure, shown in Table VIII to be about fifteen hundred dollars, and the value of each scholarship, it appears that the annual number was six to eight. Appointments were still on the basis of competitive examinations and were made when vacancies occurred. Nine appointments were made in 1892 and six in 1893; six were made in 1896 and eight in 1897.

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202 Ibid., p. 47.
203 Ibid., p. 11.
204 Ibid., pp. 10-11.
The service of the Peabody Education Fund to the cause of teacher education during the period was very great, as is shown by the evidence presented. Statements by those charged with administration of the fund in Louisiana offer further proof. Reference by President Caldwell, in a report on the State Normal School in 1899, to the value of the aid is typical of other references to it:

We are deeply indebted to Dr. Curry and the Peabody Board represented by him for the generous contributions made from the fund for the training of teachers, both in the Normal School and in Teachers' Institutes and Summer Schools. Without the resources drawn from the Peabody Fund, much of the work now in progress could not be carried out.206

D. The Status of Teacher Education at the Close of the Period (1906)

A survey of the work done during the period 1884-1906, in the field of teacher education by such agencies as the State Normal School, the New Orleans Normal School, Teachers' Institutes, the Louisiana Chautauqua, the Louisiana State Public School Teachers' Association, and the Peabody Education Fund leads to the conclusion that the general level of teacher education was much higher at the close of the period than it was at the beginning. This judgment is supported by reports and records of those who were in a position to evaluate the work of these institutions and agencies and to gauge the general status of teacher education at that period.

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The report of State Superintendent Aswell for 1906 shows there were 4,470 white teachers employed in the public schools of the state. 207 Of this number, 741 (16.6 per cent) were graduates of the Louisiana State Normal School; 822 (18.4 per cent) were graduates of other normal schools; 521 (11.7 per cent) had attended a normal school; and 2,386 (53.3 per cent) had received no normal school training. Reference to Tables VII and VIII leads to the conclusion that many of the teachers who had received no training in a normal school probably had received some special training by means of teachers' institutes or summer normal schools. In 1904–1905 a total of 2,328 teachers were in attendance at the forty-five one-week institutes and 1,631 (an incomplete record) attended seventeen summer normal schools. The relatively large attendance which these agencies had each year lends additional support to the conclusion that the level of teacher education was being gradually raised.

Another indication that the status of teacher education at this time was being improved is the fact that out of a total of 2,905 teachers who held certificates as a result of examinations 1,317 (45.3 per cent) held first-grade certificates, 1,040 (35.8 per cent) held second-grade certificates, and only 548 (18.9 per cent) held third-grade certificates. 208 This becomes


208 Ibid., pp. 148–149.
more significant in view of the fact that the examinations were prepared by the State Department of Education and that the examination for a first-grade certificate was much more difficult than that for a second-grade or a third-grade certificate, in that it included examinations in natural philosophy, geometry, and higher algebra, which the other two did not include.\textsuperscript{209}

The status of teacher education with reference to supply and demand of teachers and quantity and quality of training was pointedly stated by State Superintendent Aswell in his report to the legislature for 1905:

During the year of 1905 there was a demand for 700 additional trained teachers, while the Louisiana State Normal School was able to supply only one-seventh that number. Good teachers were not available and the children suffered. In some instances school boards employed teachers who belong to the inefficient class; teachers who are lacking in scholastic attainment, professional training, aptness to teach and personality; teachers who perhaps are relatives of school officials, or of influential citizens, teachers who are a costly burden at any price.\textsuperscript{210}

He further stated that wherever good teachers had been employed a permanent demand had been created in the neighboring communities for better teachers; that the supply of trained teachers should be seven times the number which the State Normal School was able to graduate annually; and that if the public schools were to be made as efficient as they should be, additional facilities would have to be provided for training teachers.\textsuperscript{211}

\textsuperscript{209} Ibid., pp. 131-140.

\textsuperscript{210} Biennial Report of the State Superintendent of Public Education to the General Assembly, 1904-1905, op. cit., p. xii.

\textsuperscript{211} Loc. cit.
CHAPTER IV

EXPANSION AND IMPROVEMENT OF THE STATE PROGRAM OF TEACHER EDUCATION 1907-1924

The fact that in 1906 there were ten summer schools in as many different places and in 1909 there were only five, each of which was in an institution of higher learning, reflects a very definite and significant trend in teacher education. It was the beginning of the assumption of the major responsibility for teacher education by the institutions of higher learning of the state and of corresponding expansion and improvement of their programs.

This chapter deals with the forces which influenced the expansion and improvement, the institutions which brought the changes about, and the level to which teacher education had been raised by the close of the period. The specific topics are: Factors that created a demand for expansion and improvement, programs of teacher education in institutions of higher learning, and the status of teacher education in 1924.

A. Factors That Created a Demand For Expansion and Improvement

Expansion and improvement of the state program of teacher education during the period from 1884 to 1906 were brought about by certain developments of that period. The attitude of the people towards public schools became favorable. With improvement came
increased enrollments, consolidation, state-approved high schools, and state control of teacher certification. Each of these factors had a definite effect upon teacher education, and they are discussed in the order given.

1. The Change in Attitude of the People

The state program of teacher education which was carried on from 1884 until 1906, did more than raise the level of education of the teachers of the state. It helped to change the attitude of the people toward public schools. This attitude changed from one of disapproval or indifference to one of approval and support; and it brought the people to a realization that teachers needed special training, and that the training could best be given in an institution of higher learning that offered a planned program of teacher education.

These results were not necessarily by-products of the state program of teacher education. They were a part of it. Evidence of this is found in the fact that programs to which the public was invited were a part of the program of the Louisiana Chautauqua, the one-week institutes, and the summer normal schools, to which reference has been made. That the participation of citizens, generally, in these meetings changed their attitudes with reference to public schools and to the qualifications of teachers is attested repeatedly by those responsible for planning the meetings and by those responsible for administering the program of public education in the state.
The report of President Sheib of the State Normal School on the first one-week institutes ever held in the state refers to the "attendance of ladies and gentlemen interested in the cause of education, but not directly connected with the schools" and further states that:

While the attendance at the Institute held at Lake Charles was very small, the meeting awakened much interest, and it is probable that it assisted naturally in persuading the citizens of Calcasieu Parish to levy a tax of two and one half mills for school purposes.

In 1905, State Institute Conductor Keeny stated that one of the purposes of teachers' institutes was to:

Arouse an interest among the people; show them what a good school is and cause them to feel that they must have that kind of school; present the subject of better schools and equipment and convert the public to the idea of local taxation as a method of raising the necessary funds for these purposes.

In the same report he showed that the forty-five institutes which were held in 1904 had 8040 lay visitors in attendance and spoke of the inspiration which the communities received.

Typical of the statements of school administrators with reference to the changed attitude of the people was that of

2 Ibid., p. 206.
4 Ibid., pp. 87-88.
J. C. Moncure, Parish Superintendent, Caddo Parish, in 1904:

The most hopeful sign of educational progress in the parish is to be found in the public sentiment of the people in favor of better educational facilities, the great improvement in the qualifications of the teachers and in the consequent increase in the teachers' salaries.\(^5\)

This was a part of Superintendent Moncure's reply to a questionnaire sent to all parish superintendents by State Superintendent Aswell in 1904.\(^6\) Numerous similar responses show clearly that the superintendents, who were in a position to know what people were thinking with reference to their schools and teachers, were very conscious of a changing attitude.

The new attitude was closely related to the great increase in public school enrollment as well as to other significant developments in the public school program of the period, and there can be little doubt that it had a definite and rather potent effect upon teacher education.

2. The Great Increase in Public-School Enrollment

One of the most immediate effects of the development of a favorable attitude on the part of the people of the state toward public schools was the increase in school enrollments. As the attitude began to change, the enrollments began to increase.

The total enrollment of the public schools of the state in 1890 was 70,582.\(^7\) At that time the state program of teachers' education to the General Assembly, 1890–1891 (New Orleans: E. P. Branado, State Printer, 1892), p. 28.\(^8\)

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\(^{(5)}\) Ibid., p. 249.

\(^{(6)}\) Ibid., p. 246.

institutes was in its initial stages, and the program of summer normal schools was not to be begun for another two years. By 1900 both agencies were functioning at high levels of efficiency, and the public school enrollment had risen to 120,178, an increase of 41.3 per cent. By 1910 the enrollment was 184,725, an increase of 53.6 per cent over that of 1900, and by 1920 it was 236,301, an increase of 27.9 per cent over the enrollment in 1910.

Some of the increase was due to an increase in the number of educables, but much of it was due to the changed attitude of the people. Evidence of this is the fact that in 1900 the number of educables in the state was 204,827 and in 1910 the number was 275,087, an increase of only 34.3 per cent. During the same period the school enrollment had increased from 120,178 to 184,725, or 53.6 per cent. This great increase in enrollment

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naturally created a greater demand for teachers, thereby creating a need for the expansion of teacher-training facilities.

3. Consolidation of Schools

Interest in the consolidation of schools seems to have developed at the close of the century. The first state superintendent to bring this subject to the attention of the state legislature was Superintendent Calhoun in his report for 1898-1899. His discussion was not so much a plea for consolidation as a condemnation of the one-room school. After calling attention to the extremely bad conditions of some of the small school buildings, especially in the rural areas, he added:

These cases, however, are extreme and exceptional; yet all small schools carry with them certain inherent evils from which they cannot be relieved, and must forever keep them stunted in growth and blasted in their efforts for excellence. These evils I have alluded to in general as impossibility of grading, which makes one teacher vainly attempt to do the work of several; great difficulty in the enforcement of silence and order; and the absence of a spirit of rivalry and generous emulation. 13

He felt that the people were aware of these weaknesses but could do nothing about them "on account of bad weather and bad roads, and the want of a reliable fund to transport the children to a central and graded establishment." He seemed to feel that growth in population rather than consolidation was the remedy. 14

14 loc. cit.
However, two years later he reported that several parishes had consolidated some of their smaller schools into large graded schools, with the result of considerable improvement in the school work. By this time he was convinced of the value of consolidation, referring to it as a "much needed reform," which would come only with the passage of time and the gradual demonstration of results, because of the opposition of "those who considered it their right to have a school and a teacher exclusively for their own family use."

There is evidence of general interest in consolidation on the part of teachers and school administrators by 1904; for in that year it was one of the topics for discussion at the teachers' convention. The subject was discussed by Superintendent John Marks of Napoleonville, who favored consolidation, even with public opposition if it could not be eliminated. He saw in consolidation an opportunity to eliminate worthless teachers, "who could not stand to be seen in contrast with the better teachers of a consolidated school, but who could keep their ignorance and worthlessness concealed" in a one-room school. Later developments have confirmed his belief that larger schools have better teachers, as

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16 Ibid., p. 8.
a general rule.

Consolidation, once under way, seems to have spread rapidly. In 1910, State Superintendent Harris reported 629 consolidated schools in the rural districts, which had "good houses, comfortable and necessary equipment and teachers of ability," but at the same time there were still 1553 one-room schools in the state, "many of which should be consolidated and will be," he stated.18

The amount of consolidation effected from 1909 to 1924 was relatively large. In 1909 there were 1560 schools with one teacher, 331 with two, 93 with three, 60 with four, and 214 with five-or-more teachers, a total of 2,258 schools.19 By 1924 there were only 633 schools with one teacher, 472 with two, 184 with three, 89 with four, and 522 with five or more teachers, a total of 1900 schools.20

The fact that so much consolidation was effected is evidence that it met with public approval and is indicative of better teaching and better teachers. That the larger schools had the better teachers is reflected in Superintendent Harris's


19 Ibid., pp. 402-403.

There were only 279 third-grade teachers employed in white schools. These teachers were naturally in schools located in isolated communities where teachers of superior training declined to work. 21

To state the idea in another way: Teachers were qualifying themselves better in order that they might obtain the more desirable teaching positions, which were in the larger, consolidated schools.

4. The Development of High Schools

Perhaps no development in the field of public education had a greater effect upon teacher education in Louisiana than did the development of high schools in the state. This movement, although it succeeded the academy movement, made its appearance in the state prior to the establishment of the New Orleans Normal School and long before the academy had ceased to be considered the connecting link between the elementary school and college. However, the movement which resulted in the present program or system of secondary education in the state had its origin in the last decade of the nineteenth century; and the most significant feature of this system, the state-approved high school, was not devised until the following decade.

The development of high schools was closely related to the consolidation movement and like it was instrumental in bringing

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21 Ibid., p. 20.
about better education of teachers, and largly for the same reasons. The development of a system of state-approved high schools probably had a greater direct influence than did the program of consolidation of schools, because definite standards of education were set for high-school teachers. These standards were somewhat higher than those for the other public schools, and served to stimulate anew the teacher-training programs.

Reference has been made to the fact that when the New Orleans Normal School was first established it consisted of "Normal Departments" in two girls' high schools in New Orleans. No evidence can be found, however, to show that high schools existed in any other place in the state at that time, and careful examination of the biennial reports of the state superintendents of public education indicates that little progress had been made toward the establishment of high schools before 1896.

In 1877 State Superintendent Lusher received reports from fifty-eight parish boards of school directors, and only one of them mentioned high-school work, Assessor Ford, of Union Parish, referring to "a high school or college" at Shiloh.22

On October 6, 1884, the State Board of Education adopted rules and regulations for the government of the public schools; Rule Four stated that high schools should be maintained for the

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continued instruction of youth "over fourteen years of age"
which would fit them for "business pursuits" or "for admission
to the Normal Schools, or to the Agricultural and Mechanical
College, or Tulane University." 23

In 1888 Superintendent Burke, of Iberia Parish, referred
to an appropriation for the establishment of a high school at New
Iberia. 24 In the same year the state legislature, as a part of
an act regulating public education in the state, gave the parish
school boards authority to establish "central or high schools
. . . when necessary," but prohibited the opening of a high school
without the sanction of the State Board of Education. 25

By 1893 the question of high schools was receiving
serious consideration from the leading educators of the state.
In that year President Johnson of the Tulane University, delivered
an address at the state convention of parish superintendents on
"The Demand for High Schools in Louisiana." This address was a
powerful plea for the establishment of public tax-supported high
schools. President Johnson felt that high schools were necessary

23 Biennial Report of the State Superintendent of Public
Education to the General Assembly for the Year 1877, op. cit., p. 205.

24 Ibid., p. 227.

25 Acts and Resolutions Passed by the General Assembly of
the State of Louisiana at the Regular Session Begun and Held in the
City of Baton Rouge on the Fourteenth Day of May, A. D., 1888, and
which adjourned on Thursday, the twelfth Day of July, 1888 (Baton
to bridge the gap between the elementary school and college, and he presented a definite procedure for parish superintendents to follow in having them established.26

Evidence that the high-school movement was getting under way is found in the biennial report of State Superintendent Calhoun for 1896-1897. This report shows that there were fifty-three places outside the City of New Orleans offering "High-School Studies" to 1,245 pupils.27

In 1899 State Superintendent Calhoun reported that there were "about thirty high schools which should annually send students to our State University."28 Four years later he began the movement which resulted in the "state-approved" high school by suggesting that the State Board of Education adopt a form of diploma for the high schools to use and that the recipients of these diplomas "be admitted to the advanced state institutions of learning without examination."29

The steps from this point to the setting up of special

26 Catalogue of Tulane University, 1894-1898, "The Demand for High Schools in Louisiana," Address of President William Preston Johnson to the Convention of Parish Superintendent at Lake Charles, Louisiana, June 28, 1893, pp. 5-17.


qualifications for high-school teachers were definite and rapid. In 1904 there were forty-three "authorized" high schools, and in 1905 there were forty-seven. In 1906 there were fifty-five "approved" high schools. By 1909 there were eighty-seven "state-approved" high schools, that had met the requirements, one of which pertained to the qualifications of the teaching force and another to those of the principal. By this time, also, the position of "State High School Inspector" had been created, and S. E. Weber, the first "inspector" made a recommendation in 1909 which set the precedent of requiring special qualification of high-school teachers. In his second annual report he recommended that "The four-year course in agriculture should have equal recognition from the State Department of Education with the other courses," provided that certain conditions with reference to the course be met, one of these conditions being that "the teacher of agriculture hold a B. S. A. degree from an approved agricultural college."
In 1911 included among the requirements which the high schools had to meet for approval was this one:

No teacher holding lower than a first-grade certificate shall be employed in State approved High Schools.  

By 1913 teachers in state-approved high schools had to meet one of six requirements. Five of these requirements pertained to experienced teachers, the lowest one permitting any teacher to qualify who was recommended by the parish superintendent, the high-school principal, and the department of education. However, the standard emphasized for experienced teachers was thirty-two college hours of credit. New teachers were required to have thirty-six. Teachers of special subjects were required to have two years of study beyond the high school level in those subjects, a further step in specialization.

These beginnings in raising of standards for high-school teachers led to the requirement in 1924-1925 that a high-school teacher have at least the baccalaureate degree, and finally to the requirements of specialization presently in force, all of these have constantly called for better education of teachers.


39 Id. cit.

40 State Department of Education of Louisiana, Session 1924-1925, Teachers' Certificates, White, Issued by the State Department of Education of Louisiana, p. 4.
5. State Control of Teacher Certification

State control of teacher certification began with the passage of Act 55 of 1906, which made provisions for a "State Teacher's Certificate" and created a "State Board of Examiners" to conduct the examinations. Three features of this Act were of such a nature as to promote higher standards of teacher education. The standards set for a "State Teacher's Certificate" were relatively high; the advantages in having one were relatively great; and the element of state control was designed to make one more worthwhile as an indication of the ability of the teacher who held it.

Section One of the act stated:

That to obtain a State teacher's certificate the applicant must be found competent to teach all of the subjects now required for a first grade teacher's certificate and also literature, chemistry, bookkeeping, Latin, general history, botany, history of education, psychology, and school administration. Teachers who met these standards would have to be well-qualified. The reward for meeting them was a "State Teacher's Certificate." This certificate was valid for ten years, and permitted the holder to teach in any parish of the state.


42 Loc. cit.

43 Loc. cit.
Another feature of the plan which made for better educated teachers was the provision that graduates of all institutions of higher learning in the state which were authorized to confer diplomas might be certified as having passed the examinations for state teachers' certificates in all subjects except theory and art of teaching, history of education, psychology, and school administration. The schools authorized to confer diplomas at this time were:

- Louisiana State University, Baton Rouge
- Tulane University, Academic Department, New Orleans
- Newcomb College, New Orleans
- Industrial Institute, Ruston
- Southwestern Industrial Institute, Lafayette
- Jefferson College, Convent
- Centenary College, Jackson
- Mansfield Female College, Mansfield
- Silliman Institute, Clinton
- Keachie Female College, Keachie
- St. Stanislaus College, New Orleans
- Home Institute, New Orleans
- The Holy Cross College, New Orleans
- St. Mary's Academy, New Orleans
- The Convent of the Ursuline, New Orleans

By 1907 graduates of the Louisiana State Normal School, the George Peabody College, the New Orleans Normal School, and the Department of Philosophy and Education of the Louisiana State University were not required to take any examination for certification.

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44 Loc. cit.

Another factor which helped to bring about state control of teacher certification and better-educated teachers was Act 214 of 1902. This related to summer normal schools, some discussion of which has already been given. As a result of the powers conferred by this Act, the State Board of Education passed a resolution January 11, 1907, making it possible for the Board to keep local certificates in force by extending them for varying lengths of time on the basis of "credits" for attending a summer normal school. The Board also required that those presenting summer normal school credits be allowed a credit of ten per cent on the examination that they were taking.

The final step in state control of teacher certification which had a tendency to raise the level of teacher education was Act 214 of 1912. This Act gave the State Board of Education complete control of certification through an examining committee appointed by the Board. The Act provided for the issuance of first-, second-, and third-grade certificates, valid for five years, three years, and one year respectively, and for a "Special High-School Certificate" valid for five years. It also gave the State Board the right to exempt from examination graduates of standard colleges and state normal schools located in other states.

47 Acts Passed by the General Assembly of the State of Louisiana at the Regular Session, Begun and Held in the City of Baton Rouge on the Twelfth Day of May, 1902, op. cit., Act. 214.

and required that all examination questions be prepared by the state examining committee, be administered by the parish superintendents, and be graded by the State Board's examining committee, which would issue the certificates.\(^{49}\)

Giving the State Board of Education control of the preparation and grading of the examinations was one important feature of Act 214 of 1912; but it was by no means as important as that part of the law which placed certification under complete control of the State Board of Education. This part of the law enabled the state board to set up college training as a part of the requirements for certification. The first step in this direction was the one referred to concerning the qualifications of high-school teachers in 1913. The second step, one which had a very profound effect upon all future programs of teacher education, was taken in 1915, when the State Board passed a resolution which stated in part that:

A minimum of the equivalent of ninety weeks (five recitations per week) in Education shall be required of all applicants for first-grade teacher's certificates. This work shall consist of general pedagogy, fifteen weeks; principles of teaching, fifteen weeks; special methods, fifteen weeks; educational psychology, nine weeks; school management, six weeks; and observation and practice teaching, thirty weeks.\(^{50}\)

\(^{49}\) Acts Passed by the General Assembly of the State of Louisiana at the Regular Session, Begun and Held in the City of Baton Rouge on the Thirteenth Day of May, 1912 (Baton Rouge: Ramirez–Jones Printing Company, 1912), Act 214.

\(^{50}\) Minutes of the State Board of Education of Louisiana, May 5, 1915.
While it is true that most of the larger institutions then training teachers had courses of this kind in their programs, it is likewise true that some of the smaller ones increased their offerings after this regulation was passed, and all of them made whatever adjustments were necessary to comply with it, as the next section of this chapter shows. But of greater importance is the fact that the State Board had begun a program that, in 1924, was to place all certification on the basis of college-training. This program is discussed in Chapter V.

B. Programs of Teacher Education in Institutions of Higher Learning

Only three institutions were offering definite programs of teacher education in 1907, the beginning of the period designated in this study as that of expansion and improvement in teacher education. These were the State Normal School, the New Orleans Normal School, and Louisiana State University. The increasing demands for teachers, however, became so great and the opportunities for service in this field so evident that ten other institutions entered the field; and at the close of the period in 1924, a total of thirteen institutions were offering programs that met the requirements of the Louisiana State Board of Education. This does not imply that these institutions were doing the same quality of work. They varied greatly both as to quality and quantity of work done, and Table IX has been prepared to illustrate the extent of these variations.
### Table IX

**Variations in Teacher-Training Programs Between Louisiana State Normal College and Mansfield Female College, 1924**

<table>
<thead>
<tr>
<th>Variable Factors</th>
<th>Louisiana State Normal College</th>
<th>Mansfield Female College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of faculty members</td>
<td>65</td>
<td>16</td>
</tr>
<tr>
<td>Number of faculty members with college degrees</td>
<td>53</td>
<td>7</td>
</tr>
<tr>
<td>Number of training school faculty members</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Number of &quot;Education&quot; faculty members</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Number of Departments of Instruction</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>Number of teacher-training curricula</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>Number of &quot;Education&quot; courses</td>
<td>54</td>
<td>4</td>
</tr>
<tr>
<td>College enrollment</td>
<td>1951</td>
<td>86</td>
</tr>
<tr>
<td>Training school enrollment</td>
<td>522</td>
<td>103</td>
</tr>
</tbody>
</table>

*Compiled from (1) Louisiana State Normal College, *Catalogue, 1924*, and (2) Mansfield Female College *Catalogue, 1923-24.*
Louisiana State Normal College is selected here as a representative of the larger state institutions and also because its entire program of studies was designed for training teachers. Mansfield Female College is selected as a representative of the smaller private institutions, all of which devoted only a part of their energies to teacher education. The variations indicated in Table IX are not as great even as those which actually existed. One of the faculty members of Louisiana State Normal College, for instance, had a doctor's degree, sixteen had master's degrees, and thirty-six had baccalaureate degrees.\(^52\) None of the faculty members at Mansfield Female College had a degree higher than the baccalaureate.\(^53\) The ten members of the training-school faculty at Louisiana State Normal College taught only the elementary-school grades. (High-school practice teaching was done in Natchitoches High School).\(^54\) One of the teachers at Mansfield Female College taught the whole primary department, one taught all the intermediate department, one taught the preparatory department, and one was the principal.\(^55\) The ten members of the education faculty

\(^{52}\) Louisiana State Normal College, *Catalogue, 1924*, Normal Quarterly, Vol. XIII, No. 2 (Publisher not given), pp. 7-12.

\(^{53}\) Mansfield Female College, *Catalogue, 1923-1924* (Publisher not given), p. 3.


\(^{55}\) Mansfield Female College, *Catalogue, 1923-1924*, op. cit., p. 3.
at Louisiana State Normal College were assisted in teaching
the fifty-four education courses by teachers in other depart-
ments of the college, who taught the methods courses in their
respective departments. The one member of the education
faculty at Mansfield Female College taught the four education
courses. The fourteen departments, other than the Education
Department, at Louisiana State Normal College were staffed by
forty-four members of the faculty; the nine at Mansfield Female
College were staffed by eleven members of the faculty. Three
of the thirteen curricula offered by the Louisiana State Normal
College were two-year curricula for elementary teachers and three
were four-year curricula for elementary teachers, the other
seven being four-year curricula for high-school teachers. The
one curriculum offered by Mansfield Female College was a two-
year curriculum, which provided very little special training
for either an elementary teacher or a high-school teacher.
However, it qualified a teacher for a first grade certificate,
without examination, just as did the completion of one of the
curricula at Louisiana State Normal College.

56 Louisiana State Normal College, Catalogue, 1924, op.
57 Mansfield Female College, Catalogue, 1923-1924, op.
cit., pp. 3 and 10.
58 Louisiana State Normal College, Catalogue, 1924,
59 Mansfield Female College, Catalogue, 1923-1924,
op. cit., p. 8.
It is apparent from these facts that although both these institutions were offering programs of teacher education which met the requirements of the State Board of Education for a first-grade certificate, without examination, the work done at Louisiana State Normal College was far superior both in quality and quantity to that done at Mansfield Female College. Descriptions of the teacher-training programs which follow are necessarily brief. They deal largely with the professional courses and do not always indicate the wide variation that existed among the institutions in their contributions to teacher education. Two or three complete curricula are given to illustrate how provision was made for general education. These curricula also indicate variations in amount and quality of services.

1. New Orleans Normal School

New Orleans Normal School continued a program very similar to that which it had in 1906, the close of the preceding period. In 1913 the curriculum included the following professional courses: Psychology, Educational Psychology, History of Education, School Management, Observation and Practice Teaching, Criticism of Teaching, Special Methods in History, Special Methods in Geography, and Special Methods in Arithmetic. There were also regular academic courses in arithmetic, United States history, nature study, English, spelling and phonics, penmanship, reading, geography, drawing, music, physical education, physiology, and hygiene, and school hygiene. This curriculum required two years
for completion, as did that of the Kindergarten Department, which included the following professional courses: History of Education, Psychology and Child Study, School Hygiene, English, Nature Study, Music, Drawing, Manual Work, Rhythm, Observation of Kindergarten, Kindergarten Principles, Kindergarten Practice, Play and Story, Kindergarten Practice and Program, and Teaching.\textsuperscript{60}

The program for 1916 was practically the same as that for 1913, the main difference being in the study of psychology. The texts used in this subject at this time were \textit{Human Behavior}, by Bagley and Colvin, and \textit{Principles of Teaching}, by Thorndike. The following books were used for reference: \textit{Psychology of Childhood}, by Tracy; \textit{The Learning Process}, by Colvin; \textit{The Mind and Its Education}, by Betts; and \textit{The Mental and Physical Life of School Children} by Sanford.\textsuperscript{61} At this time the institution had a faculty of seventeen members, with twelve additional teachers in the Joseph A. Maybin Practice School.\textsuperscript{62}

The program in 1923 varied but little from that of former years. The new courses at this time included: Educational Guidance, Applied Sociology, Educational Measurements, Organization

\textsuperscript{60} \textit{New Orleans Normal School, Course of Study, 1913} (Typewritten Copy in the Archives of the Orleans Parish School Board, 703 Carondelet Street, New Orleans, Louisiana. Pages not numbered.)

\textsuperscript{61} \textit{New Orleans Normal and Training School, Course of Study, September 1916}, p. 7. (See the Archives of Orleans Parish School Board, 703 Carondelet Street, New Orleans, Louisiana).

\textsuperscript{62} \textit{Ibid.}, p. 2.
and Administration of (a) City School System, and Nutrition and Child Hygiene. The two curricula were Curriculum for Kindergarten-Primary Group and Curriculum for Intermediate Group. No record is available of the number of graduates, but in Table V the school was shown to have an average yearly enrollment of about two hundred, which indicates probably about one hundred graduates each year.

2. Louisiana State Normal School

Louisiana State Normal School offered almost the same program of training in 1911-1912 as it did in 1905-1906, the end of the previous period. The program included four years of work, much of which was still below college rank. In the intervening years only three changes of any significance were made: grades ten and eleven were added to the Model School; Gymnastics was replaced by Physical Education, which included sports as well as gymnastics; and Manual Training included Domestic Science and Domestic Art.

In the 1911-1912 session the work was broadened and enriched in two ways:

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64 Louisiana State Normal School, Session 1910-1911 (Publisher not given), p. 3.

65 Ibid., p. 19.

66 Louisiana State Normal School, Session 1911-1912 (Publisher not given), p. 17.
1. By the addition of courses in higher subjects... Among these subjects are botany, zoology, physics, chemistry, history, economics, sociology, French, and Latin.

2. The addition of a course in rural education.\(^\text{67}\)

Some of the courses named were not new but were more advanced. The addition of a relatively large number of courses made it necessary that a system of electives be arranged, thereby beginning the process of specialization.\(^\text{68}\) Because of the significance of this change, the outline of the curriculum is given. The asterisks indicate electives and the numbers indicate periods per week:

Outline of Courses \(^\text{69}\)

**First Year**

<table>
<thead>
<tr>
<th>1A</th>
<th>1B</th>
<th>1C</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Algebra</td>
<td>Algebra</td>
<td>Geometry</td>
</tr>
<tr>
<td>Zoology</td>
<td>History</td>
<td>History</td>
</tr>
<tr>
<td>Industrial Geography,*</td>
<td>Agriculture,*</td>
<td>Physics</td>
</tr>
<tr>
<td>French* or Latin*</td>
<td>French* or Latin*</td>
<td>Agriculture,*</td>
</tr>
<tr>
<td>Drawing</td>
<td>Drawing</td>
<td>French* or Latin*</td>
</tr>
<tr>
<td>Singing</td>
<td>Singing</td>
<td>10</td>
</tr>
</tbody>
</table>

**Second Year**

<table>
<thead>
<tr>
<th>2A</th>
<th>2B</th>
<th>2C</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Geometry</td>
<td>Geometry</td>
<td>Geometry</td>
</tr>
<tr>
<td>History</td>
<td>American History</td>
<td>History</td>
</tr>
<tr>
<td>Physics</td>
<td>Chemistry</td>
<td>Physics</td>
</tr>
</tbody>
</table>

\(^\text{67}\) Louisiana State Normal School, Announcements for the Twenty-Seventh Year, 1912-1913, Vol. I, No. 3 (Publisher not given), p. 32.

\(^\text{68}\) Loc. cit.

\(^\text{69}\) Ibid., p. 33.
This initial step in specialized training was designed primarily to give specific training to those teachers who planned to teach in rural schools, and was soon followed by others. By 1914 the program of studies had become definitely more differentiated and was composed of three large divisions: one for grade teachers, one for high-school teachers, and another for supervisors and specialists. Each of these was sub-divided. The courses for
grade teachers were organized so as to provide one curriculum for primary teachers and another for teachers in the upper grades. The courses for high-school teachers were arranged to provide differentiated programs for teachers of languages, of science and mathematics, and of social science. The courses for supervisors and specialists were divided into rural education, industrial education, and music and art. The work in all seven curricula was above the secondary level. Each curriculum required six terms of three months each for completion. The institution admitted students who had completed only two years of high school work, but it provided curricula at the secondary level for all students who had not completed high school.

The next significant change was the establishment in 1918 of a four-year professional curriculum at college level. With the establishment of this curriculum, all work on the secondary level was eliminated. Requirement for admission was the equivalent of high-school graduation.

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71 Ibid., pp. 56-57.

72 Ibid., pp. 54-55.

73 Louisiana State Normal School, The New Four Year Professional Course, Including the Regular Two-Year Course, 1917, Normal Quarterly, Vol. 6, No. 3 (Publisher not given), p. 3.

74 Louisiana State Normal School, Seventeenth Biennial Report, 1918, Normal Quarterly, Vol. 7, No. 3 (Publisher not given), p. 11.
The new program of studies which provided for electives in both the two-year and the four-year curricula, permitted a wide range of specialization:

The particular fields of education for which specialization is recommended are as follows:
- The Primary Grades
- The Intermediate Grades
- Music and Art
- Manual Training
- Rural Schools
- Domestic Science and Art.

In the four-year course specialization is suggested along the following lines of secondary school work:
- Physical sciences and mathematics
- Biological sciences and mathematics
- English and history
- Latin or French and social science
- Home economics
- Manual training and mathematics.

By this time the number of education courses had been increased to twenty-two, titles of which were as follows:

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75 Ibid., p. 12.
By 1924 the education courses had been increased to fifty-four. Many of these were new courses in the fields of administration, supervision, and tests and measurements. The others included seventeen methods courses and ten student-teaching courses, some of these being created by dividing older courses.77

The college at this time had organized its whole program of education into curricula as follows: 78

<table>
<thead>
<tr>
<th>Four-Year Curricula</th>
<th>Two-Year Curricula</th>
</tr>
</thead>
<tbody>
<tr>
<td>English-Social Science</td>
<td>For Primary Teachers</td>
</tr>
<tr>
<td>English-Foreign Language</td>
<td>For Intermediate Teachers</td>
</tr>
<tr>
<td>Mathematics-Physical Science</td>
<td>For Teachers of Grammar Grades</td>
</tr>
<tr>
<td>Mathematics-Natural Science</td>
<td></td>
</tr>
<tr>
<td>Home Economics</td>
<td></td>
</tr>
<tr>
<td>Rural Education</td>
<td></td>
</tr>
<tr>
<td>Music and Art</td>
<td></td>
</tr>
</tbody>
</table>

This detailed discussion of the work of the institution is given because of its proportionately larger contribution to teacher-education during the period, 1907-1924. It not only led the way in teacher education by expanding and improving its own program, but it trained far more teachers than did any other institution. During the twenty-year period from 1905-1906 to 1924-1925, 406279 students received diplomas, which entitled them to teachers' certificates without examination and which represented a very high type of teacher education for that period.

78 Ibid., pp. 23-31.
3. Louisiana State University
and Agricultural and Mechanical College

Louisiana State University and Agricultural and Mechanical College entered the field of teacher education in 1905 with the organization of a Department of Philosophy and Education, offering the following:

**Course in Philosophy and Education**

**Freshman Class**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Descriptive Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>Rhetoric and Composition I</td>
<td>5</td>
</tr>
<tr>
<td>Plane and Solid Geometry I</td>
<td>3</td>
</tr>
<tr>
<td>Higher Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>5</td>
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**Sophomore**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Educational Psychology III</td>
<td>3</td>
</tr>
<tr>
<td>Social Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>English Literature III</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>8</td>
</tr>
</tbody>
</table>

**Junior**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Education</td>
<td>3</td>
</tr>
<tr>
<td>School Administration VII</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>11</td>
</tr>
</tbody>
</table>

**Senior**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methods of Teaching IX</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>9</td>
</tr>
<tr>
<td>Military Science or Elective</td>
<td>2</td>
</tr>
</tbody>
</table>

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The rapid growth of this department and the increasing demand in the state for trained teachers resulted in the establishment of a Teachers College in 1907.\(^{81}\) The College had a faculty of eighteen and planned:

... To offer a complete professional training in education, combined with academic work in literary and scientific subjects in a four-year's course leading to the degree of Bachelor of Arts.\(^{82}\)

The courses of the Teachers College were taught in the Department of Philosophy, Psychology, and Education. However, all of the methods courses and the subject-matter courses were taught in other departments of the University.\(^{83}\) The courses in education were quite different from those offered in 1905. They were: Philosophy of Education I, Philosophy of Education II, Elementary Schools (history, aims, practices), Secondary Education, Educational Economy, Educational Economy and School Hygiene, History of Ancient and Medieval Education, History of Modern Education, Problems in Education I, Problems in Education II.\(^{84}\)

A beginning was made in specialized training in 1914, when the following requirement was made:

\(^{81}\) Louisiana State University and Agricultural and Mechanical College, *Catalogue, 1907-1908*, University Bulletin, Series VI, No. 3 (Baton Rouge: The Daily States Publishing Company, State Printer, 1908), pp. 139-140.

\(^{82}\) Ibid., p. 141.

\(^{83}\) Ibid., pp. 149-153.

\(^{84}\) Ibid., pp. 147-148.
The candidate for graduation from Teachers College must complete at least nine hours of work in one academic subject and six hours in each of two allied subjects.85

A Demonstration High School was established in Peabody Hall in 1915, and observation and practice teaching were included in the program of training. Well-equipped rooms and laboratories and seating capacity for one hundred pupils in grades eight, nine, ten, and eleven were provided.86

In 1924 twelve hours in education were required for graduation, three hours of which were to be in educational psychology.87 These hours were to be selected from a total of thirty-eight courses, a large number of which were methods courses.88 The selections were to be made according to the kind of work that the student expected to do, there being special courses for elementary-school teachers, for high-school teachers, and for supervisors and superintendents.89 The education faculty had four members. One of these had a doctor's

87 Louisiana State University and Agricultural and Mechanical College, Catalogue, 1923-1924, University Bulletin, Series XVI, N S, No. 3 (Baton Rouge: Published by the University, 1924), p. 136.
89 Ibid., p. 136.
degree and the other three had master's degrees.\textsuperscript{90} The faculty of the training school, which included the seventh grade and high school, consisted of a principal and five teachers, all of whom had bachelor's degrees.\textsuperscript{91}

In 1926 there were two hundred graduates of this institution doing high-school teaching in the state. No other record of the number of teachers trained during the period is available.\textsuperscript{92}

4. Tulane University of Louisiana

Tulane University of Louisiana has shown an interest in teacher education since 1895, but it seems to have made only a slight contribution in the field before the second decade of the twentieth century. In 1895 a University Department for Teachers was created. The work was to supplement the work of normal schools, courses being open to graduates of the normal schools and to teachers with the necessary foundation for such an advanced program of work.\textsuperscript{93}

Records for the years immediately following indicate that this department was not successful, and in 1906 the only work

\textsuperscript{90} Ibid., pp. 7-8.
\textsuperscript{91} Ibid., p. 18.
\textsuperscript{93} Tulane University of Louisiana, Catalogue, 1895-1896, (Publisher not given), pp. 31-32.
offered in teacher education was one extension course, The History of Education. However, all work did not cease. The following extension courses were added the next year: Principles of Education, Educational Psychology, Methods of Instruction, and Educational Topics. In addition to these, there were various subject-matter courses designed to broaden the knowledge of the teacher and give her "more information about how to present them."

These extension courses were continued the following year and a few others added. In addition, the following residence courses were offered: undergraduate — Principles of Teaching, History and Principles of Education, Theory and Practice of Teaching in Elementary Schools, High School Teaching, and School Management; graduate — Educational Psychology, School Administration, Supervision of Instruction, Philosophy of Education, and Present-Day Problems of Education.

In 1909 a course in observation and practice teaching

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96 Ibid., pp. 100-101.

97 Tulane University of Louisiana, The Register, 1907-1908, Bulletin, Series 9, No. 5 (New Orleans: Tulane University of Louisiana), pp. 110-112.

98 Ibid., pp. 83-84.

and a curriculum for kindergarten teachers\textsuperscript{100} were developed. By 1914, the program had been expanded so that courses were offered leading to the degree of Bachelor of Arts in Education.\textsuperscript{101} By 1925, arrangements had been made to offer this degree by extension.

The outline of the course required that:

\begin{quote}
The student must complete 6 hours of English, 6 hours of foreign language, 6 hours of education, 3 hours of psychology, 3 hours of history, and 5 hours of physics, chemistry, or biology. Added to this 29 hours of specified work is 33 hours of elective work, the total requirement being 62 hours.\textsuperscript{102}
\end{quote}

No record is available of the enrollment and the number of graduates in this program during the period. However, in 1926 there were 163 graduates of Tulane-Newcomb teaching in the high schools of the state.\textsuperscript{103}

5. Louisiana Industrial Institute

Louisiana Industrial Institute, which was established at Ruston by Act 68 of 1894\textsuperscript{104} for the purpose of "fitting and preparing"

\begin{itemize}
\item \textsuperscript{100} Ibid., pp. 234-236.
\item \textsuperscript{101} Tulane University of Louisiana, The Register, 1913-1914, Bulletin Series 15, No. 13 (New Orleans: Tulane University of Louisiana), p. 181.
\item \textsuperscript{102} Tulane University of Louisiana, The Register, 1924-1925, Bulletin Series 26, No. 9 (New Orleans: Tulane University of Louisiana), p. 397.
\item \textsuperscript{103} Stuart G. Noble and V. L. Roy, The Personnel Preparation and Programs of the High School Teaching Staff of Louisiana, op. cit., p. 20.
\item \textsuperscript{104} Acts Passed by the General Assembly of Louisiana at the Regular Session Begun and Held in the City of Baton Rouge on the Fourteenth Day of May, 1894 (Name and location of printer not given), Act 68.
\end{itemize}
its students "for the practical industries of the age," entered the field of teacher education in 1908-1909, the report of President Keeny stating that:

'Special (elective Teaching Courses are offered during the Senior Year (in the different courses) to those wishing to teach the industrials etc."\(^{105}\)

His report for 1911-1912 mentions a "Pedagogy Course" which offered "work in academic and industrial subjects for those preparing to teach or to direct industrial courses in the public schools of Louisiana." The curriculum included "work in the usual academic basic subjects, and in the professional subjects required for a first-grade teacher's certificate."\(^{106}\)

By 1913 the institution was placing greater emphasis upon its program of teacher education. During the 1913-1914 session it offered the following courses in education: Psychology, Educational Psychology, Special Methods, Observation and Practice Teaching I, Principles of Teaching, History of Education, School Management, School Administration, and Observation and Practice Teaching.\(^{107}\) In the same year, definite steps were taken in the

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direction or specialization. The Domestic Science and Art curriculum included Psychology, Principles of Teaching, School Management, and Theory and Practice of Teaching Domestic Science and Art.\textsuperscript{108} The Music and Art curriculum included the first three of these and substituted Special Methods for the fourth.\textsuperscript{109}

The work in teacher education was greatly expanded by 1915. In that year provision was made for the training of teachers in the following curricula:

- Home Economics
- Music and Art
- Agriculture
- Music
- Business\textsuperscript{110}

A teacher's certificate and a diploma were given those who took the five teacher-training courses: Educational Psychology, Special Methods, School Management, Principles of Teaching, and Practice Teaching.\textsuperscript{111} In the same year a Rural Pedagogy curriculum required four terms of work in the industrial subjects and Rural Economics and History of Education, in addition to the teacher-training courses listed for the other curricula.\textsuperscript{112}

\begin{flushright}
\textsuperscript{108} Ibid., pp. 29-30.
\textsuperscript{109} Ibid., pp. 33-34.
\textsuperscript{111} Ibid., p. 25.
\textsuperscript{112} Ibid., p. 38.
\end{flushright}
In 1918 the institution became a four-year college, further increased its courses in education, and provided for electives in education in all curricula. Two years prior an elementary school had been established for practice teaching, and by 1918 the school had four critic teachers. In addition to the courses previously offered, the following were added in the Pedagogy Curriculum of the "Senior College Department": Vocational Education, Primary Education, Secondary Education, and School Administration.

The next significant change was made in 1924 when the name of the institution was changed to Louisiana Polytechnic Institute and the following teacher-training curricula were offered:

- Primary Grade Teacher
- Intermediate Grade Teacher
- Grammar Grade Teacher
- High School Teacher

This program provided opportunity for a greater degree of specialization for the students. More attention was given

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114 Louisiana Polytechnic Institute, General Information of Teacher-Training School, Nov. 1929, Bulletin, Vol. XXVII, No. 4 (Typewritten, Pages not numbered.)

115 Louisiana Industrial Institute, Catalogue for 1915-1916, op. cit., p. 60.

both to content subjects in the field of specialization and to methods of teaching these subjects. Tests and Measurements, an entirely new course, was added. A total of forty-four education courses were offered. These courses were taught by eight members of the faculty of the institution. Some of these teachers taught in other departments and had other duties, one being the registrar. Two of them had doctor's degrees, three had master's degrees, and three had bachelor's degrees.

The Model School faculty consisted of a principal and four teachers, one for grades six and seven, one for grades four and five, and one each for grades three, two, and one. The principal had a master's degree, two of the teachers had bachelor's degrees and the other three had completed two-year teacher-training courses.

The continuous expansion of the institution's teacher-training program was indicative of an increasing service, and by 1925 a total of 764 students had completed the two-year teacher-training curricula. Of this number only thirty-one were men, and they took the general curriculum in teacher education. A great majority of the women completed the teacher education curriculum in home economics. The remainder of the women, 161, took the same general curriculum as did the men.

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117 Ibid., p. 38.
118 Ibid., pp. 56-63.
119 Ibid., pp. 6-9.
120 Personal letter to the author, dated March 25, 1947, from Mrs. Ruby B. Pearce, Registrar, Louisiana Polytechnic Institute, Ruston, Louisiana.
6. Southwestern Louisiana Institute

Southwestern Louisiana Institute, which was established at Lafayette by Act 162 of 1898, entered the field of teacher education in 1910, when it included in its program of studies an Industrial Education Course, which was designed "to prepare high-school graduates and teachers holding first-grade certificates to introduce industrial instruction into the schools of the state." The program for men included Workshop, Agriculture, Agricultural Chemistry, Pedagogy, English, and Spelling. The women's program varied from that of the men by substituting Home Economics, Horticulture, and Chemistry for Workshop, Agriculture, and Agricultural Chemistry.

The next year this work was expanded, three separate "Industrial Education Courses" (Agriculture, Construction Work, and Home Economics) being offered. Two terms of pedagogy were required in each course, the first dealing with the theory and art of teaching and the second with Rural Pedagogy.

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121 Acts Passed by the General Assembly of the State of Louisiana at the Regular Session Begun and Held in the City of Baton Rouge on the Sixteenth Day of May 1898 (Baton Rouge: The Advocate, 1898), Act 162.


123 Southwestern Louisiana Industrial Institute, Tenth Annual Catalogue, Institute Bulletin, Volume VIII, No. 2, 1911 (Publisher not given), p. 47.

124 Ibid., pp. 48-53.
the same year, (1911) the institution held its first summer school, which was designed primarily for the training of teachers. The practice of employing outstanding teachers from other institutions of higher learning and principals and teachers from the better schools of the state was begun. A model school, with a principal and two assistants, was also operated.

A more definite program of teacher education was established during the session of 1912-1913. The work in industrial education for teachers was continued with little change and in addition to this a Teachers' Training Course was begun. This course was composed of five subjects: Psychology I, Psychology II, History of Education, Pedagogy, and Practice Teaching, the practice teaching to be done in the public schools of Lafayette.

In 1915 the program was modified and expanded so as to include four curricula in teacher education:

The Teacher-Training Course in Agriculture and Farm Mechanics
The Teacher-Training Course in Home Economics

125 Ibid., pp. 8-9.
126 Loc. cit.
127 Loc. cit.
129 Ibid., pp. 45-46.
The curriculum for the elementary grades represented a new but significant type of specialized training. For that reason, an outline of the complete curriculum is given:

Teacher-Training Course in Elementary Grades*

First Year

<table>
<thead>
<tr>
<th>First Term</th>
<th>Second Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>Arithmetic</td>
</tr>
<tr>
<td>Physiology</td>
<td>Political Economy</td>
</tr>
<tr>
<td>Art</td>
<td>Art</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>Gymnastics</td>
</tr>
<tr>
<td>History of Education</td>
<td>General Methods</td>
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<td>Principles of Psychology</td>
<td>Educational</td>
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Second Year

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<td>English</td>
<td>English</td>
</tr>
<tr>
<td>American History</td>
<td>Civics</td>
</tr>
<tr>
<td>Agriculture</td>
<td>Agriculture</td>
</tr>
<tr>
<td>Writing</td>
<td>Writing</td>
</tr>
<tr>
<td>Special Methods</td>
<td>School Administration</td>
</tr>
<tr>
<td>Practice Teaching</td>
<td>Practice Teaching</td>
</tr>
</tbody>
</table>

* The numbers represent periods per week.

The requirement of six semester hours of education above the two semesters of practice teaching, two hours daily, gave much greater weight to professional courses in the elementary grades.

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131 Ibid., p. 87.
than was given to them in the other teacher-training curricula. Special Methods and School Administration were the only courses required for agriculture majors.\footnote{Ibid., p. 69.} One term of Psychology and School Administration was omitted from the home economics curriculum.\footnote{Ibid., pp. 74-75.} This program was not greatly modified until 1920, when both a two-year curriculum and a four-year curriculum in teacher education were offered, the latter leading to the degree of bachelor of science in education.\footnote{Southwestern Louisiana Industrial Institute, Announcements for 1920-1921, Institute Bulletin, Vol. XVII, No. 2, 1920 (Publisher not given), p. 22.} Those who met these requirements were certified to teach in high schools or to be principals or supervisors.\footnote{Loc. cit.} The Literary curriculum and the Home Economics curriculum were also extended to four years, the former leading to the degree of bachelor of arts, and the latter to the degree of bachelor of science in education.\footnote{Ibid., p. 18.} The work for elementary teachers had been divided into two curricula, a "Primary Curriculum" for teachers of grades one to three and a "Special Methods Curriculum" for teachers of grades four to seven.\footnote{Ibid., p. 22.}

In 1921 the teacher-training program consisted of the following curricula:
Two-Year Normal Course in Pedagogy
Two-Year Normal Course in Home Economics
Bachelor of Science Degree in Education
Bachelor of Science Degree in Home Economics

The Two-Year Normal Course in Pedagogy was designed to train teachers for elementary schools. Those planning to teach in primary grades were required to take courses in primary methods and to do practice teaching in the primary grades. Those planning to teach in the upper grades took courses in special methods for the upper grades and did practice teaching at that level. 138

The Two-Year Normal Course in Home Economics was designed for teachers of home economics in junior high schools and in consolidated rural schools. 139

The number of education courses offered at this time was twenty-eight. The new courses included Classroom Management and Supervision, Psychology of Reading, Educational Tests and Measurements, Psychology of High-school Subjects, Psychology of the Abnormal, Principles of Secondary Education in Louisiana, Organization and Supervision of the Elementary School, Principles of Study, Problems for Principals, and The Junior High School. 140

The institution greatly increased its offerings in teacher education during the next three years. In 1924 the following curricula were suggested:


139 Ibid., pp. 40-41.

140 Ibid., pp. 52-60.
Four-Year Curricula

Science and Mathematics
English and History
History and French
English and French
Home Economics
Rural Education

Two-Year Curricula

Primary Education
Elementary Education
Public School Music
Physical Education
Commercial Education

The number of four-year curricula could be increased by combinations of other subjects, such as science and agriculture. Thirty-four education courses were offered. These courses were grouped around fields in education. The fields and the number of courses in each follow: Psychology, nine; Elementary Education, eleven; Principles of Education, seven; Secondary Education, three; School Administration, four. These courses were taught by seven members of the School of Education faculty. One of these teachers had a doctor of literature degree and the other six had bachelor of arts degrees. Only those students who took the two-year teacher-training curricula were required to do student teaching. This teaching was done in the public schools of the City of Lafayette.

141 Southwestern Louisiana Industrial Institute, Twenty-Fourth Annual Catalogue, Institute Bulletin, Vol. XXI, No. 2, 1924 (Publisher not given), pp. 115-122.

142 Ibid., p. 115.

143 Ibid., pp. 124-132.

144 Ibid., p. 111.
under the direction of the head of the teacher-training department. It was supervised by three critic teachers in the elementary grades and two in the primary grades, all of whom had baccalaureate degrees.  

According to Stephens, sixteen students completed the two-year normal course in 1913. By 1924, 495 students had received two-year normal-course diplomas, forty-three had received bachelor of arts degrees and ten had taken bachelor of science degrees in teacher-training courses.

7. St. Mary's Dominican College

St. Mary's Dominican College, originally St. Mary's Dominican Academy, was founded in New Orleans in 1860 by the Dominican Sisters of Cork, Dublin, Ireland. It remained an academy until given the authority by legislative action in 1910 to confer degrees and diplomas. This action came partly as a result of successful efforts on the part of the institution to establish a normal school in 1908.

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145 Ibid., p. 122.
147 St. Mary's Dominican College, Catalogue, 1946–1947 (Publisher not given), p. 7.
In 1910 the two-year normal course included the following education courses: Principles of Teaching, History of Education, Psychology, Elementary Methods, Classroom Management, Educational Measurements, and Practice Teaching. The same courses were given in the College Course of four years, the majority being offered in the senior year.  

As time passed, these courses were modified to suit changing conditions and demands, much as they were in other institutions. No exact record of the number of graduates of the teacher-training course is available for the period under consideration, but a total of 150 appears to be a conservative estimate. 

8. Louisiana College

Louisiana College did not begin a definite program of teacher education until 1924. It offered some work in education, however, as early as 1910-1911. In that year the School of Music offered a three-session course intended "to qualify young men and young women for an active career in conducting and teaching in musical institutes, normal schools, and evangelistic singing." 

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151 Loc. cit.

152 Loc. cit.

In the same year the School of Philosophy and Economics offered a course in History and Philosophy of Education.154

By 1914 the college's program of teacher education was accepted as the basis for a "permanent certificate to teach in any of the public schools of Louisiana, without examination, except in theory and art of teaching."155 In the following year the School of Philosophy and Education offered its usual course, History of Education, and an additional one in Theory and Art of Teaching, "a practical course including textbook work, collateral reading, writing of themes, and lesson plans, and practical teaching."156 The program for 1916-1917 was planned to meet the certification requirements for high-school teachers,157 a beginning in specialization.

9. Mansfield Female College

Mansfield Female College was offering courses in education as early as 1912. The earliest available records show that Myrtle Hunt took Psychology and History of Education in 1912.158


158 Mansfield Female College, Records, 1912-1921, p. 183.
The following year Lorra Hughes took Pedagogy, Teaching, and History of Education.¹⁵⁹

In 1917 the institution had a Normal Department and was offering the two-year teacher-training course listed below.¹⁶⁰

The numerals indicate the time in years devoted to each subject.¹⁶¹

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Senior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English: Grammar Review,</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>Oral Work</td>
</tr>
<tr>
<td>Arithmetic and</td>
<td>Methods</td>
</tr>
<tr>
<td>Algebra (Review)</td>
<td>History of Education</td>
</tr>
<tr>
<td>History (Selected)</td>
<td>Biologic Sciences</td>
</tr>
<tr>
<td>Psychology</td>
<td>Observation and Practice</td>
</tr>
<tr>
<td>Pedagogy</td>
<td>Teaching</td>
</tr>
<tr>
<td></td>
<td>Sight Singing</td>
</tr>
</tbody>
</table>

The only change made in this program by 1924 was the elimination of Pedagogy and the increasing of the study of Psychology from one-half year to one year.¹⁶²

The Normal Department was evidently established in 1911, as a list of graduates shows that the first "L.I." (Licensed Instructor) diplomas were granted in 1913.¹⁶³ By 1924 a total of 165 such diplomas had been granted, the greatest number in any one year being thirty-three in 1923.¹⁶⁴

¹⁵⁹ Ibid., p. 182.
¹⁶⁰ Mansfield Female College, Catalogue, 1917-1918, (Publisher not given), p. 8.
¹⁶¹ Ibid., p. 7.
¹⁶³ Ibid., p. 34.
¹⁶⁴ Ibid., pp. 34-36.
Silliman Collegiate Institute established a Teacher-Training Department between 1911 and 1919. The exact year cannot be determined. In 1911, the only work offered in teacher education was a course in Philosophy and Pedagogy. By 1919 a Teacher-Training Department had been established and the Education courses offered were General Psychology, Principles of Teaching, Special Methods, Educational Psychology, School Management, and Observation and Practice Teaching.

The teacher-training curriculum met the requirements of the State Board of Education at that time, and graduates of the college who had taken the course were entitled to a first-grade teacher’s certificate without examination. The institution continued to offer teacher-training throughout this period. The annual report of the State Department of Education for the session of 1924-1925 listed seven graduates. This was perhaps lower than the average number, as the report for 1920-1921 showed sixteen graduates for that session.

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166 Silliman Collegiate Institute, Announcement, 1919-1920 (Publisher not given), pp. 20-21.

167 Ibid., p. 21.


II. Loyola University

Loyola University, founded by the Jesuit Fathers in 1911\textsuperscript{170} and chartered by the State of Louisiana in 1912\textsuperscript{171} with power to grant degrees, began work in teacher education in the summer of 1920.\textsuperscript{172} The program of studies was designed to assist teachers in passing examinations, and consisted largely of a review of the subjects covered by the examinations.\textsuperscript{173}

By 1923 Educational Psychology, Educational Measurements, Principles of Teaching, Special Methods, School Management, and Observation and Practice Teaching had been added to the summer-school program, and college credit was allowed for these courses.\textsuperscript{174} No teacher-training work was given during any regular sessions until 1924. Available records do not show the number of teachers trained during this period, but twenty-five students completed the four-year education course in 1926.\textsuperscript{175}

\begin{flushright}
\begin{enumerate}
\item \textsuperscript{170} Loyola University, \textit{Catalogue, 1915-1916} (Publisher not given), p. 12.
\item \textsuperscript{171} \textit{Ibid.}, p. 2.
\item \textsuperscript{172} Personal correspondence between the author and the Reverend Father Whelan, S. J., Chairman, Department of Education and Physical Education, Loyola University, October 21, 1946.
\item \textsuperscript{173} \textit{Loc. cit.}
\item \textsuperscript{174} Loyola University, \textit{Catalogue, 1922-1923} (Publisher not given), p. 66.
\end{enumerate}
\end{flushright}
Centenary College offered one course in education as early as 1909, this subject being listed as one of the courses on the record sheet of L. E. Martin, who entered the college that year. However, it did not begin a definite program of teacher education until 1921, when it offered courses designed primarily to assist teachers in Sunday School work. The courses offered in 1921-1922 included History of Education, Educational Psychology, Genetic Psychology, Principles and Methods of Religious Education, The Sunday School, Teacher-Training for the Sunday School.

A shift to the education of teachers for the public schools was soon made. The offerings for 1922-1923 included: History of Education, Educational Psychology, Genetic Psychology, Principles of Secondary Education, Essentials of Tests and Measurements; School Hygiene, and General Psychology.

Two years later special emphasis was given to preparation for teaching at different levels in the public schools, the following courses being added: History of Modern Elementary Education, Principles of Teaching, The Junior High School, Methods of Teaching in the High School, Psychology of Childhood, and Student

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176 Centenary College Records, Record Sheet of L. E. Martin (Pages arranged alphabetically, but not numbered.)

177 Centenary College of Louisiana, Bulletin, 1921-1922 (Publisher not given), pp. 36-37.

Teaching in the Elementary Grades.179

13. College of the Sacred Heart

College of the Sacred Heart, though founded at Grand Coteau in 1818, did not begin a definite program of teacher education until 1921. At that time the courses included the following: General Methods, Materials and Methods in Arithmetic, Principles of Teaching, Classroom Management, History of Education, Primary Instruction, Practice Teaching, and Drawing.181

Those who completed the Teacher-Training Course were entitled to a teacher's certificate without an examination,182 and at the end of the 1920-1921 session there were six graduates. By 1925 this number had increased to fourteen.183

14. St. Vincent's College and Academy

St. Vincent's College and Academy, founded at Shreveport in 1868, began a definite program of teacher education in 1918.

179 Centenary College of Louisiana, Catalogue of 1924-1925, Bulletin Vol. 92, No. 1 (Publisher not given), pp. 64-66.

180 College of the Sacred Heart, Bulletin of Information, 1944-1945 (Publisher not given), p. 3.


182 College of the Sacred Heart, Bulletin of Information, 1944-1945, op. cit., p. 3.

At that time it was registered by the State Department of Education as a normal college. The two-year curricula were designed to prepare teachers for primary grades, intermediate grades, and grammar grades. These included a greater number of education courses than was offered by the other small institutions at that time, the total number of courses being sixteen, as follows: Psychology I, Psychology II, Psychology of Education, Essentials of Tests and Measurements, Principles of Teaching, Methods in Primary Grades, Methods in Arithmetic, Methods in Intermediate Grades, Educational Sociology, History of Education, Student Teaching in the Grades, Philosophy of Education I, Philosophy of Education II, and Physiology of Education III. Each of these courses had a credit value of one unit except student teaching, which had a maximum value of three units. A total of six units in education was required for each of the curricula, Principles of Teaching, Psychology I and II, and Student Teaching being required in all three. Both the

185 St. Vincent's College, Bulletin, 1919 (Publisher not given), pp. 24-25.
187 Loc. cit.
188 Ibid., p. 3.
number of curricula and the number of education courses were unusually large for a private institution of this kind, but very few students took advantage of it, the number of graduates in 1925 being only three. 189

G. Progress of Teacher Education During the Period

The discussion in this chapter has been devoted to the amounts and types of professional education given in normal schools and colleges from 1906 to 1924. It was shown in the preceding chapter that at the beginning of this period in 1906 there were 4,470 teachers in the state. Of this number, 1,563, or 35 per cent, were graduates of two-year teacher-training departments. No reference was made to the number of four-year college graduates as no account of the number could be found. It must be assumed that the number was so small as to be negligible, since in 1911 it was only 174. 190

In 1915, the middle of this period, the number of teachers had risen to 5,981, of which number 2,098, or 35 per cent were graduates of two-year teacher-training departments. The fact that the percentage of graduates of two-year normal schools had not risen, tends to indicate that not much progress had been made. However, there were at this time 618, or 10.3 per cent,


of the teachers who were college graduates, which is indicative
of progress. But it should be noted that 415, or 69 per
cent of the four-year graduates were graduates of institutions
outside of Louisiana. That the percentage of two-year normal-school graduates
had not risen may be due largely to the fact that the Louisiana
State Normal School and the New Orleans Normal School were still
responsible for almost all work being done in the state at this
level. While it is true that other institutions had begun such
work, the number of teachers they had trained by this time was
negligible. The results of their work became apparent by the end
of the period, however. In 1924 there were 8,406 teachers in
the state and 3939, or 46.9 per cent of them, were graduates of
two-year teacher-training departments. Greater progress still
is evidenced by the fact that 1492, or 17.7 per cent, were college
graduates.

Another way of noting the progress is to observe the
increase in numbers of two-year and four-year graduates. The
number of two-year graduates rose from 1563 in 1906 to 2093 in
1915, an increase of 33.9 per cent, and to 3939 in 1924, an

191 Louisiana Department of Education, Pictures of Public
School Interests and Discussions of Public School Questions, Part IV
of the Biennial Report of 1913-1914 and 1914-1915 (Baton Rouge:

192 Loc. cit.

193 Annual Report of the State Department of Education of
Louisiana for the Session 1923-1924, op. cit., p. 20.
increase of 88.2 per cent from 1915 to 1924. The number of college graduates rose from 174 in 1911 to 618 in 1915, an increase of 255.2 per cent in four years, and then to 1,492 in 1924, another increase of 141.4 per cent in nine years. These figures show that in this period from 1906 to 1924 the total number of teachers in the state increased by only 88 per cent. During the same period the number of those who were graduates of two-year teacher-training programs increased by 152 per cent, and the number who were graduates of four-year college programs increased by 757 per cent from 1911 to 1924.

Examination of the programs of education at the beginning, at the middle, and at the end of the period leads to the conclusion that the quality of training had also improved.
CHAPTER V

SPECIALIZATION IN TEACHER EDUCATION

1925-1947

The term "specialization" as used in this study refers to that part of a teacher's training which was intended to prepare for a special kind of teaching position, such as primary teacher, mathematics teacher, principal of an elementary school, or supervisor of instruction. The spread of specialized training to different teacher-training institutions of the state and the effect which it had upon their programs are referred to as the "specialization movement."

Some of the evidence presented in Chapter IV shows that specialization in teacher education was begun by the Louisiana State Normal School as early as 1912, that it was steadily increased in this school, and that it was begun in other schools. By 1924, the end of the period of "Expansion and Improvement in the State Program of Teacher Education," the specialization movement was well under way. It should be pointed out, however, that much of this specialized training was not required by the certification laws of the day and that the shortage of teachers created by World War I greatly interfered with the enforcement of certification requirements. The result was that the teacher-training schools were not greatly affected by specialization.
until after the certification regulations of 1924-1925 and those of 1929 became operative.

This chapter is devoted to a discussion of the specialization movement during the period from 1925 to 1947 and deals with: factors that created a demand for specialization; modifications of teacher education during the period; and the status of teacher education at the close of the period, 1947.

A. Factors That Created a Demand for Specialization

Several developments during this period made specialization not only more desirable but necessary. Some of the developments pertained to the high school, some to the elementary school, some to the whole curriculum of the public schools, and some to the various certification requirements set up during the period. These are discussed under the following titles: The Expanding High-School Program of Studies; The State-Approved Elementary School; the State-Wide Program of Curriculum Revision; and Specialization as a Result of Certification Requirements.

1. The Expanding High-School Program of Studies

The authorization of high schools in 1904 by the State Board of Education was accompanied by the setting up of programs of studies for the high-school departments of authorized schools. One of the earliest of the programs was that of 1904. This was a three-year program and contained only four "electives," French, bookkeeping, stenography and typewriting, and English history. ¹ Except for

the electives, all students were required to take the same work, as there was only one curriculum. The subjects included the following: mathematics, (algebra and geometry), physical geography, literature, English, Latin, the sciences (botany, zoology, physics, chemistry, and physiology), history, "The Arts," music, penmanship, drawing and physical culture. \(^2\)

The employment of Dr. S. E. Weber as high-school inspector in 1907\(^3\) resulted in real development and expansion of this program. In 1909 the State Department of Education adopted a program consisting of three curricula, literary, commercial, and agricultural, each of which required four years for completion. \(^4\)

The addition of two curricula and an extra year of study to the program created a need for better training of teachers and also made necessary some specialized training. The placing of agriculture in the high school program, for instance, made necessary the employment of teachers with special training in agriculture, and this was perhaps the most significant change. \(^5\) The commercial curriculum included the new subjects of economics or commercial

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\(^2\) Loc. cit.


\(^5\) Loc. cit.
history and commercial geography or commercial law. It also made bookkeeping and typewriting and stenography required subjects instead of electives, and this expansion made necessary additional specialized training for commercial teachers. The more advanced work required in the fourth year perhaps created a need for additional training on the part of some teachers; and the inclusion of German, Greek or Spanish, along with Latin and French, as electives may also have required more specialization.

The high-school program of studies was expanded again in 1916 so that it included five curricula: literary, agricultural, domestic economy, commercial, and general. The inclusion of two new curricula at this time, however, did not have as great effect as it had in 1912, the addition of domestic economy being the only change that made necessary additional special training for teachers.

Several additional changes were made in the program of studies during the next twenty years, so that by 1937 the high-school program contained a college-preparatory curriculum, a home-economics curriculum, an agricultural curriculum, and an industrial-arts curriculum, each of which included subjects

6 Loc. cit.

7 Loc. cit.

requiring much specialized training. ninth Industrial arts, which included general shop, woodwork, mechanical drawing, elementary electricity, motor mechanics, machine shop, and sheet metal-craft, was an entirely new curriculum. Other subjects which were not in the earlier curricula were speech, vocations, solid geometry, plane trigonometry, sociology, problems of democracy, office practice, and salesmanship and advertising.

Another feature of this program which made specialization of training necessary was the inclusion of four full years of study in many of the subjects, the last two years often being of a rather advanced nature. Four years each of the following languages, for example, were included: Latin, French, Spanish, German, Italian. The program in music included vocal music, music appreciation and history, instrumental music, and music theory, each of which was divided into several distinct divisions that might well be a major field of study.

In order that a better understanding may be had of the amount of specialized training required of the high-school teachers in 1944, the major fields of study and the maximum number of units offered in each are listed here:

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10 Ibid., p. 39.

11 Ibid., pp. 31-37.

12 Ibid., p. 35.
<table>
<thead>
<tr>
<th>Fields of Instruction</th>
<th>Maximum Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>10</td>
</tr>
<tr>
<td>Social Studies</td>
<td>7</td>
</tr>
<tr>
<td>Mathematics</td>
<td>$6\frac{1}{2}$</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>20</td>
</tr>
<tr>
<td>Home Economics</td>
<td>4</td>
</tr>
<tr>
<td>Agriculture</td>
<td>4</td>
</tr>
<tr>
<td>Business Education</td>
<td>9</td>
</tr>
<tr>
<td>Industrial Arts</td>
<td>$9\frac{1}{2}$</td>
</tr>
<tr>
<td>Art</td>
<td>2</td>
</tr>
<tr>
<td>Health, Physical and Safety Education</td>
<td>1</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>104.2</strong></td>
</tr>
</tbody>
</table>

One other development which accompanied the expansion of the high-school curriculum and which influenced teacher education was the program of supervision of high-school instruction. This work, begun as "high-school inspection" in 1907 by Weber, was expanded and improved at the same time as was the high-school curriculum.

Expansion was begun almost immediately after Weber was employed. E. S. Richardson was listed as Inspector of Agricultural Schools in the biennial report of Superintendent Harris for 1908–1909,\(^14\) and Miss Elizabeth Kelley as Inspector of Domestic Science Schools in the report for 1911–1913.\(^15\) Thus, within a period of

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\(^15\) *Biennial Report of the State Superintendent of Public Education to the Governor and to the General Assembly, 1911–1913*, op. cit., p. 3.
five years, the number of inspectors had increased from one to three, two of the three working in specialized fields.

Additions and changes were made in the organization for high-school supervision as time passed. By 1924, the State Department of Education staff responsible for high-school supervision consisted of the following:

State High-School Inspector
Assistant State High-School Inspector
State Supervisor of Physical Education
State Supervisor of Agriculture
State Supervisor of Home Economics
Assistant State Supervisor of Home Economics
State Supervisor of Agricultural Teacher-Training

Passage of time brought still further additions to the staff, indicating more emphasis upon specialization. The supervisory staff for high-school instruction in 1940 was:

Supervisor of English and Language Arts
Supervisor of Mathematics and Science
Supervisor of Social Studies
Supervisor of Commerce
Supervisor of Home Economics
Supervisor of Vocational Agriculture
Supervisor of Music
Supervisor of School Libraries
Supervisor of Health, Physical, and Safety Education
Supervisor of Industrial Arts

At this time the Supervisor of Home Economics had four assistants, the Supervisor of Vocational Agriculture had two assistants, and the Supervisor of Music had one assistant, making


a total of seventeen members of the staff. It should be pointed out, however, that with perhaps the exception of home economics, industrial arts, and vocational agriculture, these supervisors dealt with the elementary schools as well as the high schools. Some changes have been made since 1940, but the basic idea of having supervision along subject or specialized lines still prevails.

2. The State-Approved Elementary School

Certain factors which helped to develop the present program of state-approval of elementary schools were instrumental in raising the standards and levels of teacher education. One of these factors was state supervision of the elementary schools and the other was certification of teachers.

The inauguration of a program of state supervision for rural schools in 1909 soon brought out the fact that the teachers in these small schools were not as well qualified as were those of the larger schools. Replies to a questionnaire which the Supervisor of Rural Elementary Schools, C. J. Brown, sent to the various parish superintendents immediately after his appointment as supervisor, in 1909, show that approximately three-fourths of the parish superintendents felt that the teachers in their one-room schools were inferior to those in the larger schools. Results

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18 _Loc. cit._

of this questionnaire brought to the attention of the school people and of the public the disadvantages under which these inferior teachers had to work, disadvantages as to buildings, equipment, accessibility of the schools, and poor courses of study. 20

These findings caused Supervisor Brown to make several recommendations, two of which had an important bearing upon teacher education. These were that many small schools be consolidated and that the general qualification requirements of teachers be raised. It has already been shown that consolidation of schools helped to raise the level of teacher education. Brown's direct recommendation to raise the qualification requirements, especially as it was based upon such clear evidence of need, was probably partly responsible for the comparatively high level of training that came to be required for teachers of the elementary schools. 21

For several years the work of the Supervisor was more in the field of organization and administration than in the supervision of instruction. However, by 1917, attention was being shifted to the classroom and to the quality of teaching. In that year standardized achievement tests were given in a number of schools. These tests led Supervisor Brown to report:

In our efforts during the past several years to consolidate schools, raise funds, and build

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20 Ibid., pp. 241-243.
21 Ibid., pp. 247-251.
school houses we have lost sight of that close supervision of the classroom work absolutely essential to effective teaching. We have built up splendid school plants in many if not most parishes, but the work being done in them is far inferior as yet to what we might reasonably expect. We believe that these tests will stimulate rapid improvement along this line.22

The following year Assistant Supervisor J. M. Foote, after briefly reviewing the achievements in such factors as organization, consolidation, and administration suggested that

Having constructed this large educational plant, we should begin to ascertain the facts about the product. We should look carefully into the actual operation of the schools and find out a few of the essential things about the results of the instruction that the children are receiving.23

These statements by Brown and Foote indicate a changing concept of the activities of the elementary supervisors. Events of the next few years show clearly that a shift in viewpoint was made. Much more time and effort were given to supervision of instruction and much less to organization and administration.

In 192024 the Elementary Division of the State Department of

22 Louisiana State Department of Education, Field Force Reports for the Month of October, 1917, Educational Bulletin, Volume 3, Number 1, 1917 (Publisher not given), p. 27.

23 Louisiana State Department of Education, Field Force Reports for the Month of January, 1918, Educational Bulletin, Volume 3, No. 4, 1918 (Publisher not given), pp. 7-8.

Education began the practice of preparing in advance of the opening of schools each fall, state supervisory programs, a practice designed to center the supervisors' attention upon instruction.

The activities listed in these programs were intended to improve instruction, and thus, indirectly, to improve the instructors. Many of them appear to have been planned especially for the better education of the teacher. Among the most significant activities listed in the first three programs, beginning in 1920, were the following:

1. Give more attention to explaining and interpreting the Course of Study with a view to making it more useful.
2. Supply professional references, classified by subjects.
3. Supply teachers with and encourage them to use a rating scale for teachers in service. The purpose of this will be "self-improvement through self-rating."
5. Teach demonstration lessons.
6. Prepare, use, and distribute illustrative lesson in reading, arithmetic, language, spelling, and geography.25

These efforts on the part of the state supervisor to improve instruction and instructors were supplemented greatly in 1920 when Superintendent Harris began a movement to provide parish supervisors.26 By 1925 seventeen parishes had supervisors.27

26 Ibid., p. 28.
and by 1946 fifty-six parishes had them. Many of the parishes in 1946 had more than one supervisor, Orleans having three supervisors and fifteen specialists in the various school subjects.

The intensified and concerted efforts on the part of the parish and state supervisors to improve instruction brought to light the need for a standardized elementary school, just as in earlier years similar efforts on the part of the high-school inspectors had revealed a need for a standardized high school. This need for a standardized elementary school was brought before the annual conference of supervisors in 1926, and a committee of supervisors and superintendents was appointed to prepare a list of standards for use in approving elementary schools. The Committee's report and recommendations were adopted by the State Board of Education, September 13, 1928.

The principal items upon which the schools were to be evaluated included course of study, length of term, qualifications of teachers, teaching load, buildings and grounds, and equipment.

Many of the factors relating to the "Approved Elementary


\[\text{\footnotesize 29 \textit{Ibid.}, pp. 10-11.}\]


\[\text{\footnotesize 31 \textit{Loc. cit.}}\]
Schools were also related to teacher education, as has been shown. However, the setting of comparatively high qualifications for teachers in such schools was more directly related to this than any of the other factors. A comparison of the standards for elementary teachers in unapproved schools with those in approved schools will show to what extent this is true. Item three of the list of standards follows:

Qualifications of Teachers: Every teacher must hold at least a Class III certificate. Every new teacher who is a graduate of an approved teacher-training institution must teach in the department (primary, intermediate, or grammar grade) in which she is specialized in the teacher-training institution. Principals of schools having more than two teachers must have had at least two years' teaching experience.\(^{32}\)

Below the Class III certificate from the standpoint of qualifications were the First-Grade Certificate, the Second-Grade Certificate, and the Third-Grade Certificate.\(^{33}\) At this same time there were 9605 teachers with Class III certificates and 6585\(^{34}\) with certificates of the lower ranks, certificates which would bar them from working in an approved school. This factor was probably instrumental in causing many teachers already

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\(^{32}\) *Loc. cit.*

\(^{33}\) *State Department of Education of Louisiana, Teachers' Certificates (White)* (A Leaflet of Seven Pages, issued by T. H. Harris, State Superintendent of Public Education, July 1926), pp. 5-7.

\(^{34}\) *State Department of Education of Louisiana, Annual Report for the Session 1928-1929*, *op. cit.*, p. 160.
in service to increase their training; and the requirement that all beginning teachers in an approved school be graduates of teacher-training institutions doubtless stimulated many of those in training to continue in school until they graduated, when they might otherwise have left school before graduation.

3. The State-Wide Program of Curriculum Revision

This discussion attempts to show how the curriculum-revision movement contributed to the education of teachers in Louisiana. Evidence that this movement was related to teacher education is contained in the "Foreword" of the first bulletin prepared by those engaged in the revision project. The first sentence of this "Foreword," written by State Superintendent Harris, states that "The purpose of a program of curriculum development is to improve teaching and learning."35

The movement had its origin in a conference held in the spring of 1936 with members of the staff of Teachers' College of Louisiana State University and members of the State Department of Education participating.36 As a result of this conference the University offered a course in curriculum study in the summer of 1936 "to formulate a plan of organization and to prepare a bulletin to direct the study."37

35 State Department of Education of Louisiana, Louisiana Program of Curriculum Development, Bulletin, Number 324, 1936 (Publisher not given), p. 5. (Italics not in the original)

36 Ibid., p. 9.

37 Loc. cit.
This course, "Education 270 - Curriculum Studies," was conducted by E. B. Robert, Professor of Education, Louisiana State University, and A. M. Hopper, State Supervisor of Elementary Schools. The class of forty-seven was made up of classroom teachers, principals, parish supervisors, city supervisors, parish superintendents, members of the faculties of some of the teacher-training institutions, and members of the State Department of Education.

The participation of a group of this kind in a cooperative study of the curriculum of the public schools of the state for one period of nine weeks would, within itself, contribute somewhat to teacher education. However, the plan of organization and study proposed and followed by the group, caused the movement eventually to reach a relatively large proportion of the teachers of the state. The plan called for participation in the study by every teacher in the state, as a member of one or more of the following study units: school, parish, district, state; and it resulted in the continuation of the study through 1939-1940.

The organization and program of work suggested for each of the units helped to make the undertaking more valuable. A

38 Ibid., p. 7.
39 Ibid., pp. 7-8.
40 Ibid., p. 10.
41 State Department of Education of Louisiana, Louisiana Program for the Improvement of Instruction, Bulletin No. 415, 1939 (Publisher not given), pp. 3-4.
School Unit was to be composed of the faculty of one school or the faculties of several small schools. These school units were to organize, study and prepare reports on "(1) Purpose and Need of a State-wide Study of the Curriculum and (2) Basic Philosophy and Guiding Principles in Curriculum Development" during the first month or six weeks of the 1936-1937 session.42 On completion of these assignments, they were "to study and prepare reports on the other sections of the bulletin" which were: Organization for Curriculum Study; The Aims of Education; Pupil Needs, Purposes and Interests; Nature and Scope of the Curriculum; and Teaching Procedures.43

The Parish Unit was to consist of two representatives from each school unit and was to meet at such times and places as the parish organization of teachers or the parish superintendent might decide. The function of this unit was "to coordinate the findings of the several reports from the School Units and to report its findings to the next higher group, the District Unit."44

The state was to be divided into districts and the District Unit was to be composed of two delegates from each parish in the district. This Unit was to meet at a teacher-training institution and its function was "to consider and

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43 Ibid., pp. 3-4.
44 Ibid., p. 10.
coordinate reports from the Parish Units and report its findings to the State Unit.\(^\text{45}\)

The State Unit was to be composed of "the State Director of Curriculum, the State Consultant, and at least three representatives from each District Unit." The State Unit was to meet at such times and places as the State Director of Curriculum might designate, three meetings being suggested as a minimum. The function of this Unit was to coordinate the reports of the District Units and prepare a report that would be made available to the teachers of the state.\(^\text{46}\)

The meetings were to be conducted through round-table discussions, panel discussions, and lectures. The discussions were to be directed in such a way as to secure a maximum of participation by everyone present, stress being placed upon a feeling of responsibility for the success of the meeting by each individual. Careful planning by the chairman or group leader was to precede each meeting to insure a well-organized and well-administered meeting.\(^\text{47}\)

Additional suggestions concerning the meetings — suggestions that would contribute to the professional growth of teachers who followed them — were:

- Informal discussion preferable to rigid formality,
- Opportunity for teachers to draw from their experiences.

\(^{45}\) *Loc. cit.*


Expressions of opinions, questions and illustrative contributions encouraged.

Emphasis upon reconstruction of experiences rather than upon information from books.

Thinking directed from specific topics toward generalizations which members of the group may apply in other situations.

A feeling of open-mindedness for the opinion of others.

Lack of feeling of restraint toward the leader or the one in administrative authority.

A willingness to pursue the discussion as long as profitable.

Contributions compatible with training and experience of teachers.

A desire to put into practice the ideas and theories decided upon as being worthwhile.48

A summary of the results of the year’s study was given by Superintendent Harris in Bulletin No. 351 of the State Department of Education.

The reaction of the teachers to the study program was highly gratifying. Cooperation was general and in most cases enthusiastic. Suggested problems were discussed freely in the study groups. Solutions were outlined and reports submitted to the State Unit. These reports served as source material for study by the different groups that prepared this bulletin.49

Bulletin 351 was prepared by a group of more than a hundred teachers and administrators who were members of the class in curriculum studies at Louisiana State University in the summer of 1937. In addition to the source material referred to by Superintendent Harris, the group also used information which


49 Louisiana State Department of Education, Louisiana Program for the Improvement of Instruction, Bulletin Number 351, 1937 (Publisher not given), p. 9.
it obtained from replies to a questionnaire sent to more than seven hundred teachers in attendance at four of the larger teacher-training institutions of the state.

The group recommended that the organization for study units during the 1937-1938 session be similar to that already described for the previous year, except for two additional activities. Each parish was to select a chairman or director who would call meetings as the need arose; and three or four inter-parish meetings, composed of parish- and school-unit leaders of four or five parishes, were to be held during the year.50

A major change was suggested for the study-program, further study being recommended for only two of the topics of the previous year: philosophy and aims of education; and pupil needs, interests, and purposes.51 The shift was to "a combined study, discussion, and try-out program."52

Study was to be given to the contents of Bulletin 351 and to the following questions:

Is it desirable for Louisiana to have a standardized, state-wide program of education?
Should State Courses of Study be prepared and made available to all teachers?
If the experiences which teachers and children have with try-out materials are more

50 Ibid., p. 22.
51 Ibid., p. 17.
52 Ibid., p. 23.
satisfactory than the ones they have had with conventional practices, how can the new experiences be extended? To what extent have the experiences, with the curriculum program, reduced the weaknesses of our educational program as listed in Bulletin 324 and in this bulletin?53

Questions and problems were also suggested for consideration by the various units, with the view of projecting the study beyond 1937-1938, 54 but major emphasis was placed upon try-outs. "Try-out" was a term used instead of "unit." The use of this term was significant. It was a suggestion that teachers experiment, try something new or different. Try-outs were to be used as a means of shifting "emphasis from the formal presentation of textbook materials to vitalized educational experiences that recognize and utilize the needs and interests of children." 55 Teachers were to study the sample try-outs in the bulletin, use any that seemed appropriate, and prepare, use, and exchange others. Special emphasis was placed upon the preparation and use of try-outs as a means of enriching the curriculum and of meeting local needs. Perhaps no other development of the curriculum study had a greater effect upon the thinking and classroom practices of the teachers of the state than did try-outs.56

A committee of the Curriculum Laboratory Group at the

53 Ibid., p. 25.
54 Ibid., pp. 25-26.
55 Ibid., p. 42.
56 Ibid., pp. 23-24.
University, in summarizing the progress made during the two years, 1936-1938, stated that the effect of the study had been "improved practices by administrators and teachers," and cited the following as "noticeable outcomes" with reference to teachers:

There is doubt and uncertainty on the part of some teachers as to the value of certain practices that are being advocated. However, on the whole, the program is developing self-reliance, confidence, and cooperation among administrators, teachers, and pupils.

Many teachers and pupils are taking more part in deciding what they shall do and how they shall do it.

Many teachers who have developed successful try-outs are convinced that there are opportunities for improving the program of instruction by the proper use of such units of work.

Teachers are looking more and more to sources other than the textbooks for materials of instruction. Local and meaningful materials are brought into the classroom, and the school life is thus related more closely to everyday living.

Teachers are thinking more in terms of the aims and purposes of the educational program and of child development in deciding what they shall teach and how they shall teach it.

The provisions and recommendations made by this group for further study were instrumental in promoting study among the state's teachers. The group prepared Bulletin Number 384, the major divisions of which were: Progress and Projection, Teaching

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57 State Department of Education of Louisiana, *Louisiana Program for the Improvement of Instruction*, Bulletin Number 384, 1938 (Publisher not given), p. 11.

Procedures, Discussions Requested by Teachers, Materials of Instruction, Units of Work, and Approved Schools.  

The bulletin itself was to be the basis of some future study. "Challenges to Teachers," a series of questions at the end of each section of the bulletin, provided material for additional study; but major emphasis was placed on further experimentation and increased professional reading.  

The progress made during the three years' study of the curriculum caused the Planning Commission of the Curriculum Program to decide in the spring of 1939 that the next step was the preparation of courses of study. Accordingly, the Commission appointed five state committees to develop courses of study and arranged for the laboratory group in the summer of 1939 and all of the teachers of the state during the session of 1939-1940 to assist in the work.  

Each of the five committees was assigned to develop course-of-study materials in one of the major fields of the curriculum. These were: (1) Social Studies; (2) Language Arts; (3) Science-Mathematics; (4) Creative Arts and Recreation; and (5) Practical Arts.  

A member of the State Department was named as chairman of each committee and from twelve to fifteen persons, composed of

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59 Ibid., pp. 4-5.  
60 Ibid., p. 16, et passim.  
61 State Department of Education of Louisiana, Louisiana Program for the Improvement of Instruction, Bulletin Number 415, 1939 (Publisher not given), pp. 3-4.  
62 Ibid., p. 3.
teachers, and members of the State Department of Education were selected for each committee. 63

These committees met in May, 1939, and outlined their work; and the Curriculum Laboratory Group in the summer of 1939 prepared Bulletin 415, which contains a tentative outline of the contents of a course of study for each major field. 64

A change in administration in the State Department of Education during the session 1939-1940 brought the program to an end, and the courses of study were not prepared as planned. However, the continuance of the program in such an extensive and intensive way over a period of nearly four years perhaps resulted in more professional growth on the part of the teaching force of the state than has ever occurred in a similar period of time.

John B. Robson, a member of the State Department of Education who participated in the program from its inception to its ending and who has summarized the outcomes by years, says that the teachers of the state probably did more professional reading during the first year of the program than they had done in several years previous and that this reading and study resulted in changed viewpoints by many and in changed practices by some. 65 He reported a definite improvement in teaching in many of the classrooms of the

63 Loc. cit.
64 Ibid., pp. 9-10.
State by the end of the second year and in most of them by the end of the third year. He felt that the third year of work had given one result still more important:

Probably the most important reflection that occurs as we look back on the past school year, is the fact that there was evidenced by the teachers and the school officials of the State a more wholesome disposition to analyze their teaching problems and to try to do something about them.

Perhaps the most significant result of the curriculum study, from the standpoint of specialization, was the development of major fields of instruction. Organizing the curriculum around major fields instead of subjects was away from specializa­tion along subject-matter lines. It placed more emphasis upon the teacher's ability to meet the interests, purposes, and needs of children and less upon sheer subject mastery than did the curriculum organized around subjects.

4. Specialization as a Result of Certification Requirements

Reference has been made to the relatively large amount of specialized training offered by institutions during the period, 1906 to 1924, some of which was required by certification regula­tions, especially for high-school teachers. However, the State Board of Education did not begin placing major emphasis upon

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66 Ibid., p. 6.
67 Ibid., p. 9.
68 Loc. cit.
special training until 1924. At that time it passed a regulation basing all future certification on college training, the type or class of certificate being determined by the amount of training and experience which the teacher had. The classes of certificates provided for under this plan were:

Class I — Professional Certificate
Class II — High School Certificate
Class III — Professional Elementary Certificate
Class IV — First Grade Certificate
Class V — Second Grade Certificate
Class VI — Third Grade Certificate
Class VII — Commercial Certificate
Service Certificate

Detailed analysis of all of the factors involved in the plan is beyond the scope of this work, but sufficient analysis is given to show how it affected teacher education in general and specialization in teacher education in particular. The minimum amount of college training required for the different classes was:

Class I — Baccalaureate degree
Class II — Baccalaureate degree
Class III — Two years (in teacher-training institution)
Class IV — One Year (with two or more years of teaching experience; otherwise two years)
Class V — One term (with two or more years of teaching experience; otherwise one year)
Class VI — One-half term
Class VII — Two years (in commercial work)
Service Certificate — None (based on prior service)

69 State Department of Education of Louisiana, Teachers' Certificates, White, Session 1924–1925 (Issued by the State Department of Education of Louisiana), pp. 3-7.

70 Loc. cit.
A combination of experience and college training, with consideration given to education courses, was used in determining eligibility for different positions and resulted in divisions within the classes of certificates, as Class I-A, Class I-B, and Class I-C. 71

From the standpoint of specialization, differentiation in qualifications was set up largely on the basis of administrators as one group and classroom teachers as another. Some variation was made between approved schools and unapproved schools and between elementary schools and high schools. The requirements for principals and teachers in state-approved junior and senior high schools were higher than those in schools not approved. 72

Minimum requirements for the various positions were as follows: superintendents and assistant superintendents, a baccalaureate degree from a state-approved college or teacher-training institution and five years of teaching experience; supervisors of classroom instruction, two years of work in a state-approved college and five years of teaching experience; principal of a state-approved senior high school, a baccalaureate degree from a state-approved college or teacher-training institution and three years of teaching experience; principal of a state-approved junior high school, a two-year diploma from a state-approved teacher-training institution and three years of teaching experience;

71 Ibid., p. 3.
72 Ibid., pp. 3-7.
principal of a school other than a state-approved junior or senior high school, one-half term's work in a state-approved college and three years of teaching experience; teacher in the high-school department of a state-approved senior high school, a baccalaureate degree from a state-approved college; teacher in the elementary department of a state-approved high school, a two-year diploma from a state-approved teacher-training institution and three years of teaching experience; teacher in the high-school department of a state-approved junior high school, a two-year diploma from a state-approved teacher-training institution and five years of teaching experience; teacher in the elementary grades of a state-approved junior high school, one year of work in a state-approved college and two years of teaching experience; teachers in the elementary grades of the public school system of Louisiana other than state-approved junior and senior high schools, one-half term's work in a state-approved college; teacher of commercial subjects in state-approved high schools, two years of work in commercial courses of state-approved colleges.73

These special requirements for teachers of commercial subjects marked the beginning of a trend toward such requirements for other high-school subjects. In July 1926 the State Department of Education issued a new bulletin on teacher certification that contained special requirements for teachers of home economics. This plan required that those teachers of home economics in the

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73 Ibid., p. 7.
state-approved high schools who held bachelor's degrees from state-approved colleges must have earned also fifteen college hours of credit in general home economics, three and two-thirds college hours in related science, two college hours in related art, and eight college hours in education, one of which must be in special methods of teaching home economics. There were two hours of credit in observation and practice teaching of home economics.\textsuperscript{74} Teachers in state-approved junior high schools, with normal-course certificates, were required to have ten college hours credit in home economics and five college hours in education, some of which were to be in special methods and observation and practice-teaching of home economics.\textsuperscript{75}

In 1931 the State Department of Education issued Bulletin 216, which greatly simplified the whole plan of teacher certification and set up special-training requirements for teaching the various subjects in state-approved junior and senior high schools. Under this plan, the Professional Certificate (Class I) and the High School Certificate (Class II), which were designed for high-school teachers, qualified the holder to teach "only the subjects listed on the face of the certificate as subjects specialized,"\textsuperscript{76}

\textsuperscript{74} State Department of Education of Louisiana, Certification of Teachers (White) (Issued by the State Department of Education, 1926), pp. 3-4.

\textsuperscript{75} Ibid., pp. 5-6.

\textsuperscript{76} State Department of Education of Louisiana, Certification of Teachers, (White) Bulletin 216 (Issued by T. H. Harris, State Superintendent of Public Education, 1931), pp. 3-7.
The definition of "subjects specialized" being:

On certificate of Classes I and II the applicant will be credited with specialization in any subject for which he shows adequate preparation. Generally, six college-session hours of credit will be accepted as adequate preparation to constitute specialization. 

Exceptions to this general regulation were made in the cases of home economics, music, art, and agriculture. Home economics teachers were required to present fifteen college-session hours of credit in home economics, three and one-half hours in related science, two hours in related art, and eight hours in education, one of which was to be special methods in home economics, and two in practice teaching. Certification in music required thirty-five college-session hours of credit in music courses and six in education, two of which were to be practice teaching in music. The art teacher was required to have twenty-one college-session hours of credit in art and six in education, two of which were to be in practice teaching in art. Agriculture required "completion of an approved four-year agricultural course or of a course approved as equivalent by the State Supervisor of Agriculture and showing not less than eight college-session hours in Agricultural Education." 

Other specialization requirements were added from year to year, so that by 1940 the subjects for which special training was

77 Ibid., pp. 7-8.
78 Ibid., pp. 8-9.
required, beyond the standard of six college-session hours, were home economics, music, art, agriculture, library service, and health and physical education. In addition to these special requirements for teachers of high-school subjects, teachers in the elementary school were required to have special training "in accordance with the details of the approved teacher-training course shown on the transcript," for upper-elementary work or lower-elementary work.

The requirements for teachers of art and home economics remained practically the same as for 1931, but music requirements had undergone further specialization. Different requirements were set up for teachers of vocal music, band instructors, and orchestra instructors, the total hours, however, required in music remaining the same as for 1931. The requirements for library service varied according to the amount of time the teacher devoted to this work. A full-time librarian, required in a high school with an enrollment of five hundred or more, had to have a minimum of twelve college session hours in library science and six college session hours in education, two of which were to be in practice teaching. A classroom teacher was required to have

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80 Ibid., p. 12.

81 Ibid., pp. 8-10.

82 Ibid., pp. 10-11.
four and one-half college session hours of credit in health and physical education; a part-time teacher of health and physical education was required to have nine hours, and a full-time teacher twenty hours. 83

The special requirements for elementary teachers were based largely upon two programs of training which had been agreed upon by representatives of Southwestern Louisiana Institute, Louisiana Polytechnic Institute, and Louisiana State Normal College in 1931. 84 One of these programs was for a "Kindergarten–Primary Curriculum" and the other for an "Upper-Elementary Curriculum." Each required a period of four years for completion. The only difference between the two was the courses required in education, the number of college-session hours in education being approximately the same — sixteen for the kindergarten–primary and fifteen for the upper-elementary. 85

The extent to which special education had replaced general education in the certification of teachers caused the committee which wrote the certification requirements that will become effective July 1, 1947, to make the following statement concerning their work:

The purposes of this study at the outset were:
1. To prepare certification requirements which closely

83 Ibid., p. 12.
85 Loc. cit.
underlie the minimum of general, professional, and special education desirable and attainable by a sufficient number of applicants for teaching certificates.

2. To protect the general education of teachers against the further incursion of organized special-interest groups who seem unaware of the importance of broad, general preparation outside their own fields. This is one of the principal reasons for the revision of the teacher-certification requirements.

3. To embody other safeguards to the schools for the post-war period. 86

The committee admitted its failure to provide for as much general education as it had hoped to, as it had originally planned to set up sixty-four semester hours but finally recommended only fifty. 87

The plan which was recommended to the State Board of Education and adopted by it in 1943 provided for four types of certificates as follows:

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<tr>
<th>Type</th>
<th>Requirements</th>
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<tr>
<td>Type A</td>
<td>Valid for Life for Continuous Service</td>
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<tr>
<td>Type B</td>
<td>Valid for Life for Continuous Service</td>
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<tr>
<td>Type C</td>
<td>Valid for three years</td>
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<tr>
<td>Type T</td>
<td>Trade Certificate. Valid for not more than two years. 88</td>
</tr>
</tbody>
</table>

Requirements for Types A, B, and C were alike in that each required a baccalaureate or higher degree from an approved college.

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87 Loc. cit.

They were different in that Type A required five years of teaching experience, Type B, three years, and Type C, none. Eligibility varied according to amount of experience and "Subjects and Services Specified," the specialization feature which authorised the teacher to render only those services listed on the certificate.

The special requirements were very similar to those of former years, but with certain definite restrictions added. A total of one hundred and twenty-four semester hours was required, which were to be distributed as follows:

A minimum of 50 semester hours in general education; a minimum of 18 semester hours in professional education; and the remainder devoted to special subject fields for authorization of employment for high-school teaching, or to additional general and professional education for authorization of employment for elementary school teaching.

Requirements in terms of semester hours were listed for the different positions in the public school system. Discussion of the details is not essential to this study. However, for the purposes of showing the extent of specialization, an outline of the listings of specific certificates is given.

1. For Administrative and Supervisory Services:
   a. For superintendent
   b. For supervisor of classroom instruction

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89 loc. cit.
90 loc. cit.
91 Ibid., p. 10.
Reflection upon the various aspects of this plan for certification leads to the conclusion that while it may have safeguarded the "general education" phase of a teacher's education, it also provided for an extreme amount of specialization. Discussions in the next section of this chapter show that Louisiana State University was the only institution in the state that could provide a program of education sufficiently broad to qualify teachers for all positions included in the plan, without greatly increasing its offerings. The fact that the committee which wrote this plan of certification began its work with the idea that the general education of teachers should be protected against further encroachments by special-interest groups and that it finally recommended more specialized training than had previously been required is a sign that such training had become a large and indispensable factor in the education of teachers.

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92 Ibid., pp. 13-23.
For the purpose of showing more clearly the development of special-training requirements for teachers, a brief summary of the major steps in the development is given. The requirements for certification set up in 1924 were based largely upon amount of training. Variations in requirements were made between administrators and classroom teachers, high-school teachers and elementary-school teachers, and approved schools and unapproved schools. Commercial subjects were the only subjects for which special training was required. In 1926 special requirements were set up for home economics teachers. A new plan of certification in 1931 required that a high-school teacher have special training in a subject before being certified to teach it. The minimum amount of credit required for most subjects was six college-session hours. The requirements for home economics, music, art, and agriculture were set much higher than the minimum. By 1940 special requirements for certification in music had been increased, and health and physical education had been added to the list of subjects requiring special training. A plan of certification adopted by the State Board of Education in 1943 set up special requirements for administrative and supervisory services, for high-school teaching, for upper- and lower-elementary grade teaching, and for nursery-school-kindergarten teaching. Special training requirements were set up for sixteen types of teaching positions, fifteen of which were designated according to subjects.

Comparison of the plans for 1924 and 1943 shows that they were similar in that both contained one set of requirements for
administrators and other sets for classroom teachers. They were different in that the plan for 1943 required a greater amount of training for most positions than did the plan for 1924. The 1943 plan also contained special requirements for fifteen different subjects while the 1924 plan contained special requirements for only one. This great increase in required specialized training necessitated modifications of teacher-training programs. Discussions in the next section of this chapter show the most important of these modifications.

B. Modifications of Teacher-Training Programs

Some of the institutions that assisted in the education of teachers during the period 1906-1924 were closed during the period now under consideration; some began offering teacher-training courses; and others functioned throughout the period, modifying their programs as the needs arose, and as they could. No attempt is made to trace all these modifications, as such a procedure is beyond the scope of this study. Some discussion is given to the work of the private institutions, but major emphasis is placed on the work of the state institutions, which trained a great majority of the teachers. Modifications which they made in the programs at different times during the period are given, and evaluations in terms of both quality and quantity of work are made.

Very little information could be obtained concerning the number of teachers trained by the private institutions. The annual reports of the state superintendents of public education from 1926
to 1945, inclusive, contain some information as to the number of students who completed education courses in these institutions, and this was used to compile Table X. The reports show the number of students who completed two-year courses, four-year courses, and graduate courses in education, but do not state whether those who completed these courses received certificates. Neither do they show that those who completed the four-year courses or the graduate courses received degrees. They do list as graduates all students who completed either of the three courses. Although the information in Table X is incomplete it is indicative of the contribution made by the private institutions to teacher education from 1926 to 1945. The total number of students who completed education courses during the twenty-year period was 1924. The yearly average number was ninety-six.
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Compiled from the annual reports of the state superintendents of public education, 1926-1945 (Blank spaces indicate only that no report was received by the state superintendent from the institution.)
1. Mansfield Female College

Mansfield Female College, which was closed from lack of funds in 1930, did not change its program of teacher education from that of the previous period, as certification requirements up to the time of its closing did not make a change necessary. However, during the period of 1925 to 1929, inclusive, one hundred forty-two students completed the two-year teacher-training course.

2. Stillman Collegiate Institute

Stillman Collegiate Institute continued its two-year program of teacher training until its closing from lack of funds in 1931. The courses in Education required in the teacher-training program in 1925-1926 were the same as those for 1919-1920, and reports to the State Department of Education show that from 1926 to 1929, inclusive, only fifty-seven students completed the program.

3. Mt. Carmel Normal College

Mt. Carmel Normal College of New Orleans obtained the approval by the State Department of Education of a Normal Department in 1925 and has trained teachers continuously since that time.

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95 Mansfield Female College, Catalogue, 1929-1930 (Publisher not given), pp. 52-54.
The number of teachers trained annually was small, as was shown in Table I, as the primary purpose of the institution has been to train teachers for its own order.99

In the beginning the college offered only a two-year course, but this was increased to three years when state regulations required three years of training for elementary teachers. No effort has been made to add a fourth, the students going to Loyola for their fourth year instead.100

The three-year program met the special requirements for elementary teachers at the time this amount of training was required. The courses in Education included: Elementary Education, Technique of Teaching, General History of Education, Special Methods in the Primary Grades, Special Methods in the Intermediate Grades, Special Methods in Grammar Grades, Student Teaching in Primary Grades, Student Teaching in Elementary Grades, Psychology, Psychology (How Children Learn), Educational Tests and Measurements, The Psychology of Childhood.101

The number of teachers trained each year is shown in Table I. Since the greatest number to complete the program in


99 Loc. Cit.

100 Loc. Cit.

any one year was nine, it is evident that the institution could have done but little more than supply teachers for the schools which it operated.

4. Ursuline College of New Orleans

Ursuline College of New Orleans, founded in 1927 on the two-hundredth anniversary of the landing of the Ursuline Nuns in New Orleans, began a program of teacher training in 1931. The first program was designed to train teachers for both elementary school and high-school positions. It consisted of "methods" in each of the following: biology, chemistry, English, French, history, Latin, mathematics, physical education, and Spanish.

In addition to the methods courses there were:

- Introduction to Education
- Principles of Teaching
- History of Education — Ancient and Medieval
- History of Education — Modern
- Secondary Education
- Educational Tests and Measurements
- Methods in Elementary School Teaching
- Methods in High School Teaching

Practice teaching was required after the methods course in each subject, the two carrying seven semester hours of credit, all of the work being done in the departments in which the subject was placed and not in the Department of Education.105

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103 Personal letter to the author, dated February 24, 1947, from Mother Mary Majella, O.S.U., Division of Public Relations, Ursuline College.


105 Loc. cit.
This program was greatly modified in 1935-1936 when the methods courses and practice teaching in the different subjects were dropped and a large number of more general courses were added, the program then being:

- Introduction to Education
- Principles of Teaching
- Philosophy of Education
- History of Education - Ancient and Medieval
- History of Education - Modern
- Principles and Techniques of Teaching in the Kindergarten and Primary Grades
- Materials and Methods in Elementary Subjects
- Theory of Educational Tests and Measurements
- Administration of Tests and Measurements
- Statistical Methods in Education
- Classroom Management
- Observation and Practice Teaching

In addition to these courses offered by the Department of Education, the following, which were offered by the Department of Psychology, were of special value to teachers:

- Educational Psychology
- The Psychology of Learning
- Child Psychology
- Adolescent Psychology
- Diagnostic and Remedial Methods in Psychology and Education
- Psychology of Elementary School Subjects

The two-year teacher training course at this time required twelve semester hours of English, twenty-four of education, eight of science, six of psychology, four of religion, and six of history, with six hours of electives.

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107 Ibid., pp. 35-36.
108 Ibid., p. 19.
In 1937 the teacher-training course was increased to three years, the requirements then being: English, eighteen semester hours; mathematics, six; psychology, twelve; science, eight; religion, six; education, thirty-one; history, twelve; and physical education, nine. The offerings in education and psychology were the same as for the previous year, but the offerings in physical education had increased from "Elementary Gymnastics" and "Outdoor Activities" carrying no credit to the following:

- The Principles, Organization, and Administration of Health and Physical Education
- Theory and Practice of Physical Education (games, stunts, tumbling, rhythms, etc.)
- Theory and Practice of Physical Education (Coaching volleyball, baseball, basketball, tennis, track)
- Health Education, including the teaching of Health and School Health Problems
- First Aid

The subjects carried a total of nine semester hours credit, which were required in the teacher-training course and for certification. In 1937-1938 the teacher-training course was extended to four years, the requirements remaining about the same as for the previous year, but with practice teaching to be done in the lower-elementary grades, in the upper-elementary

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110 Ibid., pp. 43-44.

111 Loc. cit.

grades, or in the high-school in the major or minor subject,\textsuperscript{113} to meet certification requirements in the respective areas.

No other significant changes were made in the teacher-training programs until 1944, when the training of elementary teachers was dropped.\textsuperscript{114} The average number of graduates of the four-year curriculum from its beginning in 1936, to 1942, was nineteen, as shown in Table X. Very few students took the two-year curriculum, as teacher-training was begun only five years before this curriculum was eliminated by certification regulations.

5. St. Vincent's College

St. Vincent's College adjusted its program of teacher education to meet certification requirements in the elementary field, and in 1939-1940 offered bachelor of arts degrees in Lower Elementary Education and in Upper Elementary Education.\textsuperscript{115} Twenty-three education courses were offered for elementary teachers. In addition to these courses, special courses were offered in art,\textsuperscript{116} English,\textsuperscript{117} penmanship,\textsuperscript{118} physical education,\textsuperscript{119} and

\textsuperscript{113} Ibid., p. 39.
\textsuperscript{114} Ursuline College, \textit{Bulletin, 1944-1945} (Publisher not given), p. 43.
\textsuperscript{115} St. Vincent's College, \textit{Bulletin, 1939-1940} (Publisher not given), pp. 15-16.
\textsuperscript{116} Ibid., pp. 23-27.
\textsuperscript{117} Ibid., p. 19.
\textsuperscript{118} Ibid., p. 23.
\textsuperscript{119} Ibid., p. 39.
\textsuperscript{120} Ibid., pp. 41-42.
and music\textsuperscript{121} for the purpose of giving prospective teachers the necessary training and qualification in these fields. As in the preceding period, these courses were unusually broad; but practically no students took the training. There were only two graduates in 1941, as shown in Table X, and the following year all teacher training was discontinued.\textsuperscript{122}

6. College of the Sacred Heart

College of the Sacred Heart modified its program to meet new certification requirements, adding a third year of training in 1937 and a fourth year in 1940.\textsuperscript{123} The special courses for teachers in 1937-1938 were: Educational Psychology, Methods, Principles, Teaching, Drawing, Observation, Teaching of Health - School Health Problems, Principles, Organization and Administration of Health.\textsuperscript{124}

The program was greatly enlarged by 1944, when degrees were required of all teachers. The education courses then were: Theory and Practice of Physical Education, the History of Education, Educational Psychology, Methods of Teaching Music in the

\textsuperscript{121} Ibid., p. 51.

\textsuperscript{122} Personal interview, March 3, 1947, with the officials of the institution, which has now reverted to academy status.

\textsuperscript{123} College of the Sacred Heart, \textit{Bulletin of Information}, 1944-1945 (Publisher not given), pp. 3-4.

\textsuperscript{124} Personal Letter dated February 25, 1947, to the author from Mother M. Erskine, R.S.C.J., President, Grand Coteau, Louisiana.
Elementary School, Principles and Technique of Teaching Art in the Elementary School, Technique for Teachers in the Elementary Schools, Administration for Teachers, Methods of Teaching English, Methods of Teaching Reading, Methods of Teaching Arithmetic, and Philosophy of Education.¹²⁵

The program was sufficient to certify teachers for elementary work, but the offerings in special subjects were sufficiently broad to qualify them in only English, French, Latin, Spanish, social studies, science, and mathematics.¹²⁶ Reference to Table I shows that the number of teachers trained during this period was fairly uniform from year to year, the average being about eighteen.

7. Academy of the Holy Angels, College Department

Academy of the Holy Angels, College Department, was established as Holy Cross College by Act 257 of the General Assembly of the State of Louisiana in 1916 and was approved by the State Department of Education as a two-year normal school in 1932.¹²⁷ In 1938 it increased the program of training to three years. Later in the year it added a fourth year of work and was approved by the State Board of Education as a four-year teacher-training institution.¹²⁸

¹²⁸ Loc. cit.
The present program of training, although intended primarily to qualify teachers the elementary school, includes among the Education courses, "Methods of Teaching in Secondary Schools," and "Observation and Practice Teaching in Secondary Schools." The offerings in special subjects are sufficiently broad to qualify a student for teaching English, social studies, science, mathematics, French, Spanish, Latin, and music.

Although records were very incomplete, reference to Table X indicates that the average number of two-year graduates was thirteen. The total number of graduates, 1942-1946, inclusive, was forty-nine.

8. St. Mary's Dominican College

St. Mary's Dominican College had established a four-year course for teachers by 1929 leading to the degree of bachelor of arts and entitling the holder to a "Professional Certificate." The number of education courses had been greatly increased, chiefly by adding several in secondary education. The courses at this time were: Principles of Teaching; Materials and Methods

130 Ibid., pp. 8-24.
131 Personal letter, January 18, 1947, previously cited.
132 St. Mary's Dominican College, Catalogue, 1929-1930 (Publisher not given), p. 29.
for Teaching Reading; Language and Spelling in the Grammar
grades; Materials and Methods for Teaching Arithmetic, History
and Geography in the Grammar Grades; Classroom Management and
School Administration; History of Education; Educational Tests
and Measurements; Observation and Practice Teaching in Elementary
Grades; Methods of Teaching in High Schools; Principles of
Secondary Education; High School Administration; Curriculum Con-
struction in High School; Observation and Practice Teaching in
High School Subjects; Philosophy of Education; and Physical Educa-
tion.  

Psychology was not listed as an education course, but
was required.  

The program for 1940-1941 was similar to that of 1929-
1930.  
The number of education courses was about the same, but
some were new, as Professional Orientation, Lower Elementary
Curriculum, Upper Elementary Curriculum; Elementary Science;
Professional Tools; and Rural Education.  
The effect of the
curriculum-study program in the state is evident in these courses.

By 1940 the courses in physical education had been greatly
expanded and were adequate to meet certification requirements in
that field.  

Practice teaching was done in the parochial schools

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133 Ibid., pp. 37-38.
134 Ibid., p. 54.
135 St. Mary's Dominican College, Catalogue, 1940-1941
(Publisher not given), p. 29.
136 Loc. cit.
137 Ibid., p. 39.
conducted by the Dominican Sisters at Reserve, Paulina, Independence, and Baton Rouge, the one at Reserve being used to give training in rural student teaching. 138

The program of teacher education had been expanded by 1946-1947 to include two special fields, Business Education and Home Economics, 139 in addition to Physical Education, which had been added by 1940. Other divisions of the college offered sufficiently broad programs to meet certification requirements in English, French, Latin, vocal music, Spanish, speech, biology, chemistry, mathematics, physics, and social science. 140 Twelve education courses were offered, some old ones having been dropped or modified and three new ones added: Children's Literature, Audio-Visual Instruction in the Classroom, and Reading Workshop. 141

It seems evident that the college attempted, rather successfully, to meet certification requirements. Reference to Table X shows that it set up a four-year program in 1936 and that during the period 1925-1947 it had 170 two-year and 86 four-year graduates, the record not being complete.

9. Loyola University

Loyola University continued its policy of emphasizing

139 St. Mary's Dominican College, Catalogue, 1946-1946 (Publisher not given), p. 49.
140 Ibid., pp. 24-48.
141 Ibid., pp. 50-51.
teacher-education in the summer terms only until 1937, when a Department of Education and Physical Education was added in the College of Arts and Sciences. The work given during the summer terms varied according to demands. For a few summers prior to 1928, graduate courses were offered, but in that year they were discontinued. The work at that time included courses in school supervision, high-school administration, tests and measurements, and psychology. Practice teaching was instituted in 1931 and a demonstration school through the fourth grade is now operated during the early part of the summer.

A major departure from the University's usual program was made when the Department of Education and Physical Education was established, as a formal program for the preparation of teachers was then begun. Sixteen courses were offered in physical education. The courses in education included psychology, history of education, statistics, principles of education, audio visual aids, vocational education, and the teaching of nature study, science, art, and music. Practice teaching was required as a culmination of the program.

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142 Personal letter to the author, dated October 21, 1946, from Margaret Carey, former Registrar, College of Arts and Sciences, Loyola University.

143 Loc. cit.

144 Loc. cit.

145 Loyola University, Bulletin, 1939, Vol. XXI, No. 8 (Publisher not given), pp. 55-60.

146 Ibid., pp. 55-57.
The courses in physical education included those required for certification, with theory and practice courses for the various college sports and several courses in the dance. It should be noted that other departments of the College of Arts and Sciences offered courses to satisfy most of the requirements for teaching English, social studies, science, mathematics, foreign languages and business.

The program of training was changed but little by 1945. By then more emphasis was given to secondary education, with three new and unusual courses added to meet new demands: Driver Education and Training, Training of Women for Replacement in Industrial Production, and Industrial Safety. Some changes had been made in the physical education courses, but those most necessary for the training of teachers were retained.

Records of the State Department of Education indicate that Loyola had graduates of its education courses each year except two from 1925 to 1946, inclusive, the number varying from four to seventy-seven, with a total of 388, including forty-six above the baccalaureate level.

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147 Ibid., pp. 57-60.
150 Ibid., pp. 73-76.
10. Louisiana College

Louisiana College offered a program of teacher-education in 1931-1932 which met most of the "special subjects" requirements that became effective in 1931. However, the work was almost entirely at the secondary level, and students were not able to qualify at this level in agriculture and commerce, as the college did not offer work in these fields. The courses in education at this time were: Methods of Study; General Psychology; Educational Psychology; Psychology of High-School Subjects; Methods of Teaching in High Schools; History of Education; Adolescent Psychology; Practice Teaching; Education Statistics and Measurements; Principles of Secondary Education; High-School Administration and Supervision; Methods of Teaching in Mathematics in High School; Methods of Teaching English in High Schools; Methods of Teaching Science in High Schools; and Methods of Teaching History in High Schools.152

By 1939 the college had modified its program as new requirements were made, so that it met in full the requirements for physical education for both teachers and coaches.153 It was also offering "a course leading to the Bachelor of Arts Degree


152 loc. cit.

and designed to prepare teachers for the upper elementary grades.¹⁵⁴

The number of courses in education had been increased to twenty-two, the increase being due largely to the addition of the following for elementary teachers: Principles of Elementary Education; Methods of Teaching Elementary School Subjects; Theory and Techniques Required in Elementary School Practice Teaching; and Practice Teaching in Elementary Schools.¹⁵⁵ Practice teaching was done in the schools of Pineville and Alexandria.¹⁵⁶

Modifications were made in the program to meet the specialized requirements of 1940; and in 1945 plans were being made to meet future requirements, as is evidenced by the following:

Graduates of Louisiana College who take the required courses in education, including practice teaching, may qualify for either the high school or upper-elementary professional certificate, valid for life. Necessary changes in the courses at Louisiana College will be made from time to time to meet changing requirements of the State Board of Education.¹⁵⁷

II. Centenary College

Centenary College began in 1925 to modify its program of training to meet the certification requirements of 1924. Two

¹⁵⁴ Loc. cit.
¹⁵⁵ Ibid., pp. 46-49.
¹⁵⁶ Ibid., p. 49.
¹⁵⁷ Louisiana College, Catalog Number, Session 1945-1946, Bulletin Vol. XXXII, No. 1, 1945 (Publisher not given), p. 23.
programs were set up, one for elementary teachers and one for high-school teachers. Those planning to teach in the elementary schools were required to take work in the following:

General Psychology, Child Psychology, Educational Psychology, Principles of Teaching, Tests and Measurements, History of Elementary Education, School Hygiene, and Elementary Methods. The program for students preparing to be high-school teachers was the same, except that Principles of Secondary Education, the Junior High School, and Teaching in the High School were substituted for the last three courses listed for elementary teachers.

Practice teaching was done in the public schools of Shreveport to meet the requirements in the elementary program.

Changes were made in this program from year to year so that by the session of 1939-1940 those students majoring in education were required to have thirty semester hours in education, Child Psychology and Adolescent Psychology being counted as education courses. The education courses were: Introduction to Education, Educational Psychology, the School Curriculum, Elementary School Principles and Methods, History of Education, Cadet Teaching in the Elementary Grades, High School Methods, Educational

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158 Centenary College of Louisiana, Bulletin, Volume 93, No. 1, 1926 (Publisher not given), p. 72.
159 Loc. cit.
160 Loc. cit.
161 Ibid., p. 74.
162 Centenary College of Louisiana, Announcement of Courses 1939-1940 (Shreveport: Published by the College), p. 59.
Measurements, Cadet Teaching in High School Subjects, and Education and Social Reconstruction. Other departments of the College offered courses that would qualify high-school teachers to teach English, social studies, science, mathematics, Latin, French, Spanish, home economics, business, music, art, and health and physical education.

The 1946-1947 program was designed to prepare teachers for lower-elementary, upper-elementary, and high-school teaching and varied but little from that of 1939-1940, the requirements for a major in education and psychology being the same, thirty hours. Certain courses in speech, art, and music were allowed as a part of the requirements in education. Other departments of the college offered courses to qualify a student to teach any subject except vocational agriculture or to serve as a librarian.

Records of the number of students who completed the teacher-training programs prior to 1939 are not available. Since that time the number each year has varied from four to fourteen, with a total of sixty-one, as shown in Table X.

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163 Ibid., pp. 62-63.
164 Ibid., pp. 45-95.
165 Centenary College of Louisiana, Bulletin for 1946-1947 (Publisher not given), p. 48.
166 Loc. cit.
167 Loc. cit.
168 Ibid., pp. 27-62.
12. Tulane University

Tulane University followed its policy of providing only a minimum of work in teacher education throughout this period, arranging for those students who were majoring in education to take their work at the H. Sophie—Newcomb Memorial College for Women, which is a part of Tulane University. For that reason, this discussion deals largely with the work of Newcomb College in teacher education.

The announcement of the courses for 1927-1928 contained this statement of policy:

"The courses here announced have been designed to meet the needs of students preparing for the profession of teaching in the Southern States. In essential details they fulfill the requirements of state departments of education for certification without examination. The aim is chiefly to provide professional training for prospective teachers in secondary schools."

The courses offered at this time were: History of Education in Ancient and Medieval Times; History of Education in Modern Times; Principles of Teaching in High School; Problems of School Administration; Principles of Secondary Education; the High School Curriculum; and Observation and Practice Teaching.

Courses offered in the College's other departments were:

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170 Ibid., pp. 61-62.
Educational Psychology; Educational Measurements; the Teaching of Drawing and Handicraft in the Elementary and Secondary School; the Teaching of English; Methods of Teaching French; Methods of Teaching History; Methods of Teaching Latin; Methods in Public School Music (two courses); and advanced Spanish for Teachers. 171

The program was modified to meet new requirements for certification, the announcements for 1940–1941 containing the suggestion that students should be careful to confer with the "head of the Department of Education to make sure that their courses meet the requirements of the state in which they expect to teach." 172 An effort was made to meet the specialization requirements of Louisiana through courses offered in the different departments of Newcomb College and in the different colleges of Tulane University. Special courses in physical education, as one example, were set up to meet these requirements. 173 The education courses at this time were about the same as in 1927–1928, although the program now included the training of elementary teachers. 174

171 Ibid., p. 62.

172 The Tulane University of Louisiana: The H. Sophie Newcomb Memorial College for Women, Announcements, 1940–1941, Series 41, No. 2, February 1, 1940 (New Orleans: Tulane University of Louisiana, 1940), p. 54.

173 Loc. cit.

174 Loc. cit.
The program for 1945-1946 contained some new education courses, such as Comparative Education, The High-School Curriculum, and Social and Civic Principles of Education, but it was essentially the same as that for 1940-1941, and did not qualify teachers to meet the certification requirements to become effective in Louisiana after July 1, 1947.

An example of the work offered by Tulane College of Arts and Sciences is that of 1933-1934. At that time classes were scheduled in the afternoon and evening hours and on Saturdays, in order that teachers might attend them. Through this plan a teacher could earn a bachelor's degree by completing 6 hours of English, 6 hours of foreign language, 6 hours of Education, 3 hours of Psychology, 3 hours of History, and 5 hours of Physics, Chemistry, or Biology. Added to this 29 hours of specified work is 33 hours of elective work, the total requirement being 62 hours.

The great shortage of teachers which continued to exist during the session of 1945-1946 resulted in the creation of a Department of Education in Tulane University in 1946, and an expansion of the program of teacher education, according to an article

175 The Tulane University of Louisiana: The Sophie Newcomb Memorial College for Women, Announcements for Session 1945-1946, Series 46, No. 4, April, 1945 (New Orleans: Tulane University of Louisiana, 1945), pp. 59-60.

176 Ibid., p. 58.

which appeared in the *Times-Picayune-New Orleans States*, May 26, 1946.\textsuperscript{178} According to this article the program would provide adequate training through the Department of Education and the other departments and colleges of the University for all levels of teaching from the kindergarten through the junior college. It would also qualify teachers for any and all types of certificates in Louisiana. Much of the work would be on the graduate level, with special training given for "prospective superintendents, high-school principals, elementary-school principals, directors of reference and research, visiting teachers, and departmental teachers in junior colleges."\textsuperscript{179}

The yearly average number of four-year graduates from 1926 to 1932 inclusive, was thirty-six. From 1933 to 1942 inclusive, the average was only seven. Twenty-three students completed graduate programs from 1926 to 1931, inclusive, as seen from Table X.

13. New Orleans Normal School

New Orleans Normal School continued its policy of offering a program of training composed largely of education courses and courses dealing with the subject matter of the kindergarten and the elementary school, the program in 1935 being similar to that in 1923. The courses which might be classed as education courses

\textsuperscript{178} News item in the *Times-Picayune-New Orleans States*, May 26, 1946.

\textsuperscript{179} *Loc. cit.*
in 1935 were: Introduction to Teaching, Psychology of the Learner, Educational Guidance, Observation of Teaching, Spelling Methods, History of Education, School Management, Kindergarten Curriculum, Play Material, Psychology and Educational Measurements, Behavior Problems, Practice Teaching, and Criticism and Observation. Many of the teaching courses, such as the Teaching of Hygiene, which were given for each elementary school subject in 1923 had been dropped, but subject-matter courses in these various fields were retained. 180

The program for 1940, the year in which the institution was closed, 181 extended over a period of three years, in keeping with state requirements. No education courses were given in the first year, but the following were included in the work for the second and third years: Educational Psychology, General Psychology, School Management, Reading and Children's Literature, Professionalized Arithmetic, Integrated Curriculum, Professionalized English, Professionalized Art, Educational Problems, Educational Measurement, Professionalized History, Vocational Guidance and Observation and Practice Teaching.

Although this institution never offered a broad program of training and seems to have made little or no effort to meet special

180 Course of Study in the New Orleans Normal School (Two typewritten pages on File in the Archives of the Orleans Parish School Board).


certification requirements set up by the State Board of Education, it rendered a comparatively large service in the training of teachers during the period. This is evidenced by the fact that it had an average enrollment of two-hundred, with only a two-year curriculum, except for the last two or three years. This indicates that the number of graduates each year was between seventy-five and one hundred and that the total for the period 1925–1940 was approximately eleven hundred.

14. Southeastern Louisiana College

Southeastern Louisiana College, which was established as Hammond Junior College in 1925 and which was made a four-year college and a part of the state educational system under control of the State Board of Education in 1923, began a program of teacher training the first year of its existence. The courses in education were: Materials and Methods, Problems and Class (classroom management), Tests and Measurements, An Introductory Course in Psychology, General Psychology, Educational Psychology, and Observation and Practice Teaching. Two courses were offered in Materials and Methods, and two in Observation and Practice Teaching. One course in Materials and Methods was a study of methods in reading, language, and spelling, mainly for the lower

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185 Loc. cit.
186 Hammond Junior College, Announcements, 1926–1927, Bulletin, (Publisher not given), pp. 16-17.
grades. The other was for history, geography, and arithmetic.
The two courses in Observation and Practice Teaching were
designed to give practice in the application of the theories
studied in the methods courses and included the same subjects
and levels of work.187

Following its approval as a four-year college, Southeastern
College began expanding its program of teacher education
to meet the specialization requirements for certification, and
in 1940-1941 was offering two basic curricula, one for elementary
teachers and one for high-school teachers.188 Both were four-
year curricula, the two-year and the three-year curricula having
been discontinued because they no longer met certification require-
ments.189 Practice teaching at the elementary level was done in
a school located on the campus. Practice teaching at the high-
school level, although there were campus facilities for it, was
conducted in the local high school.190

Records of the college show that thirty-seven students
completed the program of training in 1941, qualifying for teaching
in the following fields: business administration, mathematics,
English, social science, French, science, physical education,
Spanish, home economics, upper elementary, and lower elementary.191

187 Loc. cit.
188 Southeastern Louisiana College, Catalogue, Regular Session,
1940-1941 (Hammond: Published by the College, 1940), p. 38.
189 Loc. cit.
190 Ibid., pp. 6-7.
191 Information furnished by Luther H. Dyson, Dean, Division
of Education, Southeastern Louisiana College.
Expansion of the program continued. In 1945-1946 teacher-training was carried on through a Division of Education composed of the "Departments of English, Education, Health and Physical Education, and Teacher Training." 192

The curricula at this time were:

Business Administration
Education
Elementary Education
Fine Arts
1. Art
2. Band or Orchestra Administration
3. Band, Orchestra, or Vocal Supervision
4. Piano Teacher
5. Vocal School Music
Home Economics
Languages
1. English
2. English-Speech
3. French
4. Spanish
Natural Sciences
1. Mathematics
2. Science
Social Science
Health and Physical Education
1. For men
2. For women193

The Division of Education offered twenty-three courses, six of which were in psychology. The others included methods (general principles and special methods), history and philosophy of education, children's literature, tests and measurements, and observation and practice teaching. 194 In 1946 the training school


193 Ibid., pp. 53-54.

194 Ibid., pp. 89-92.
contained all grades of the public-school system and followed the
general plan of organization and program of studies of the public
schools.195 The training-school faculty consisted of sixteen
teachers, under the supervision of the director of teacher train­
ing. Six members of the faculty had bachelors' degrees and ten
had masters' degrees. The education courses were taught by three
professors and one associate professor, all of whom had masters'
degrees.196 The College became a member of the Southern Association
of Colleges and Secondary Schools and the National Association of
Schools of Music in 1946, and the American Association of Teachers' Colleges in 1947.197

Table XI shows the number of four-year graduates by years
and by curricula from 1939 to 1946, inclusive. The total number
of graduates was three hundred and four. The largest number in
any one year was sixty-one in 1942. The average number was thirty­
eight. The largest number in any one curriculum was sixty-eight
in Business Administration. The smallest number was four in Latin.


196 Ibid., pp. 10-14.

197 Personal letter to the author, dated May 7, 1947, from
Luther H. Dyson, Dean, Southeastern Louisiana College, Hammond, Louisiana.

198 Personal letter to the author dated May 2, 1947, from Mrs.
Roby B. Pearce, Registrar, Louisiana Polytechnic Institute, Ruston, Louisiana.
TABLE XI

NUMBER OF GRADUATES OF FOUR-YEAR TEACHER-TRAINING CURRICULA, SOUTHEASTERN LOUISIANA COLLEGE, 1939-1946

<table>
<thead>
<tr>
<th></th>
<th>1939</th>
<th>1940</th>
<th>1941</th>
<th>1942</th>
<th>1943</th>
<th>1944</th>
<th>1945</th>
<th>1946</th>
<th>Total</th>
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<tbody>
<tr>
<td>Business Administration</td>
<td>7</td>
<td>12</td>
<td>8</td>
<td>15</td>
<td>6</td>
<td>8</td>
<td>6</td>
<td>6</td>
<td>68</td>
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<td>English</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>4</td>
<td>6</td>
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<td>1</td>
<td>1</td>
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<tr>
<td>French</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Home Economics</td>
<td></td>
<td></td>
<td>11</td>
<td>4</td>
<td>6</td>
<td>10</td>
<td>6</td>
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<tr>
<td>Lower Elementary</td>
<td>10</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td></td>
<td>6</td>
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<td>Mathematics</td>
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<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>2</td>
<td>7</td>
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<tr>
<td>Physical Education</td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>10</td>
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<td>4</td>
<td>3</td>
<td>24</td>
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<td>4</td>
<td>2</td>
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<td></td>
<td>17</td>
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<tr>
<td>Social Science</td>
<td>7</td>
<td>9</td>
<td>10</td>
<td>13</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>48</td>
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<tr>
<td>Spanish</td>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Upper Elementary</td>
<td>9</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>Upper and Lower Elementary Music</td>
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<td>5</td>
<td>4</td>
<td>5</td>
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<td></td>
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<td><strong>TOTAL</strong></td>
<td>42</td>
<td>37</td>
<td>37</td>
<td>61</td>
<td>34</td>
<td>28</td>
<td>21</td>
<td>44</td>
<td>304</td>
</tr>
</tbody>
</table>

199 Information furnished by L. H. Dyson, Dean, Division of Education, Southeastern Louisiana College, Hammond, Louisiana.
15. Louisiana Polytechnic Institute

Louisiana Polytechnic Institute became a member of the American Association of Colleges and the Southern Association of Colleges and Secondary Schools in 1927. It modified its program of teacher training as needs arose, and by 1932–1933, it was offering the following four-year teacher-training curricula:

- English–Foreign Language
- English–Social Science
- Home Economics
- Science–Mathematics
- Elementary Grades

These combinations of subjects to form curricula were similar to those of other institutions and were in keeping with certification requirements. The curriculum for the elementary grades was so arranged by years that a student might be eligible for a professional elementary certificate on completion of his sophomore year.

Thirty-five education courses were listed, twelve of them methods courses in the various school subjects at different levels. Seven others dealt with the content of elementary school subjects. The remainder treated such subjects as classroom management, problems in secondary education, history of education, and observation and practice teaching. Psychology was required in each curriculum.

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201 Ibid., p. 49.

but was not listed as an education course.\textsuperscript{203}

By this time the training school included the four high school grades and the seven elementary grades, and used the course of study provided by the State Department of Education.\textsuperscript{204}

By 1941 the education curricula of the School of Education included the following:

- Art
- English—Foreign Language
- English—Social Science
- Science—Mathematics
- Elementary Grades
- Teachers and Supervisors of School Music\textsuperscript{205}

Although home economics is not listed, a curriculum in this subject which would qualify teachers was offered by the school of home economics,\textsuperscript{206} and the same thing was true with reference to physical education for men\textsuperscript{207} and for women.\textsuperscript{208} Also, the "Curriculum for Teachers and Supervisors of School Music" qualified teachers for band, orchestra, and choral work, so that in reality there were eleven curricula for teachers.

The number of education courses had been reduced to seventeen, largely through the elimination of several materials and

\textsuperscript{203} Ibid., pp. 45-50.
\textsuperscript{204} Ibid., p. 51.
\textsuperscript{205} Louisiana Polytechnic Institute, General Information and Announcements of Courses, 1941-1942, Volume XXXIX, No. 2, April 1941 (Baton: Louisiana Polytechnic Institute, 1941), pp. 157-162.
\textsuperscript{206} Ibid., p. 195.
\textsuperscript{207} Ibid., p. 122.
\textsuperscript{208} Ibid., p. 127.
methods courses and some of the content courses in elementary school subjects. Two new courses were Administration and Supervision and The Teacher as a Citizen, the latter designed to aid the beginning teacher in becoming adjusted to the community in which she was working.209

Changes in the program between 1941 and 1946 resulted in the following education curricula by the School of Education:

**English—Foreign Languages**
**English—Social Science**
**Science—Mathematics**
**Elementary Grade**
**Business Education**210

Although the number of curricula offered and controlled by the School of Education had been reduced since 1941, the total number of curricula in the college that would qualify teachers had been increased to twelve, with the School of Agriculture providing for

... a major in horticulture or agronomy, or dairy husbandry, or animal husbandry, or in agriculture, with a minor in education. ... each of these curricula leading to a bachelor of science in agriculture.211

The School of Arts and Sciences offered work in art,212 physical education for men,213 physical education for women,214

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209 Ibid., p. 106.
211 Ibid., p. 48.
212 Ibid., p. 60.
214 Ibid., p. 107.
and music (band, orchestra, and vocal) each of which would qualify teachers of those subjects; and the School of Home Economics provided a curriculum to meet requirements for teachers of home economics.

The education courses were essentially the same as those for 1941, one difference being that high-school practice teaching was to be done in the field, since the high-school part of the campus training school had been abandoned. The faculty of the training school contained nine teachers, one for each of the seven grades, a librarian, and a home economics teacher. All of these teachers had master's degrees except the librarian, who had a bachelor's degree. The education faculty contained seven members. Three of them had doctor's degrees and four had master's degrees.

In Table XII is shown the number of graduates from the teacher-training program from 1925 to 1946 inclusive. Of a total of 1607 graduates, 120 of them, or 7.5 per cent, were men. Approximately four-fifths of the men were trained for high-school work, with one-fifth prepared for positions in elementary schools. The twenty-two trained for elementary positions are only 1.4 per cent of the total number trained. Approximately half (755) of the

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215 Ibid., p. 200.
216 Ibid., p. 163.
217 Ibid., pp. 19-20.
218 Ibid., pp. 12-17.
### TABLE XII

**NUMBER OF GRADUATES OF FOUR-YEAR TEACHER-TRAINING CURRICULA, LOUISIANA POLYTECHNIC INSTITUTE, 1925-1946**

<table>
<thead>
<tr>
<th>Year</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sec.</td>
<td>Elem.</td>
<td>Home</td>
</tr>
<tr>
<td>1925</td>
<td>11</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>1926</td>
<td>12</td>
<td>4</td>
<td>39</td>
</tr>
<tr>
<td>1927</td>
<td>7</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>1928</td>
<td>7</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>1929</td>
<td>3</td>
<td>18</td>
<td>13</td>
</tr>
<tr>
<td>1930</td>
<td>8</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>1931</td>
<td>5</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>1932</td>
<td>3</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>1933</td>
<td>4</td>
<td>6</td>
<td>22</td>
</tr>
<tr>
<td>1934</td>
<td>1</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>1935</td>
<td>2</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>1936</td>
<td>1</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>1937</td>
<td>4</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>1938</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>1939</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>1940</td>
<td>5</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>1941</td>
<td>4</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>1942</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>1943</td>
<td>2</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>1944</td>
<td>4</td>
<td>29</td>
<td>27</td>
</tr>
<tr>
<td>1945</td>
<td>3</td>
<td>28</td>
<td>18</td>
</tr>
<tr>
<td>1946</td>
<td>5</td>
<td>11</td>
<td>30</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>98</strong></td>
<td><strong>22</strong></td>
<td><strong>179</strong></td>
</tr>
</tbody>
</table>

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*Information furnished by Mrs. Ruby B. Pearce, Registrar, Louisiana Polytechnic Institute, Ruston, Louisiana.*
women were trained for elementary work and half (732) for high-school work, a great majority of these, 553, having prepared for home economics.

16. Southwestern Louisiana Institute

Southwestern Louisiana Institute was accredited by the Southern Association of Colleges and Secondary Schools in 1925, by the American Association of Colleges in 1926, by the American Council on Education in 1927, and by the American Association of Teachers' Colleges in 1932. It had made sufficient modification in its program of teacher education by 1933 to meet the new specialization requirements of 1931 except in agriculture. The four-year curricula offered by the College of Education for the session of 1933-1934 were:

<table>
<thead>
<tr>
<th>Lower Elementary Grades</th>
<th>Upper Elementary Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Art</td>
</tr>
<tr>
<td>Music</td>
<td>Music</td>
</tr>
<tr>
<td>Commerce</td>
<td>Commerce</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>History</td>
<td>History</td>
</tr>
<tr>
<td>Home Economics</td>
<td>Home Economics</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
</tbody>
</table>

Since arrangements could be made for a combination of two

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220 Personal letter to the author, dated May 2, 1947, from Joseph A. Biehl, Registrar, Southwestern Louisiana Institute, Lafayette, Louisiana.

of these curricula to form another one, for example, science-
mathematics, the number of possible curricula was greatly
increased. 222

In addition to the four-year curricula, a two-year Upper-
Elementary Curriculum and a two-year Lower-Elementary Curriculum
were also offered. Requirements for the two curricula might be
met by completing the first two years of the corresponding four-
year curricula. 223 Twenty-two education courses were offered.
These were divided into two groups: Elementary Education, four-
ten, and Secondary Education, eight. 224

Approximately half of the courses for elementary teachers
were content and methods courses. The others included such sub-
jects as the primary curriculum, psychology, general principles and
techniques of teaching, tests and measurements and observation and
practice teaching. 225 The courses for high-school teachers dealt
with general principles of secondary education, guidance, extra-
curricular activities, educational sociology, history of secondary
education, and practice teaching. 226

Little change in the program of 1933 was necessary to meet
the certification requirements of 1941-1942. The title of the

222 Loc. cit.
223 Loc. cit.
224 Ibid., pp. 107-114.
225 Ibid., pp. 107-111.
226 Ibid., pp. 111-114.
Physical Education Curriculum was changed to Health and Physical Education. This new curriculum provided the necessary training to meet certification requirements for both men and women.\textsuperscript{227}

The Music Curriculum had been expanded to include three curricula: vocal instruction, band, and orchestra.\textsuperscript{228} The Home Economics Curriculum had been transferred from the College of Education to the College of Agriculture, but it still provided an adequate training program for certifying teachers.\textsuperscript{229}

The courses in education were no longer divided into elementary and secondary groups, and the number had been reduced to twenty. Some of the content and methods courses had been eliminated and such new ones as Health Education - Personal Hygiene, Kindergarten Education, Statistics, Commercial Subjects in the High School, and Educational Sociology added.\textsuperscript{230}

Additional specialization had been provided by 1946, when the College of Education offered the following curricula:

- Art
- Business Education
- Elementary Education
  1. Primary Grades
  2. Upper Grades
- English-Speech-Foreign Language or Library Science

\textsuperscript{227} Southwestern Louisiana Institute, Announcements for the Session 1941-1942, Institute Bulletin, Vol. XXXVIII, No. 2, August 1941 (Lafayette: Southwestern Louisiana Institute, 1945), p. 121.

\textsuperscript{228} Ibid., pp. 61-63.

\textsuperscript{229} Ibid., p. 66.

\textsuperscript{230} Ibid., pp. 102-105.
Music
1. Band
2. General Music
3. Orchestra
4. Piano
Science-Mathematics
Social Studies
Speech—English

In addition to the sixteen curricula offered by the College of Education, the College of Agriculture offered curricula in agriculture and home economics for qualifying teachers for these subjects.

The courses in education were similar to those of 1941. One new course, Industrial Arts for Elementary Schools, had been added, but the total number of courses had been reduced by one.

The education courses were taught by six professors. Four of them had master’s degrees and two had doctor’s degrees. Practice teaching was done in an elementary school on the campus and in the Lafayette High School. The elementary school faculty contained seventeen members: a principal, a librarian, an assistant librarian, a kindergarten teacher, six critic teachers, and seven room teachers. The principal, the seven critic teachers, the kindergarten teacher, and three of the room teachers had master’s degrees. The remaining six members of the faculty had bachelor’s

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232 Ibid., pp. 92 and 106.

233 Ibid., p. 155.
degrees. The faculty of Lafayette High School was composed of a principal, two demonstration teachers, and twelve critic teachers. The principal and thirteen of the teachers had master's degrees. The other teacher had a bachelor's degree.234

Table XIII shows the number of graduates, by curricula, of the four-year education courses from 1925 to 1946, inclusive. One very significant fact observed in this table is that the certification regulations of 1936, one of which increased the requirements for elementary teachers to four years of college education, greatly affected the program of training of this institution. This is reflected in the sudden rise in the number of graduates from seventy-five in 1937 to 192 in 1938, sixty-one of this increase being due to the increase in the number of elementary teachers. A similar increase may be noted from Table XII for Louisiana Polytechnic Institute. Another indication of the effect of certification regulations is the increase in graduates in physical education, shown in Table XIII. By 1940 students who had enrolled in curricula to meet special requirements for physical education teachers were beginning to graduate.

234 Ibid., pp. 9-18.
<table>
<thead>
<tr>
<th>Curricula</th>
<th>1926</th>
<th>1927</th>
<th>1928</th>
<th>1929</th>
<th>1930</th>
<th>1931</th>
<th>1932</th>
<th>1933</th>
<th>1934</th>
<th>1935</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Biology</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Chemistry</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>6</td>
<td>7</td>
<td>52</td>
</tr>
<tr>
<td>Commerce</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Education</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Elementary</td>
<td>10</td>
<td>12</td>
<td>12</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Language</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Home Economics</td>
<td>7</td>
<td>15</td>
<td>15</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>100</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>45</td>
</tr>
<tr>
<td>Music</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Social Science</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Upper Elementary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>48</td>
<td>59</td>
<td>69</td>
<td>78</td>
<td>87</td>
<td>87</td>
<td>87</td>
<td>87</td>
<td>87</td>
<td>870</td>
</tr>
</tbody>
</table>

Note: Information furnished by Joseph A. Riehl, Registrar; Southwestern Louisiana Institute, Lafayette, Louisiana.
Another important contribution to teacher education during the period was made by Southwestern Louisiana Institute through its two-year teacher-training curricula. Table XIV summarizes the number of graduates from these curricula. A total of 1575 students, 111 men and 1464 women, completed them. The difference between the number of men and the number of women is again very pronounced, as it was with Louisiana Polytechnic Institute, as shown in Table XII.

The total number of graduates of both the two-year and the four-year curricula from 1925 to 1946, inclusive, was 3521. Although many of the two-year graduates became four-year graduates and are counted twice, it is evident from these figures that Southwestern Louisiana Institute made a large contribution to teacher education during the period of 1925–1947.
TABLE XIV

NUMBER OF GRADUATES OF TWO-YEAR TEACHER-TRAINING CURRICULA, SOUTHWESTERN LOUISIANA INSTITUTE
1925-1940

<table>
<thead>
<tr>
<th>Year</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1925</td>
<td>7</td>
<td>110</td>
<td>117</td>
</tr>
<tr>
<td>1926</td>
<td>2</td>
<td>98</td>
<td>100</td>
</tr>
<tr>
<td>1927</td>
<td>2</td>
<td>132</td>
<td>134</td>
</tr>
<tr>
<td>1928</td>
<td>2</td>
<td>109</td>
<td>111</td>
</tr>
<tr>
<td>1929</td>
<td>4</td>
<td>111</td>
<td>115</td>
</tr>
<tr>
<td>1930</td>
<td>9</td>
<td>114</td>
<td>153</td>
</tr>
<tr>
<td>1931</td>
<td>7</td>
<td>110</td>
<td>117</td>
</tr>
<tr>
<td>1932</td>
<td>3</td>
<td>122</td>
<td>125</td>
</tr>
<tr>
<td>1933</td>
<td>10</td>
<td>96</td>
<td>106</td>
</tr>
<tr>
<td>1934</td>
<td>13</td>
<td>55</td>
<td>68</td>
</tr>
<tr>
<td>1935</td>
<td>9</td>
<td>63</td>
<td>72</td>
</tr>
<tr>
<td>1936</td>
<td>7</td>
<td>59</td>
<td>66</td>
</tr>
<tr>
<td>1937</td>
<td>15</td>
<td>89</td>
<td>104</td>
</tr>
<tr>
<td>1938*</td>
<td>5</td>
<td>43</td>
<td>48</td>
</tr>
<tr>
<td>1939*</td>
<td>12</td>
<td>55</td>
<td>67</td>
</tr>
<tr>
<td>1940*</td>
<td>6</td>
<td>38</td>
<td>44</td>
</tr>
<tr>
<td>TOTAL</td>
<td>111</td>
<td>1,464</td>
<td>1,575</td>
</tr>
</tbody>
</table>

Information furnished by Joseph A. Riehl, Registrar, Southwestern Louisiana Institute, Lafayette, Louisiana.

* Three-year curricula, to comply with certification requirements.
Northwestern State College of Louisiana

Northwestern State College of Louisiana, formerly Louisiana State Normal College, had attained a high degree of specialization in its program of teacher education by 1924, but it had to make many adjustments to meet the specialization requirements set up by the State Board of Education during the following twenty years. In some ways the college reduced rather than extended its specialized training. For example, the fifty-two courses offered in education in 1924, were reduced to forty-four in 1925, distributed among large divisions as follows: 237

<table>
<thead>
<tr>
<th>Division</th>
<th>Number of Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>7</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>20</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>8</td>
</tr>
<tr>
<td>History of Education</td>
<td>5</td>
</tr>
<tr>
<td>Administration and Supervision</td>
<td>4</td>
</tr>
</tbody>
</table>

The following four-year curricula were suggested: 238

- Agriculture
- Art
- English—Foreign Language
- English—Social Science
- Home Economics
- Music
- Science
- Kindergarten—Primary
- Intermediate
- Grammar Grades


238 Ibid., pp. 23-29.
That the institution was doing a high quality of work at this time is attested by its admission to membership in three accrediting agencies for institutions of higher learning. In 1926, it became a member of the American Association of Teachers' Colleges, and in 1927 it was admitted to membership in the Southern Association of Teacher Training Institutions and the Southern Association of Colleges and Secondary Schools.\textsuperscript{239}

The modifications which were made to meet the specialization requirements which became effective in 1931 are evident in the offerings of 1932. The suggested curricula for this year were:

- Art
- Commerce
- English—Foreign Language
- English—Library
- English—Social Science
- Home Economics
- Physical Education for Women
- Science
- Science—Agriculture
- Science—Mathematics
- Kindergarten—Primary
- Upper Elementary\textsuperscript{240}

When it is recalled that the certification regulations of 1931 contained the "subjects specialized" phrase, the reason for the increase in curricula and for combinations of subjects is evident. The additional weight given to qualifying to teach

\textsuperscript{239} Information furnished by W. S. Mitchell, Registrar, Northwestern State College, Natchitoches, Louisiana.

specific subjects caused a further reduction in the offerings in education. The number of education courses was reduced to thirty-four.  

Further changes were made as need arose; by 1940 the number of suggested four-year education curricula had risen to eighteen, as follows:

- Agriculture
- Art
- Biology
- Business Administration
- Chemistry
- Commercial Education
- English
- Health and Physical Education for Men
- Health and Physical Education for Women
- Home Economics
- Language
- Library
- Music
- Physics
- Primary
- Social Studies
- Speech
- Upper Elementary

The number of education courses had been reduced to thirty, including such new ones as: Principles and Techniques of Guidance, Visual Education, Administrative Course in Teaching Occupations, The Curriculum, Principles of Progressive Teaching in Elementary Schools, Teaching by Large Units, and Orientation in Teaching.  

The inclusion in the total college program of three other

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241 Ibid., pp. 94-100.


243 Ibid., pp. 84-89.
curricula, Liberal Arts, Pre-Medical, and Secretarial Science was indicative of a change that was taking place in the function of the college. These courses were not intended to train teachers and were in keeping with the following statement as to the purpose of the College:

While the purpose of the institution is primarily to train teachers, it is also to provide a general cultural education.

This beginning of a diversion from teacher education as the sole function of the college resulted in 1944 in a change in the name of the college to Northwestern State College of Louisiana and a reorganization of the College to include the Schools of Arts and Sciences, Applied Arts and Sciences, and Education.

The creation of a School of Education brought some changes in the program of teacher education, the curricula in 1945-1946 being:

- Agriculture
- Art
- Business
- Health and Physical Education
  - a. For Men
  - b. For Women
- Home Economics
  - a. Child Development
  - b. Teacher Training and Home Demonstration
- Industrial Education
  - a. Industrial Arts Education
  - b. Trade and Industrial Education
- The Languages
  - a. English
  - b. French

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244 Ibid., p. 15.
246 Northwestern State College of Louisiana, Catalogue, 1944-1945 (Natchitoches: Northwestern State College, 1945), p. 21
The education courses at this time were similar to those of 1940, although the number had been reduced to twenty-six, two new courses were included. Methods of Nursery School Training and Nursery School Education. A combination of these education courses with other courses in the various education curricula might be made in such a way as to qualify teachers for any position in the public schools of Louisiana not requiring work beyond a bachelor's degree. The education courses were taught by two professors with doctor's degrees and two associate professors with master's degrees.

Student teaching was done in the Warren Easton Elementary School and the Natchitoches High School, both of which were on the college campus. The faculty of the Warren Easton Elementary School and the Natchitoches High School, both of which were on the college campus. The faculty of the Warren Easton Elementary School and the Natchitoches High School, both of which were on the college campus. The faculty of the Warren Easton Elementary School and the Natchitoches High School, both of which were on the college campus. The faculty of the Warren Easton Elementary School and the Natchitoches High School, both of which were on the college campus. The faculty of the Warren Easton Elementary School and the Natchitoches High School, both of which were on the college campus. The faculty of the Warren Easton Elementary School and the Natchitoches High School, both of which were on the college campus. The faculty of the Warren Easton Elementary School and the Natchitoches High School, both of which were on the college campus. The faculty of the Warren Easton Elementary School and the Natchitoches High School, both of which were on the college campus. The faculty of the Warren Easton Elementary School and the Natchitoches High School, both of which were on the college campus. The faculty of the Warren Easton Elementary School and the Natchitoches High School, both of which were on the college campus. The faculty of the Warren Easton Elementary School and the Natchitoches High School, both of which were on the college campus. The faculty of the Warren Easton Elementary School and the Natchitoches High School, both of which were on the college campus. The faculty of the Warren Easton Elementary School and the Natchitoches High School, both of which were on the college campus. The faculty of the Warren Easton Elementary School and the Natchitoches High School, both of which were on the college campus. The faculty of the Warren Easton Elementary School and the Natchitoches High School, both of which were on the college campus. The faculty of the Warren Easton Elementary School and the Natchitoches High School, both of which were on the college campus. The faculty of the Warren Easton Elementary School and the Natchitoches High School, both of which were on the college campus. The faculty of the Warren Easton Elementary School and the Natchitoches High School, both of which were on the college campus. The faculty of the Warren Easton Elementary School and the Natchitoches High School, both of which were on the college campus. The faculty of the Warren Easton Elementary School and the Natchitoches High School, both of which were on the college campus. The faculty of the Warren Easton Elementary School and the Natchitoches High School, both of which were on the college campus. The faculty of the Warren Easton Elementary School and the Natchitoches High School, both of which were on the college campus. The faculty of the Warren Easton Elementary School and the Natchitoches High School, both of which were on the college campus. The faculty of the Warren Easton Elementary School and the Natchitoches High School, both of which were on the college campus. The faculty of the Warren Easton Elementary School and the Natchitoches High School, both of which were on

248 Ibid., pp. 125-128.
249 Ibid., pp. 7-10.
School consisted of a principal, a librarian, thirteen supervising teachers, and nine room teachers. One of the supervisors had a doctor's degree; the principal and twelve of the supervisors had master's degrees. The ten remaining members of the faculty had bachelor's degrees. The faculty of the Natchitoches High School consisted of a principal, a librarian, nineteen supervising teachers, and one substitute teacher. The principal, the substitute teacher, and fifteen of the supervisors had master's degrees; the librarian and four of the supervisors had bachelor's degrees.\(^{250}\)

The great contribution which this institution made to teacher education from 1925 to 1946 is reflected in Table XV and Table XVI. The number of four-year graduates, 3,649, and the number of two-year graduates, 2,771, made a total of 6,420 potential teachers who received their training there during this period. This is almost double the number graduated from any other institution in the state during the same period, Southwestern Louisiana Institute being second, with only 3,521. The total figure, 6,420, contains duplications, as some two-year graduates became four-year graduates. The list of curricula in Table XV shows the combinations of courses, previously mentioned. Nearly all the different subjects in the high-school program of studies were combined with English, mathematics, or science to form different curricula to enable students to qualify for teaching at least two subjects. These combinations are indicated by use of the word "Other" in the Table.

\(^{250}\) Ibid., pp. 17-21.
| Curricula                      | 1925 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | Total |
|-------------------------------|------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|
| Agriculture                   | 7    | 7  | 5  | 9  | 8  | 9  | 10 | 14 | 2  | 1  | 1  |    |    |    |    |    |    |    |    |    |    |    |
| Agriculture-Science           | 9    | 11 | 18 | 18 | 11 | 22 | 19 | 16 | 4  |    |    |    |    |    |    |    |    |    |    |    |    | 126 |
| Art                           | 5    | 2  | 2  | 6  | 3  | 2  | 1  | 1  | 1  |    |    |    |    |    |    |    |    |    |    |    | 27  |
| Commerce                      | 2    | 9  | 27 | 31 | 27 | 21 | 14 | 58 | 66 | 38 | 30 | 21 | 21 | 29 | 28 |    |    |    |    |    | 445 |
| English                       |      |    |    |    |    |    |    |    |    |    |    |    | 15 | 11 | 8  | 5  | 7  | 6  |    |    | 62  |
| English-Foreign Language      | 1    | 5  | 7  | 11 | 14 | 18 | 8  | 14 |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 78  |
| English-Social Science        | 17   | 29 | 45 | 46 | 22 | 32 | 29 | 39 | 25 | 14 | 22 | 25 | 23 | 33 | 33 | 18 | 17 | 9  |    |    |    | 449 |
| English-Other                 | 5    | 10 | 10 | 5  | 5  | 1  | 4  | 7  | 8  | 25 | 25 | 15 | 16 | 21 | 16 | 24 | 2  | 1  |    |    |    |    | 205 |
| French                        | 4    | 4  | 4  | 3  | 3  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 14  |
| Grammar Grades                | 3    | 12 | 6  | 7  | 7  | 4  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 39  |
| Home Economics                | 5    | 13 | 8  | 14 | 16 | 11 | 23 | 23 | 17 | 11 | 21 | 24 | 36 | 34 | 32 | 43 | 37 | 33 | 18 | 17 | 9  | 458 |
| Intermediate                  | 2    | 4  | 6  | 4  | 4  | 3  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 23  |
| Kindergarten-Primary          | 1    | 5  | 9  | 8  | 4  | 7  | 8  | 4  | 5  | 13 | 16 | 11 | 61 | 63 |    |    |    |    |    |    |    | 211 |
| Library                       |      |    |    |    |    |    |    |    |    |    |    |    | 10 | 6  | 7  | 4  | 5  | 1  |    |    |    |    | 33  |
| Mathematics                   |      |    |    |    |    |    |    |    |    |    |    |    | 10 | 5  | 5  | 1½ | 4  | 3  | 2  |    |    |    | 26  |
| Mathematics-Science           | 3    | 12 | 10 | 22 | 16 | 4  | 4  | 1  | 1  |    |    |    |    |    |    |    |    |    |    |    |    |    | 75  |
| Mathematics-Other             | 6    | 10 | 10 | 4½ | 5  | 7  | 10 | 8  | 15 | 20 | 20 | 15 | 9  | 9  | 21 | 13 |    |    |    |    |    |    | 175 |
| Music                         | 1    | 1  | 5  | 6  | 8  | 5  | 5  | 4  | 5  | 10 | 3  | 8  | 7  | 13 | 19 | 9  | 18 | 18 | 3  | 7  | 6  | 150 |
| Music-Other                   | 1    | 5  | 2  | 2  | 4  | 1  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 15  |
| Physical Education            | 5    | 5  | 7  | 5  | 2  | 6  | 9  | 12 | 19 | 18 | 14 | 4  | 7  | 13 | 12 |    |    |    |    |    |    | 126 |
| Primary                       | 1    | 2  | 2  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 157 |
| Science                       | 1    | 2  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 29  |
| Science-Other                 | 3    | 2  | 4  | 1  | 18 | 13 | 25 | 8  |    |    |    |    |    |    |    |    |    |    |    |    |    | 74  |
| Social Studies                | 3    | 10 | 15 | 8  | 6  | 11 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 63  |
| Speech                        | 1    | 5  | 5  | 5  | 3  | 3  | 6  |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 28  |
| Upper Elementary              | 4    | 10 | 13 | 19 | 20 | 39 | 51 | 72 | 49 | 48 | 31 | 19 | 11 | 11 | 4  | 1  |    |    |    |    |    | 403 |
| Other                         | 12   | 4  | 4  | 1  | 6  | 8  | 3  | 5  | 2  | 2  | 4  | 5  | 6  | 5  | 10 | 10 | 2  | 2  | 3  | 1  |    | 97  |
| Total                         | 52   | 96 | 110 |113 |119 |129 |134 |142 |138 |176 |149 |155 |166 |227 |328 |362 |285 |245 |256 |310 |117 |100 |3649 |

251 A, B, Graduates and Honor Roll (Record book on file in the Registrar's Office, Northwestern State College, Natchitoches, Louisiana, Pages not numbered.)
TABLE XVI

NUMBER OF GRADUATES OF TWO-YEAR TEACHER-TRAINING CURRICULA, NORTHWESTERN STATE COLLEGE, 1925-1937

<table>
<thead>
<tr>
<th>Year</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1925</td>
<td>21</td>
<td>342</td>
<td>363</td>
</tr>
<tr>
<td>1926</td>
<td>15</td>
<td>391</td>
<td>406</td>
</tr>
<tr>
<td>1927</td>
<td>17</td>
<td>306</td>
<td>323</td>
</tr>
<tr>
<td>1928</td>
<td>12</td>
<td>222</td>
<td>234</td>
</tr>
<tr>
<td>1929</td>
<td>5</td>
<td>265</td>
<td>270</td>
</tr>
<tr>
<td>1930</td>
<td>6</td>
<td>236</td>
<td>242</td>
</tr>
<tr>
<td>1931</td>
<td>7</td>
<td>234</td>
<td>241</td>
</tr>
<tr>
<td>1932</td>
<td>5</td>
<td>148</td>
<td>153</td>
</tr>
<tr>
<td>1933</td>
<td>2</td>
<td>98</td>
<td>100</td>
</tr>
<tr>
<td>1934</td>
<td>1</td>
<td>115</td>
<td>116</td>
</tr>
<tr>
<td>1935</td>
<td>3</td>
<td>95</td>
<td>98</td>
</tr>
<tr>
<td>1936</td>
<td>3</td>
<td>119</td>
<td>122</td>
</tr>
<tr>
<td>1937</td>
<td>3</td>
<td>100</td>
<td>103</td>
</tr>
</tbody>
</table>

TOTAL 100 2,671 2,771

Louisiana State University and Agricultural and Mechanical College

Louisiana State University had to make but little change in its program of teacher education to meet the specialization requirements set up in 1924. Practically the only change required was the addition of a curriculum for home economics teachers in 1925-1926.\(^{253}\) However, the "special subjects" regulations of 1931 resulted in great expansion of the program, and in 1934-1935 the following curricula were offered by Teachers College.

- English and a Foreign Language
- History and a Foreign Language
- Science and Mathematics
- Music and an Academic Subject
- Upper Elementary Grades
- Commerce and Academic Subject
- Athletic Coaching and an Academic Subject
- Home Economics\(^{254}\)

The choice of an academic subject, which was permitted with music, commerce, and athletic coaching to form a curriculum, greatly increased the number of possible curricula and called for more specialization. The College of Agriculture also set up a program of training which qualified students as teachers of agriculture.\(^{255}\)

A most significant feature of the program at this time was the inclusion of professional courses for graduate students who


\(^{255}\) Ibid., p. 98.
desired to meet the requirements for a certificate to teach in high school and who had not done so in their undergraduate program. This may well be considered the beginning of a graduate program of teacher education in the state, which has been the major source of supply of teachers for positions requiring the master's degrees.256

A total of forty-six courses in education was offered in 1934-1935, five of which were offered by extension only, another significant feature of the whole program. Thirteen of the courses were materials and methods courses, some of which were for elementary school and some for high school. The others included such subjects as psychology, administration, supervision, tests and measurements, general principles of teaching, organization, curriculum construction, history of education, philosophy of education, statistics, research in education, and observation and practice teaching.257 The practice teaching was done in the University High School, which at that time included grades five through eleven.258 The quality of work which the University was doing at this time is indicated by its membership in the Southern Association of Colleges and Secondary Schools and in the American Association of State Universities. It was admitted to the former agency in 1913 and to the latter in 1928.259

256 Ibid., p. 164.
257 Ibid., pp. 261-265.
258 Ibid., p. 165.
259 Personal letter dated May 1, 1947, to the author, from Mrs. W. H. Gates, Registrar, Louisiana State University, Baton Rouge, Louisiana.
Changes in certification requirements between 1934 and 1940 were perhaps responsible for the relatively large expansion of the program during those years. By 1940 the education curricula had been increased to include:

- Kindergarten–Primary
- Upper Elementary
- English and Foreign Language
- English and History
- History and Foreign Language
- Mathematics and Science
- Commerce and Academic Major
- Fine Arts and Academic Major
- Athletic Coaching and Academic Major
- General Health and Physical Education
- and Academic Major
- Vocal Supervision
- Instrumental Supervision

In addition to the curricula offered by the College of Education, two others, Agricultural Education and Home Economics Education, were offered by the College of Agriculture. These made a total of fourteen curricula listed, and the choice of an academic major with each of four of the curricula offered by the College of Education greatly increased the number.

An increase, though relatively smaller, was made in the number of education courses offered, the number in 1934–1935 being forty-six and in 1940–41 fifty-eight. More significant than the increase in number was the large number of advanced courses offered for graduate students. A total of thirty-five

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261 Ibid., p. 82.

262 Ibid., pp. 218-220.
were open to graduate students, with thirty-one designated specifically as graduate courses. 263

No new courses of much significance had been added to those of 1934-1935 on the undergraduate level, but several appeared at the graduate level, some of the more significant being: Adult Education, Problems in Educational Finance, Problems in Education, (rural, secondary, socio-civic), Principles and Problems of Commercial Secondary Education, Comparative Study of European National Education Systems, and Field Work in Comparative Education. 264

The large number of education courses, the large number of teacher-training curricula, and the wide range of courses offered by other colleges of the University made it possible for the College of Education to offer a program of training that would meet all certification requirements, and qualify teachers for any position in the public school system of Louisiana, and for the University to grant degrees, with a major in education at all levels, the baccalaureate, master's, and doctor's.

Modification and expansion of the program were fully as great during the period 1940-1945 as in the previous period, 1933-1940. By 1945 the education curricula had been modified and extended to include:

- Art and a Teaching Minor
- Commerce and a Teaching Minor
- Elementary Grades

263 Loc. cit.
264 Loc. cit.
English and a Teaching Minor
Foreign Language and a Teaching Minor
Health and Physical Education and a Teaching Minor (Men)
Health and Physical Education and a Teaching Minor (Women)
Library Science and a Teaching Minor
Mathematics and a Teaching Minor
Science and a Teaching Minor
Music (Instrumental Supervision)
Music (Vocal Supervision)
Music (Combined Band, Orchestra, and Vocal Supervision)
Music (Piano Teachers)
Social Studies and a Teaching Minor
Speech and a Teaching Minor

The College of Agriculture, through its School of Vocational Education, offered curricula for teachers in vocational agriculture, vocational home economics, vocational trade and industrial education, and industrial arts education.266

Thirty-six undergraduate courses and fifty-five graduate courses were now offered. The undergraduate courses numbered twenty-four in materials and methods; seven in student teaching, and one each in introduction to education, educational psychology, principles and problems of teaching in the secondary school, music education for the elementary grades, and evaluation of instruction.267 The courses at the graduate level were similar to those of 1940, the increase in number being due largely to a


266 Ibid., p. 107.

267 Ibid., pp. 243-246.
shift of several courses from the undergraduate to the graduate level. Twelve of these courses were designated as studies in the teaching of the various school subjects, both elementary and high school. Two courses, Visiting Teacher Work and Visiting Teacher Workshop were new and designed to meet certification requirements for the newly created position of Visiting Teacher.

A combination of courses, curricula, and offerings of other colleges of the University made it possible for the University to meet all certification requirements and to grant degrees at all levels at this time just as it did in 1940. The education faculty, exclusive of the University Laboratory School, contained fifteen members. Ten of them had doctor's degrees and five had master's degrees.

Practice teaching in 1945-1946 was done in the University Laboratory School, which comprised all of the grades of the elementary and high school. The faculty consisted of a principal and twenty-five teachers. The principal had a doctor's degree, twenty-three of the teachers had master's degrees, and two of them had bachelor's degrees.

Table XVII shows the total number of graduates of the

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268 Ibid., pp. 244–245.
269 Ibid., p. 245.
270 Ibid., p. 243.
271 Ibid., pp. 12–25.
272 Ibid., p. 158.
273 Ibid., pp. 33–34.
<table>
<thead>
<tr>
<th>Year</th>
<th>Regular session</th>
<th>Summer session</th>
<th>Total</th>
</tr>
</thead>
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<td>37</td>
<td>2</td>
<td>39</td>
</tr>
<tr>
<td>1926</td>
<td>47</td>
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<td>2</td>
<td>44</td>
</tr>
<tr>
<td>1928</td>
<td>37</td>
<td>2</td>
<td>39</td>
</tr>
<tr>
<td>1929</td>
<td>36</td>
<td>1</td>
<td>37</td>
</tr>
<tr>
<td>1930</td>
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<td>1</td>
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</tr>
<tr>
<td>1931</td>
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<td>1</td>
<td>45</td>
</tr>
<tr>
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<tr>
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<td>1935</td>
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<tr>
<td>1937</td>
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<tr>
<td>1945</td>
<td>73</td>
<td>13</td>
<td>86</td>
</tr>
<tr>
<td>1946</td>
<td>80</td>
<td>19</td>
<td>99</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2,048</strong></td>
<td><strong>549</strong></td>
<td><strong>2,597</strong></td>
</tr>
</tbody>
</table>

274 Information furnished by Mrs. W. H. Gates, Registrar, Louisiana State University, Baton Rouge, Louisiana.
College of Education from 1925 to 1946. It was not possible to obtain the number of men and the number of women or the number of graduates by curricula. Also the total number of graduates, 2597, does not include the graduates in home economics and agriculture who took teacher-education curricula. Had it been possible to have included these, the total would have been much larger.

In addition to these graduates of the College of Education, approximately 560 students obtained master's degrees in education during the period.\footnote{275}

C. The Status of Teacher Education at the Close of the Period 1925-1947

The period 1925 to 1947 was one in which specialized training was emphasized in the preparation of teachers in Louisiana. This specialized training was required by certification regulations, which were made necessary by an expanding high-school program of studies, state approval of elementary schools, and a state-wide program of curriculum revision.

When the State Board of Education began authorizing high schools in 1904, it also began setting up programs of studies for them. The first of these contained one curriculum and required three years for completion. The second, adopted upon the recommendation of State High-School Inspector Weber, contained three curricula (Literary, Commercial, and Agricultural) and required four years.

\footnote{275 Estimate by Dr. Homer L. Garrett, Professor of Education and Chairman of Graduate Studies in Education, Louisiana State University.}
for completion. The inclusion of agriculture and commerce in the program made necessary special training for teachers of these subjects. The program was expanded again in 1916 so as to include two new curricula, General and Domestic Economy, the curriculum in Domestic Economy requiring additional specialized training. Other changes were made and by 1944 the program had been expanded to include twelve fields of instruction and 104.2 high-school units, from which the student might select his program. Closely associated with this expansion of the program of studies was the development of a state program of supervision. This was begun with the employment of a state high-school inspector in 1907. As subjects which required special training were added to the program of studies, inspectors or supervisors were employed to supervise the teaching of them. The first such supervisor was for agriculture and the second for domestic science. By 1944 seventeen special-subjects supervisors were members of the State Department of Education staff.

In 1909 the State Board of Education began a program of state supervision for rural schools, similar to that which it had established for high schools. Inauguration of this program soon brought out the fact that teachers in these small schools were not as well qualified as they were in the larger schools. This discovery resulted in a movement to consolidate schools and raise the qualification requirements of rural-school teachers. This work, which was begun with one supervisor in 1909, increased rapidly in volume and an assistant supervisor was employed. For several years the work of these supervisors was in the field
of consolidation, organisation, and administration. In 1920
a shift of emphasis was made to the supervision of instruction.
In that year the State Department of Education began the practice
of preparing in advance of the opening of schools each fall state
supervisory programs. The activities listed in these programs
were intended to improve instruction and thus, indirectly, to
improve the instructors. Efforts to carry out these programs
led to the employment by parish school boards of parish super­
visors of instruction and to the establishment of a system of
state-approved elementary schools, both of which were intended to
improve instruction and raise the level of teacher education.

The curriculum-revision movement, begun in 1936 as a
joint effort by Teachers College of Louisiana State University
and the State Department of Education, had as its objective the
improvement of teaching and learning. The program extended over
a period of four years and was so organized as to include all the
teachers and many lay people of the state. Each summer, 1936 to
1939 inclusive, a group of teachers, principals, supervisors, and
superintendents, under the direction of members of the State
Department of Education and members of the faculty of Teachers
College engaged in an intensive study of the problem at the
University. This study resulted in the preparation of a bulletin
each summer for use by the teachers of the state during the follow­
ing session. Teachers and administrators were stimulated to read
widely, to exchange ideas, and to try new methods and procedures.
The preparation and use of units of work, called "try-outs,"
were perhaps the most stimulating of all the activities engaged in by the teachers. From the standpoint of specialization, the division of the program of studies into major fields for instructional purposes was perhaps the most significant. Such a division was away from specialization along subject matter lines. It tended to center the attention of the teacher upon the interests, purposes, and needs of children rather than upon subject matter mastery.

A relatively large amount of specialized training was offered by the teacher-training institutions of the state during the period 1906 to 1924. Some of this was required by certification regulations, especially for high schools. Major emphasis, however, was not placed upon special training until the period 1925-1947. In 1924 the State Board of Education passed regulations basing all future certification upon college training. Special requirements were set up for classroom teachers as one group and administrators as another. Variations in requirements for teachers were made between elementary schools and high schools and between approved schools and unapproved schools. Special requirements were set up for teachers of commercial subjects. This step was significant, because it marked the beginning of a trend toward the setting up of such requirements for all subjects. In 1926 special requirements were set up for teachers of home economics, and in 1931 a new plan of certification set up special requirements for all subjects in the high school. A High-School Certificate qualified the teacher to teach only those
subjects listed on the face of the certificate as "subjects specialized." Six college-session hours of credit was accepted as adequate preparation for most subjects. More were required for home economics, music, art, and agriculture. Other special requirements were added; in 1940 the committee which wrote the certification requirements to become effective July 1, 1947, made a special effort to protect the general education of teachers against further encroachments by special-interests groups. It did this by recommending fifty semester hours of general education for all teachers. This still permitted a large amount of specialized training. Special requirements were set up for administrative and supervisory positions, for high-school teaching, for upper and lower-elementary grade teaching, and for nursery school-kindergarten teaching. Special training was required for sixteen types of teaching positions, fifteen of which were designated according to subjects.

Efforts on the part of the teacher-training institutions of the state to meet demands for more and better-trained teachers resulted in expansion and modification of their programs. Descriptions given of the changes made indicate a steady improvement in the quality of training and in the number of teachers trained until the beginning of World War II.

For the purpose of showing the number of teachers trained, Table XVIII has been compiled. Records for the private institutions,
New Orleans Normal School, and the graduate students of Louisiana State University are not complete. Despite this lack of completeness the Table shows that 18,560 students completed teacher-training curricula. Of this number 6,554, or 35.4 per cent, completed two-year curricula, 11,333 or 61.2 per cent, completed four-year curricula, and 629 or 3.4 per cent, completed graduate curricula.

**TABLE XVIII**

**NUMBER OF GRADUATES OF TEACHER-TRAINING CURRICULA IN LOUISIANA, 1925-1946**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Two-Year Curricula</th>
<th>Four-Year Curricula</th>
<th>Graduate Curricula</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twelve Private Institutions</td>
<td>1108</td>
<td>747</td>
<td>69</td>
<td>1924</td>
</tr>
<tr>
<td>New Orleans Normal School</td>
<td>1100</td>
<td></td>
<td></td>
<td>1100</td>
</tr>
<tr>
<td>Southeastern Louisiana College</td>
<td></td>
<td>304</td>
<td></td>
<td>304</td>
</tr>
<tr>
<td>Louisiana Polytechnic Institute</td>
<td>1607</td>
<td></td>
<td></td>
<td>1607</td>
</tr>
<tr>
<td>Southwestern Louisiana Institute</td>
<td>1575</td>
<td>2147</td>
<td></td>
<td>4022</td>
</tr>
<tr>
<td>Northwestern State College</td>
<td>2771</td>
<td>3649</td>
<td></td>
<td>6420</td>
</tr>
<tr>
<td>Louisiana State University</td>
<td>2579</td>
<td>560</td>
<td></td>
<td>3139</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6,554</strong></td>
<td><strong>11,333</strong></td>
<td><strong>629</strong></td>
<td><strong>18,516</strong></td>
</tr>
</tbody>
</table>

The evidence presented indicates that the general level of teacher education had been greatly raised by the end of this period. Records of the State Department of Education show clearly that this is true. Between 1924 and 1945, a total of 34,775\textsuperscript{276}

certificates had been issued on the basis of two or more years of college training. Of this number, 14,169\textsuperscript{277} were Professional Certificates, and 18,191\textsuperscript{278} were Professional Elementary Certificates. Since both the High-School and the Professional certificates required at least a bachelor's degree, the number of teachers who received certificates on the basis of at least four-year college degrees between 1924 and 1945, was 16,584. The differences between these figures on certification and those in Table XVIII on graduates of teacher-training courses are due to the following: The information in Table XVIII is incomplete; many teachers were certified on the basis of training which they had received prior to 1925; many teachers who did not complete a teacher-training curriculum received certificates on the basis of two or more years of college training; and many teachers received certificates on the basis of training received in institutions outside Louisiana.

More specific evidence as to the status of the teaching force during the session of 1944-1945 is seen in the fact that of a total of 10,003\textsuperscript{279} teachers in the various parish and city systems of the state, 938\textsuperscript{280} had master's degrees; 5,739\textsuperscript{281} had bachelor's degrees; 1,247\textsuperscript{282} had three years of college training; 1,634\textsuperscript{283}

\textsuperscript{277} Loc. cit.
\textsuperscript{278} Loc. cit.
\textsuperscript{279} Ibid., pp. 172-173.
\textsuperscript{280} Loc. cit.
\textsuperscript{281} Loc. cit.
\textsuperscript{282} Loc. cit.
\textsuperscript{283} Loc. cit.
had two years of college training; and only 445\textsuperscript{284} had one year or less of college training. Stated in another way: 9.4 per cent of the teachers had master's degrees; 57.4 per cent had bachelor's degrees; 12.5 per cent had three years of college training; 16.3 per cent had two years of college training; and 4.4 per cent had one year or less of college training. Thus it is seen that whereas between 1924 and 1945 the total number of teachers had grown from 8,406 to 10,003, an increase of only 19 per cent, the proportion of the total teaching force holding a bachelor's degree had increased from 17.7 per cent to 68.8 per cent.

Mention should be made of the fact that conditions related to World War II had already lowered the average status. By reference to Tables XI, XII, XIII, XV, and XVII, it may be seen clearly that the number of teachers trained was greatly reduced following the entry of the United States into the war. However, the record for 1946 shows an increase in the number trained over that of 1945, which probably indicates that no further lowering of the status will occur.

\textsuperscript{284} \textit{Loc. cit.}
CHAPTER VI

SUMMARY AND CONCLUSIONS

This study has traced the development of the professional education of white teachers in Louisiana from the beginnings of teacher education to 1947. The description of the development has been presented in four major divisions of the study. These divisions were made according to periods of time, each period being characterized by significant developments in teacher education in Louisiana. The divisions are: teacher education in Louisiana prior to 1884; the beginnings of a definite state program of teacher education, 1884–1906; expansion and improvement of the state program of teacher education, 1907–1924; and specialization in teacher education, 1925–1947. The following summary and conclusions are based on the information presented in the study.

The first special institutions for the training of teachers were established by religious orders in France in the latter part of the seventeenth century and in Germany just at the close of that century. One hundred years later, France established the first state-supported teacher-training institution, which remained in operation a few months but which served as a precedent for others. By the end of the first quarter of the nineteenth century, both France and Germany had adopted programs of state support
for the training of teachers in special institutions, which came to be known as normal schools. England and Switzerland made beginnings in such work about the same time, but made little progress until about the middle of the nineteenth century, by which time several normal schools had been established in the United States.

There is a difference of opinion as to the influence which the foreign institutions had upon those established in the United States. State control instead of national control and a relatively democratic relationship between the faculty and the student body seem to be of distinctly American origin. Certain other features pertaining to organization and administration were evidently borrowed from the institutions of Europe.

The Reverend Samuel R. Hall, established the first normal school in the United States at Concord, Vermont, in 1823. This institution was privately supported. Massachusetts, in 1839, established two normal schools with state support and thus set the pattern for the present system of state-supported teacher-training institutions in the United States.

The first normal school in Louisiana was the New Orleans Normal School, which was established by legislative action in 1858. The institution received some state aid, although it was primarily a city normal school and trained teachers almost exclusively for the City of New Orleans. The school trained only a small number of teachers prior to 1884, but it helped to establish in the minds of the people of the state the idea that teachers required
special training, and in so doing it rendered a valuable service.

The general education which was provided by the colleges and academies of the state was the only education which most of its teachers received prior to the establishment of the State Normal School at Natchitoches, Louisiana, in 1834. It was of an inferior quality as measured by present-day standards.

The Peabody Education Fund provided valuable assistance to the New Orleans Normal School from 1868 to 1882. The same fund was instrumental in establishing and supporting normal departments in a few other institutions over the state. Money from the fund was also used to provide scholarships to the Nashville Normal School, Nashville, Tennessee; and in 1882, an appropriation was granted for the support of teachers' institutes in Louisiana. A small sum was used to support an educational journal for a period of eight or ten years. The total amount of money contributed from the fund for the education of teachers in Louisiana prior to 1884 was $45,720. A small portion was used for the education of Negro teachers. The amount expended for the education of white teachers was relatively small; but the good accomplished was great, if judged in the light of the expressions of appreciation by those in position to evaluate the results.

Teachers' institutes were used from 1871 to 1884 as a means of providing both pre-service and in-service education of a special or professional nature for a few teachers. The greatest service which the institutes rendered was in focusing the attention of
teachers on the professional aspects of teaching.

A state program of teacher education was begun with establishment of the State Normal School by legislative action in 1884. Natchitoches was selected as the location for the institution, which began its first session in the fall of 1885. Additional legislative action was necessary for several years to place it on a satisfactory basis from a legal standpoint. The value of the training which it gave to prospective teachers soon became recognized throughout the state, with the result that the School received increased appropriations and greatly increased its services as time passed. The program of training, which required two years for completion in 1885, was expanded so as to require three years in 1890 and four years in 1894. Approximately two years of the program in 1894 were above high-school level. The practice school, which included only four grades in 1890, was expanded to include eight grades in 1894. By 1906, a total of 824 students had graduated from the State Normal School, and most of them had become teachers. The State Normal School, because of the high quality of its work and the large number of teachers that it trained, made a greater contribution to teacher education in Louisiana from 1884 to 1906 than did any other institution or agency. It is probable that it made as great a contribution as all other institutions and agencies made during the same period.

The New Orleans Normal School was in operation during most of the period from 1884 to 1906, but it rendered a relatively small service during the first half of the period because of
inadequate finances. Its services during the latter half were somewhat greater, but were limited largely to the City of New Orleans, in which nearly all of its graduates work. It placed unusually heavy emphasis upon the training of kindergarten teachers, and this tended to restrict its services to the teachers in New Orleans.

Lack of adequate training facilities in organized institutions during this period resulted in the use of certain auxiliary agencies for teacher-training purposes. The agencies most used were teachers' institutes, the Louisiana Chautauqua, summer normal schools, teachers' associations and teachers' reading circles. The Peabody Education Fund was the source of financial aid for some of these agencies.

Teachers' institutes were of sufficient importance to merit legislative sanction and support over a period of several years. Act 51 of 1884, which established the State Normal School, required that the school hold teachers' institutes as a part of its teacher-training program. Act 81 of 1888 gave parish superintendents authority to hold one-day institutes, and Act 119 of 1910 required that they hold them. Act 64 of 1892 established a state program of one-week institutes, for which legislative appropriations were provided for a number of years. The one-week institutes were held at various places over the state each year and were attended by both teachers and laymen, the total number attending during certain school years being as many as four thousand, about equally divided between teachers and laymen. Both the one-week and one-day
Institutes were used primarily for dealing with the professional phase of teacher education, thereby providing excellent and essential training which a large majority of the teachers did not have.

The Louisiana Chautauqua was established at Ruston in 1890 and held its first session in 1892. For the following thirteen years, it provided training for teachers very similar to that provided by the one-week institutes, although on a broader scale and for longer periods than one week. One of the summer normal schools held each summer was a part of the Chautauqua program. This was under the direction of the State Institute Conductor and received aid from the Peabody Education Fund, which indicates that it rendered a valuable service.

Summer normal schools developed from teachers' institutes and probably evolved into the present-day summer terms of the institutions of higher learning in the state. The first summer normal school was a part of the Chautauqua program in 1892. Incomplete records preclude a full evaluation of the contributions of the summer schools, but interest seems to have mounted steadily in the years following; by 1910, more than 11,000 teachers had received training in summer normal schools. The training dealt largely with the professional phase of teacher education, including practice teaching and the study of such subjects as psychology, methods, principles of teaching, school management, and review courses in subjects taught in the public schools. Consideration of the type, quality, and quantity of training given by summer
normal schools indicates that they perhaps made a greater con-
tribution to teacher education from 1892 to 1910 than did any
other institution or agency except the State Normal School.

The first teachers' association in the state was the
Louisiana Education Association, organized in 1883 and dominated
largely by the private—school leaders. This organization was
superseded by the Louisiana State Public School Teachers'
Association, organized at Alexandria in 1892, and later becoming
the Louisiana Teachers' Association. The Louisiana State Public
School Teachers' Association aided in teacher education by means
of its annual conventions, The Teachers' Reading Circle, which
it organized and sponsored, and through its official journal,
The Louisiana School Review, presently the Louisiana Schools.
Through these three instruments the association provided both
general and professional education, largely in-service, for the
teachers of the state.

Contributions to teacher education in Louisiana from the
Peabody Education Fund from 1885 to 1911 amounted to $115,518.50.
They were distributed as follows: Normal schools, $55,800; scholar-
ships to Peabody Normal School, $39,388.50; teachers' institutes,
$26,000; summer schools, $3,000. Without these relatively large
sums, much of the work in the teacher education carried on in the
state from 1885 to 1911 could not have been done. A highly
valuable service was rendered to teacher education in Louisiana by
contributions from the Peabody Education Fund during this period.

The state program of teacher education which was begun
during the period 1884–1906, was greatly expanded and improved
during the succeeding period, 1907–1924. The factors which were
most responsible for the expansion and improvement were the
changed attitude of the people toward public education, the great
increase in public school enrollment, the consolidation of high
schools, the development of the state-approved high schools,
and the state control of teacher certification.

Special efforts were made from 1885 to 1910 by the leading
educators of the State to change the attitude of the people toward
public schools and toward the need for qualified teachers. One
feature of both the one-week institutes and summer normal schools
was the inclusion in the programs of special meetings for the
public. These meetings were planned and conducted so as to
present the value of the public schools and of well-trained
teachers. They were attended by thousands of persons other than
teachers, with the result that the public school came gradually
to be accepted by the public as the best means of providing educa-
tion for all. Other results were the realization on the part of
people generally that teachers needed special training and a
demand by the people for properly-trained teachers.

Greater knowledge of and faith in the public school resulted
in greatly increased enrollments in public schools. The enrollment
in 1900 was 120,178. By 1910 it had risen to 184,725, an increase
of 53.6 per cent, while the increase in the number of educables
for the same period was from 204,827 to 275,087, or only 34.3 per
cent.
Along with the increase in public-school enrollment came consolidation of schools. In 1909 there were in the state 2,258 public schools. Of this number there were 1,560 schools with one teacher and 214 with five or more teachers. By 1924 the total number of schools had been reduced to 1,900. Of this number 633 had one teacher; 522 had five or more teachers. Consolidated schools offered more desirable teaching positions than did the smaller schools, and many teachers sought to improve their qualifications in order to obtain the more desirable positions.

Closely related to the consolidation of schools was the development of high schools. The State Board of Education recognized the need for high schools as early as 1884 by passing a regulation that high schools should be maintained in the state to prepare pupils for business pursuits or for entering institutions of higher learning. Following this action by the State Board of Education, school administrators began establishing high schools, and in 1903 State Superintendent Calhoun requested that the State Board of Education adopt a form of diploma for high schools to use. He also suggested that the recipients of the diplomas be admitted to the state institutions of higher learning without examination. The State Board adopted such a diploma and also set up special requirements for high schools to meet before being authorized to issue the diploma. Some of the requirements pertained to the qualifications of high-school teachers. It was in this way that the present far-reaching plan of specialization
in teacher certification began.

Assumption of state control of teacher certification began with the passage of Act 55 of 1906, providing for a state board of examiners to conduct teachers' examinations. Complete control of certification by the state was achieved by the passage of Act 214 of 1912. The Act enabled state officials first to set higher standards for certificates by examination and finally, in 1924, to eliminate examinations as a basis for certification. In that year the State Board of Education placed all certification on a college education basis, a step which has led to the present relatively high level of teacher education within the state.

In 1906 three institutions, the New Orleans Normal School, the State Normal School, and Louisiana State University were offering programs of professional teacher education. The demand for better qualified teachers caused others to institute such programs, and by 1924 thirteen institutions were offering teacher-training programs which met the approval of the State Board of Education. Four of these, Louisiana State Normal School, Louisiana State University, Louisiana Polytechnic Institute, and Southwestern Louisiana Institute, were state institutions and trained the great majority of the teachers. Louisiana State University offered a four-year program of training above high school level throughout the period 1907-1924. Louisiana State Normal School, which was offering approximately two years of training above the high school level at the beginning of the period, began offering a four-year program at the
college level in 1918. In 1922 the name of the institution was changed to Louisiana State Normal College. It continued to offer a two-year program and at the close of the period in 1924 was offering three two-year curricula and seven four-year curricula at the college level. Louisiana Industrial Institute at Ruston entered the field of teacher training in 1908 by offering education courses to seniors. By 1915 it was offering five two-year teacher-training curricula at the college level. In 1918 the institution became a four-year college, and in 1924 began offering four-year teacher-training curricula at the college level. In the same year the name of the institution was changed to Louisiana Polytechnic Institute.

Southwestern Louisiana Institute began work in teacher education in 1910 by offering a course in industrial education for teachers. In 1915 it offered four two-year teacher training curricula at the college level. In 1920 it began offering a four-year curriculum and at the same time continued its two-year curricula. It was offering both two-year and four-year curricula at the close of the period in 1924. The total number of teachers trained by these state institutions during the period 1907-1924 is not known; but from 1905 to 1924, Louisiana State Normal School issued 4,063 diplomas and Southwestern Louisiana Institute granted 543 diplomas.

The private institutions that trained teachers during the period 1907-1924 were: New Orleans Normal School, Tulane University, St. Mary's Dominican College, Louisiana College, Mansfield Female
College, Loyola University, Centenary College, College of the Sacred Heart, and St. Vincent's Academy. One of these institutions, the New Orleans Normal School, had a definite program of teacher education at the beginning of the period. The others established programs at different times during the period. The programs were relatively limited in their offerings. They seldom included more than two curricula. The total number of students trained by the institutions is not known, but the number was small. The New Orleans Normal, which perhaps trained more than all of the others, had an average annual enrollment of about two hundred. This indicates an average of about one hundred graduates each year or approximately two thousand for the whole period. It is evident that the four state institutions made a much greater contribution to teacher education during the period than did the nine private institutions.

The work of the institutions, both state and private, during this period greatly raised the general level of the education of teachers. In 1906 there were 5981 teachers in the public schools of the state. Of this number, 2093 or 35 per cent were graduates of two-year teacher-training departments and not enough had college degrees to merit mention. By 1924, the number of teachers had risen to 8,400. Of this number, 3939 or 46.9 per cent were graduates of two-year teacher-training courses, and 1,491 or 17.7 per cent, had college degrees.

Much of the training given teachers from 1906 to 1924 was of a specialised nature. It prepared teachers to fill specific types
of positions, such, for instance, as rural school teacher, primary teacher, or teacher of high-school mathematics. This was especially true in the institutions operated by the state. However, this training was the result of a desire on the part of these institutions to prepare teachers better for the various teaching positions in the state and was not made necessary by certification requirements. The period from 1925 to 1947 was almost exclusively one of specialization, every teacher-training curriculum being designed primarily to qualify teachers for specific kinds of teaching positions. The specialization was brought about by certification regulations. Factors which made such regulations necessary were the expanding high-school program of studies, the state-approved elementary school, and the state-wide program of curriculum revision.

Expansion of the high-school program of studies was begun in 1909, when the State Department of Education adopted a program consisting of three curricula, literary, commercial, and agricultural, each requiring four years for completion. Additions to the program were made from time to time, so that by 1944 there were twelve fields of instruction, with a total of 104.2 high-school units from which the pupil might select his program. The large number of fields of instruction and the fact that from one to 27.6 units might be offered in certain subjects made specialized training for teachers imperative. It also made necessary special training for supervisors of the work in the various fields.

The adoption of standards for high schools was soon followed
by a similar plan for standardizing elementary schools. The plan for a state program of supervision of elementary schools was begun in 1910. Immediately the state supervisor made a survey which showed that most of the teachers were poorly trained, that the facilities were quite inadequate, and that the quality of work was unsatisfactory. A campaign was then begun to consolidate schools, improve the facilities, and raise the qualifications of teachers. This resulted in adoption by the State Board of Education in 1928 of a plan for the approval of elementary schools. One of the criteria for rating the schools was to be the training of the teachers. Also, teachers would be required to teach at the level, primary, intermediate, or grammar grade, for which they had received special training.

The state-wide program of curriculum revision, begun in 1936 and concluded in 1940, caused certain modifications to be made in the program of studies of the public schools. Much critical attention was given to materials and fields of instruction, philosophy and aims of education, teaching procedures, and similar problems related to the curriculum. Practically all the teachers of the state participated in the study and the total effect upon the education of the teachers was great. Following this study, the State Department of Education was reorganized so as to provide supervisors for the various fields of instruction, and some modifications were made in the teacher-training programs in the state. The modifications were for the purpose of providing training that would cause teachers to think more about meeting the interests, purposes and needs of children than about just teaching subject matter.
Emphasis in the program was placed upon the development and use of units of work and upon viewing the program of studies in terms of major fields instead of subjects.

The setting up of requirements for specific teaching positions was probably more responsible for specialized training from 1924 to 1947 than was any other one thing. Evident need prompted the State Board of Education to set such requirements, just as it had impelled the colleges to begin such training before they were required to do so. Although the certification regulations of 1924 had in them some elements of specialization, it was not until 1931 that the present comprehensive plan of specialization was required. The 1931 regulations specified that high-school teachers would be certified to teach only those subjects for which they had received adequate college preparation, adequate preparation for most subjects being set as six college-session hours of credit. As time passed, the number of special requirements so increased that in the plan of certification adopted in 1943 twenty-three different types of positions were designated as requiring special training. Some of the types had still further divisions.

During the period 1925-1947, thirteen private and five state institutions were engaged in the work of training teachers. The five state institutions were Louisiana State Normal College (now Northwestern State College), Louisiana State University, Louisiana Polytechnic Institute, Southwestern Louisiana Institute, and Southeastern Louisiana College (which was established at the beginning of the period and immediately began training teachers).
These institutions expanded and modified their programs to meet specialization requirements set up by the State Board of Education and to provide as effective programs of training as possible. The total contributions of the five state institutions to teacher education in Louisiana from 1925 to 1946 is indicated by the following numbers of graduates: Southeastern Louisiana College, 304, four-year; Louisiana Polytechnic Institute, 1607, four-year; Southwestern Louisiana Institute, 1575 two-year and 2,447, four-year; Northwestern State College, 2,771 two-year and 3,649 four-year; Louisiana State University, 2,579 four-year and 560 five-year (master's degrees). The total number of graduates was 15,492. This total contains duplications because many two-year graduates later became four-year graduates. The total does not contain all of the graduates, however, as it does not contain the graduates of Louisiana State University in home economics and agriculture who became teachers.

The private institutions that trained teachers during the period 1925-1947 were: New Orleans Normal School, Tulane University, Loyola University, Centenary College, Louisiana College, Mansfield Female College, Mt. Carmel Normal, Normal College of the Sacred Heart, Silliman Institute, St. Mary's Dominican College, St. Vincent's College, Ursuline College, and Academy of the Holy Angels. Two of these institutions were closed near the beginning of the period and one near the end of it. Two did not begin training teachers until the middle of the period. All of them offered limited programs. The total number of teachers trained by them during the period is not known. Incomplete records show a
total of 3,034. The New Orleans Normal School, which closed in 1940, trained approximately eleven hundred of this number. As in the preceding period, 1907-1924, the state institutions trained a great majority of the teachers. They also provided broader programs of training than did the private institutions. The number of teachers trained and the quality of training given by both the private institutions and the state institutions during the period 1925-1947 was such as to raise the general level of teacher education in the state far above what it had been in previous years.

Although World War II resulted in a lowering of the general level of education of the teaching force of the state, the status was still relatively high. During the session of 1944-1945, 9.4 per cent of the teachers had master's degrees, 57.4 per cent had bachelor's degrees, 12.5 per cent had three years of college training, 16.3 per cent had two years, and 4.4 per cent had less than one year. This shows a much higher level than that of 1924, when 46.9 per cent of the teachers had two years of college training and only 17.7 per cent had college degrees. The level in 1944 was in marked contrast with that of 1906, when 35 per cent of the teachers had two years of college training and not enough had college degrees to merit recording.

The steady improvement in teacher-training programs in Louisiana, from the establishment of the State Normal School in 1884 to 1947, indicates that students are given better training for teaching today than ever before and that the teachers of the future will be more effective than those of today.
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VITA

John Alexander Jones was born in LaSalle Parish near Jena, Louisiana, December 25, 1898.

He graduated from Georgetown High School in 1917, attended Louisiana State Normal College during the summer of 1917 and began teaching school in Grant Parish in September, 1917, having received a first-grade teacher's certificate by examination.

He joined the United States Army in the fall of 1918 and was stationed at Louisiana College as a member of the Student's Army Training Corps. He was discharged in December, 1918, following the Armistice in November. He began teaching school again the fall of 1919 in Jackson Parish, where he taught during the sessions of 1919-1920 and 1920-1921.

In the fall of 1921, he began teaching in Claiborne Parish where he remained for fifteen years, the last nine of which he was principal of Homer Grammar School.

He left Claiborne Parish in September, 1936, to become Director of Education at the Louisiana Training Institute, Monroe, Louisiana, where he remained for four years, the last seventeen months of which he was acting-superintendent of the institution.

During the session of 1940-1941, he was area supervisor for the W.P.A. in the adult education program of the state.

He attended Louisiana State University during the session of 1941-1942 as a candidate for the Doctor of Philosophy degree,
having received a Bachelor of Arts Degree from Louisiana Polytechnic Institute in 1934, and a Master of Arts Degree from Louisiana State University in 1938. Since 1942 he has continued his graduate studies at Louisiana State University and at other institutions.

He was married to Jewell Bailey of Haynesville, Louisiana, in 1924, and she has been both an inspiring companion and co-worker since that time.

He is now a candidate for the Doctor of Philosophy Degree at Louisiana State University.
EXAMINATION AND THESIS REPORT

Candidate:  John A. Jones

Major Field:  Education

Title of Thesis:  The Development of the Professional Education of White Teachers in Louisiana

Approved:

George N. Warner
Major Professor and Chairman

W. E. Groce
Dean of the Graduate School

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L. B. Robert

Mary P. Smith

W. Lawrence

Marian B. Smith

Date of Examination:

July 26, 1947