

NEW YORK UNIVERSITY

SCHOOL OF PEDAGOGY.

THE HISTORY OF TEACHERS' INSTITUTES

IN

NEW YORK, NEW JERSEY, PENNSYLVANIA AND DELAWARE

A THESIS SUBMITTED FOR THE DOCTORATE IN PEDAGOGY

BY

FLORENCE MARTHA WHITELEY.

1911.

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MORRIS MARTHA WHITELEY.

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THE HISTORY OF TEACHERS' INSTITUTES IN THE MIDDLE ATLANTIC STATES.

INTRODUCTION

The purpose of this paper is to discuss the subject of the origin and development of those organizations known as Teachers' Institutes, within a prescribed number of states, and to consider the influence which they may have exerted in moulding public opinion to appreciate the necessity of providing for the professional training of elementary teachers through the establishment of free normal schools; and also to estimate to what extent they have been influential in creating and disseminating higher educational ideals, and a more progressive spirit among the teachers of the several states.

The material available for such a sketch is widely dispersed and scanty, often lacking in continuity, as but few, if any, of the earlier institutes kept permanent records of their proceedings; and often brief notices embodied in educational reports, or an occasional personal mention of a superintendent, or of a teacher in charge of an assigned subject for discussion, as found in filed papers of a particular period, are the only sources of information at hand.

Again, so closely are teachers' institutes allied with the development of a system of elementary schools that apparent

digressions must needs occur in order to place in a correct setting this organization as we trace its development in a particular state.

The principal sources of information relative to the earlier development of teachers' institutes have been the messages, reports, and legislative acts, as recorded in the Journals of the Senate and the Minutes of the House for the particular years of the period covered. Very many of these volumes have been examined.

As the history approached a period in which Teachers' Institutes become a more systematized organization, the research has covered a wider range of educational works.

While not anticipating in this introduction the more symmetrical completeness of the institute of the present as compared with that of the past, its line of advance may be summarized by a comparison of the following subjoined definitions culled from widely different sources, and separated by a considerable difference in time.

"A Teachers' Institute is an organization of the teachers of a town, county, or state for the improvement of their profession, by meeting for a longer or shorter time, for a thorough review of the studies of the public schools, under teachers of acknowledged reputation, as well as for lectures, discussions

and essays on various methods of school discipline and instruction.¹

"A teachers' institute is a school for teachers, having a short and vaguely defined course of study, and having as its main object the instruction of teachers and particularly of non-professional teachers in the elements of their art and their stimulation to excellency in scholarship and teaching."²

1. - Rhode Island Institute of Instruction for 1845-46, P.118.
2. - Education in the United States, edited by Nicholas Buller, Vol. I.

THE HISTORY OF TEACHERS' INSTITUTES.

NEW YORK STATE.

Very early in its history, New York State through its legislative acts, gave formal recognition of its belief in popular education. For, despite the confusion which, to a greater or lesser extent, must have prevailed during that first meeting of the legislature in 1777, the Governor, Hon. George Clinton, called the attention of that body to the importance of enacting measures, which should lead to the formulating of an educational policy for the state¹

In compliance with these suggestions an act was passed incorporating an educational body under the title of "The Regents of the University" - a body that by its reports and practical demonstrations did much to advance the cause of elementary education throughout the state.

The report sent to the legislature in 1792, by the Regents of the University recommended : that schools for teaching the lower branches be established, and urged that it was the duty of the state to provide for the children of humble parents instruction in reading, writing and Arithmetic, sufficient to enable them to carry on the ordinary business of life.²

1. - Journals of the Senate and of the House 1777.
2. - Senate Journal 1792.

The pertinent suggestion followed, that a certain part of the unappropriated lands of the state be set aside for such purposes.

Through the influence of the Governor, George Clinton, the recommendations of the Regents were incorporated in an Act which passed the legislature in 1795, entitled : An Act for the Encouragement of Schools.¹

This Act provided for the sub-division of towns into school districts, each of which was to receive an appropriation equal to one-half of the expenses incurred in maintaining a school within its limits, subject to the conditions and requirements therein prescribed.²

The official head of each district was the school trustee whose election, term of office and official duties were conditioned by the general interpretation of the act.

Specific instructions were given as to the form and contents of the reports which the trustee was to forward to the Regents.

Unfortunately, under the terms of the Act, it was to expire by its own limitation in the year 1800; thus giving a period of only five years in which to formulate and put into execution the experiment of giving state aid to the common schools.

1. - Senate Journal 1795.

2. - Official Reports of Trustees: Length of School term. etc.

Despite the brevity of its duration, this Act may be considered as an introductory movement towards familiarizing the public with the idea of providing a system of elementary schools for the masses by means of state appropriations.

S. S. Randal, in his History of the Common School System of New York State, says: "Under the generous provisions of this Act, one or more schools were established in nearly every town of the state."¹

When the state aid was withdrawn many of these schools were abolished, while others maintained only a feeble fluctuating existence.² But the opportunities these schools had afforded for at least a meager education along definite lines, awakened an interest among both class-pupils and the more thoughtful patrons, for at least some of the latter were beginning to realize that the future welfare of their children was indissolubly linked with educational advantages afforded by these "district schools".

One need only to consult the Journals of the Assembly during these years to be assured that the project of educating the masses was drawing to its support an ever widening circle of adherents.

1. - On file in Astor Library.
2. - History of the Common School System of New York.

The numerous bills bearing on elementary education, which were annually presented to the legislature, though failing to receive the required recognition, were a guarantee of future success, as the principles which they embodied required only time for their vindication; and so these pioneers of the cause patiently strove for its realization.

The immediate interests, for which the young state must provide, were varied and many. Industrial activities were seeking to develop the resources of the state along commercial, agricultural, and manufacturing lines, and the legislature was importunately beseeched to enact measures that would encourage investments of capital and labor.

But, while the keen eye of the financier saw unlimited possibilities in the material resources of the state, it was the ken of the philosopher which foresaw the amalgamation of these diverse nationalities, that were thronging to the unoccupied lands of the state, through the medium of a uniform system of elementary schools: for the children of these honest but prejudiced foreigners were to be moulded into citizens that should be influenced by American institutions and American ideals.¹

1. - The Story of N.Y. by Elbridge Brooks.

By a legislative Act of 1812, the titular office of The State Superintendent of Common Schools was created,¹ and although financial aid came slowly and grudgingly, these early promoters of a free elementary education could not fail to rejoice in the added dignity and in the future possibilities that clustered around the new title.

Interesting as it might be to discuss the many measures that followed in behalf of the common schools, the purpose of this paper permits only such allusions and excerpts as best serve to elucidate the later phase of the subject, viz: that of providing competent teachers for the elementary schools.

The incipient steps towards a uniform system of schools having been taken, numerous perplexing difficulties stood in the way of its advance:- the isolated settlements composed of various nationalities in many of which English was a foreign tongue; the disorganized condition of industry, owing to the Second War with Great Britain; the poverty of the rural population, who were struggling to make cultivated fields take the place of rough and rocky wastes, and who, while thus carrying the burden of illy requited toil with its consequent result of debt and privation, were adverse to meeting with an equal amount,

1.- Journal of the Senate 1812.

the money appropriated by the state to ^{the} several districts, as provided for under a special act.¹

Thus almost insuperable obstacles retarded the general realization of the benefits which were to accrue from the system that had been outlined, even though in the more prosperous districts schools were organized and maintained, and that such schools awakened a deeper interest in the subject of popular education.

In many of these districts the schools thus established were never allowed to be disbanded, but preserved a continuous existence up to the time of the perfected organization of the free school system.

Still, in its larger range, this experiment of partially free schools failed to achieve the desired results, for the rural districts covered the greater part of the state, and in these districts, men of questionable intelligence and still more questionable morals were often employed as teachers, since cheapness and a sort of fawning good-nature were frequently the passport to office rather than honest service and sterling qualities. The school terms were short and the pupils attended or not, as they chose.

1. - The Story of New York by Elbridge Brooks.

The reports of these years by the superintendents of the Common Schools¹ show such a lack of educational qualifications on the part of the teachers employed, as to awaken the gravest apprehensions in the minds of the educators and statesmen, who were keenly alive to the fact that a republic is sustained by the exercise of the franchise in the hands of the people at large; and, who, with wise forethought, saw that the stability of the republic, whose years numbered less than half a century, lay in the intelligent exercise of that franchise.

But already a new educational thought was radiating its benign influences from different centers throughout the country, and New York state was but strengthening or anticipating educational measures, that were engrossing the attention of adjoining states, in her demonstration of problems that centered around a free system of common schools.²

Through the press, and from the forum of statesmen, clergymen and schoolmen were pleading the cause of the Common School, and the methods employed in German and Prussian schools were discussed, as to their adaptability to an American System of Schools.³

- 1.- Reports of Supts. Hawley and Spencer in Journals of the Senate
- 2.- Hinsdale's Horace Mann.
- 3.- Henry Barnard-Moss. Thomas Galloudet (Blind Asylum)

The training school at Halle, established in 1704, and which during the latter half of the 18th century had supplied northern Europe with superior teachers,¹ stood for ideals which the American educators were quick to appreciate, and which these brave, struggling educational pioneers sought to disseminate among their own poorly informed and often narrowly-prejudiced teachers.

For these men were not mere dreamers, but planned and struggled for the realization of their vision, knowing that the successful issue of a system, which was to make possible a thorough elementary education for every child in the state, depended almost entirely on a suitable preparation of the teacher for his work, both as regards scholarship and methods of instruction; and that even in the ruder and more remote districts such teachers should of right hold a place. Believing this, they urged that it was the duty of the state to provide ways and means for the training of the teacher.

A few words from Governor Dewitt Clinton's message to the legislature of 1827, will serve to indicate the vital interest taken in the subject of elementary education by the more liberal and scholarly minds of that time.

1. - See Sketches of Froebel - Restalozzi.

....."But after all the great bulwark of Republican government is the cultivation of education, for the right of suffrage cannot be exercised in a solitary manner without intelligence.¹"

. "It is, however, too palpable that our system (of common schools) is surrounded by imperfections which demand the wise consideration, and improving interposition of the legislature. In the first place there is no provision made for the education of competent instructors.²"

As a means of meeting this deficiency, Governor Clinton suggested that Monitorial Schools be established in the various counties of the state for the special instruction of elementary teachers.

The annual report of the State Superintendent of Common Schools, presented to this same session of the legislature, refers at some length to this subject:

. "The character and usefulness of the common schools are dependent almost entirely upon the qualifications of the teacher."³

- 1.- Journal of the Senate 1827.
- 2.- Journal of the Senate 1827.
- 3.- Journal of the Senate 1827.

. "It rests with the legislature to make such provisions for the special education of instructors, as is demanded by the great importance of the subject.¹"

The numerous educational bills and petitions that were presented at every session of the legislature, finally resulted in securing small appropriations for the organizing of teachers' departments in specified academies;² but it was soon found that such restricted provisions were entirely inadequate to meet the contingencies of the situation.

But the disappointment and failure which resulted from these spasmodic efforts to alleviate the seriousness of the existing conditions, emphasized the fact that a systematized mode of procedure must predominate.

In conformity with this sentiment a bill was introduced in the Assembly praying that by a legislative Act a department, to be known as "The Department of Public Instruction" be organized. This bill became a law during the session of 1835-36.³

This Act provided that such department should be under the superintendency of an officer appointed by the legislature bearing the official title of the "Secretary of Public Instruction

1. - A. C. Flagg, Sec. of State - Ex officio Supt. of Schools.

2. - Journals of Senate 1834.

3. - Session of Legislature 1835-36.

The duties pertaining to this department were clearly set forth in the Act, one clause of which provided that whatever other interests were consigned to the care of this department, its chief and foremost duty was to foster and extend the purposes that cluster around the system of common schools; for to this it owed its existence, and on this depended its future extension and influence.¹

Pursuant to these regulations, the department began at once to work towards attaining a uniformity in the administration of affairs connected with the elementary schools. One of the most important changes introduced by the department has reference to the licensing of teachers.

The county superintendents were authorized to issue two grades of certificates: one entitling the holder to teach in any school within the county; and the other restricting the holder to a specified school, or to the schools of a specified town.

The department also provided for a system of school inspection. The salutary effects of these changes soon became apparent, for among the great body of rural teachers was manifested a tendency to form themselves into small groups or circles for the purpose of mutual self-improvement along lines that would

1. - Journals of the Assembly 1835-36.

enable them to meet the scholastic and professional requirements demanded by the higher grade certificates.

Very feeble, indeed, were the opportunities which these informal meetings offered in the way of educational advancement. Often the more efficient teachers took charge, the others forming a voluntary class, after which discussions followed discussions which were frequently barren of results. Again simple drills were held; in these the more difficult problems of Arithmetic and of grammar were worked out among themselves.

The county superintendent encouraged these gatherings, and often by their personal attendance and assistance promoted a deeper interest in them. One county superintendent, apprehending these possibilities as a substitute for organized training departments, conceived the idea of completing their usefulness by making these informal gatherings the basis of a similar, but permanent organization.

One of the most interesting reports which was made to the Department of Education for 1842-43, was that of J. S. Denman of Tompkins County.¹

In this report Mr. Denman specifically refers to the ignorance prevailing in the rural districts, the inadequate

1. - Journal of the Senate & Minutes of the House 1842-43.

provisions that were made for the comfort of pupils and of teacher, the apathy that existed regarding sanitary conditions, and the consequent lack of scholastic and professional ability on the part of the teacher. Not only did this indefatigable worker portray existing conditions, but he set himself steadfastly to the task of correcting them.

He strove to arouse in the teachers of his county an appreciation of the dignity and importance of their calling: and the culmination of his efforts in this direction found expression in the organization of a permanent assemblage of teachers under the name of a Teachers' Institute.

The simple facts connected with this event are almost too well known to be repeated. Mr. Denman addressed the teachers of his county regarding his plan of gathering them together in the spring and fall of each year for one week or longer, with daily sessions conducted according to a prepared plan, or schedule, in which subject-matter and methods should be treated.¹

The first of these proposed gatherings, which Mr. Denman had designated "Teachers' Institutes", was held in Ithaca, April 4, 1843.²

1. S. S. Randall's The Common School System. P.187.
2. First Institute 1843.

This first teachers' institute was conducted by Mr. Denman, who had succeeded in securing the able assistance of Salem Towne.¹ Twenty-eight teachers were present and, for two weeks, these philanthropic conductors gave daily instruction in the more difficult parts of the common school subjects, and led discussions as to the methods of teaching and of school management.

The successful issue of this first institute demonstrated conclusively, that, at least, one practical way of extending the scholastic and professional qualifications of teachers had been evolved. Could these first institute conductors have foreseen the future magnitude of the work they had so unostentatiously begun, they would have realized that they had set in motion a force, that was to contribute in no small degree to the efficiency of the common school system.

Though other claims to the honor of organizing or originating Teachers' Institutes have been made, and with much semblance of authenticity, yet a closer investigation shows that the other associations, held for the benefit of teachers, lacked some of the essential features that characterized teachers' institutes from the first, as:- a systematized scope of subject-

1. - Salem Towne of Cojngie.

matter combined with definite methods of presentation; a definitely arranged program of daily exercises extending over a period of time sufficient to secure such a grasp of the subjects presented as would enable the instructed to progress through self-application. And added to these was a thoughtful plan for progression in the teaching of subject-matter by providing that meetings of the institute should be held at definitely stated times.

Conceding these points, we must accord to J. S. Denman of Tompkins County the honor of being the "energetic founder and promoter of Teachers' Institutes."

So successfully did Mr. Denman's plan supplement the lack of training departments, and so successfully did it meet the financial inability of many of the teachers to avail themselves of such means, that other superintendents sought to awaken a similar interest in the organization among the teachers of their own counties.

Only meager reports and scant notices remain of the struggles and difficulties of the organization during these earlier years, but its significance must have been recognized, for in 1847, four years after the initial effort, teachers' institutes received a legal recognition as a part of the common

school system by an Act of the Legislature which reads:

"The treasurer shall pay on the warrant of the comptroller to the order of the several county treasurers of this state, the several sums of money hereinafter mentioned, not exceeding sixty dollars annually to any one county, from the income of the United States deposit fund, to be expended for the use and benefit of teachers' institutes as hereinafter provided.¹"

"Whenever a majority of town superintendents of common schools, in any county of the state, unite in a recommendation, and file with the county clerk thereof a certificate, signifying their desire that a teachers' institute should be organized in such county, for the instruction and improvement of common school teachers for such county, it shall thereupon be the duty of such clerk forthwith to appoint three town superintendents of the county, and notify them of their appointment, to constitute an advisory committee, to make the necessary arrangements for organizing and managing such institute, and such clerks shall also immediately give such public notice in such manner as he shall deem the most proper, to the teachers of the common schools of the county, and to others who may desire to become such, specifying a time and place when and where the teachers may meet and form such institute.²"

1. - Journal of the Senate for 1847.

2. - Same as above.

This Act then endows the committee with authority to provide two or more suitable lecturers, who shall lecture on subjects pertaining to common schools, as well as on educational subjects tending to elevate the profession of teaching and to improve common schools. This Act also provides that in the more populous counties not less than fifty teachers be present for at least ten days, while in the less populous counties the minimum is placed at thirty.

The Superintendent of Public Instruction had charge of the general organization, while the minor details lay with the county and town superintendents. The devotion of these first state superintendents to the interests of common schools can scarcely be over-estimated. Many of them traveled long distances without remuneration, in order to give an evening lecture before some county institute.

One of the most perplexing problems of these early institutes was the providing of competent instructors, for the remuneration was meager as well as uncertain, and on these poorly-paid teachers fell, in a large measure, the financial burden of holding a teachers' institute. But a thirst for learning urged them forward, and amid the scanty material, which bears on this subject, one can scarcely help believing that the occasional

glimpses of devotion and self-denial which have come down, are to us but an index of a spirit that must have pervaded to a greater or lesser degree the whole.

The very elementary and practical nature of these earlier institutes may be seen by the following copy of a daily program of an institute held in 1854, the first hour being assigned to devotional exercises and music.¹

- 10.00 A. M. Classes in Grammar.
- 10.40 A. M. " " Arithmetic.
- 11.00 A. M. " " Phonics
- 11.10 A. M. Grammatical Analysis.
- 11.40 A. M. . Penmanship
- 1.30 P. M. Lessons on the terrestrial globe.
- 2.00 P. M. Intellectual Arithmetic.
- 2.40 P. M. How to teach Reading.
- 3.20 P. M. Practical Arithmetic.

These lessons were generally informal in character, the teachers being gathered in classes, and discussions freely

1. - Journal of the Rhode Island Institute of Instruction 1845-46.
(Bound Volume)

prevailed. The evenings were taken up with public lectures, open to the residents of the village in which the institute was being held.

Principles now well-understood by our eighth-grade pupils, often formed the subject of earnest discussion, such as:

"Why is the divisor inverted in the process of dividing a fraction by a fraction?"

"Why does the moving of a decimal point multiply or divide the number by 10 - 100, etc?"

"Why is the decimal point so placed in multiplication of decimals; in division of decimals?"

"Why does a verb agree with its subject in number; in person?"

Then, as to the simplest facts of physical science, what lamentable ignorance! And, while our sympathy goes out to these earnest disciples of teaching, our unbounded admiration is given to those men, whose names adorn the pages of educational literature, and yet who freely gave of their best to elevate the standard of the common schools.

The "query box" was an important adjunct of these earlier institutes, and formed the nucleus of queries concerning discipline, as the following:

"How to overcome tardiness"

"How to prevent whispering"

"How to compel study."

These were serious problems to teachers who held to the mechanical process of education rather than to the dynamical.

In 1846, thirty institutes were held in as many counties of New York State, and the state superintendent of common schools speaks enthusiastically, in his report, of the good resulting therefrom.¹

An Act of 1851, following that of 1847, in recognizing teachers' institutes as a means of providing better teachers for the common schools of the state, appropriated \$2,000 for the use of teachers' institutes, to be apportioned under the direction of the superintendent of common schools.²

But, while thus giving an official recognition to the educational value of teachers' institutes, the legislature by its own act, had annulled the means of fulfilling its purpose, for in 1847, the office of County Superintendent had been abolished, and the corresponding decrease in the number of institutes held throughout the state may be estimated by the fact, that

1. - Supt. Report 1846.

2. - Act of 1851.

in 1853, a legislative Act took cognizance of a residue of \$1,040 remaining in the treasury, from the appropriations made to teachers' institutes.¹

A legislative Act of 1854, incorporated the office of the State Superintendent of Public Instruction, and Mr. Victor M. Rice was elected to the office.²

The creating of this office, which brought a more direct influence to bear on the town and county school officers, differed from the former office of Secretary of Education by being filled by a formally appointed official, in contradistinction to an ex-officio incumbent.

Almost the first work to which Mr. Rice directed his efforts was that of reviving teachers' institutes.

A quotation from a bound volume of The New York Teacher for the years of 1854-55 may help us to understand the reason for the decline of these institutes.

"The work of reviving these organizations, (teachers' institutes) was commenced under the most unfavorable and discouraging circumstances. The most active and experienced teachers in many of the counties had been sadly disheartened by their downfall, and not a few retain to this day a very vivid

1. - Unused Appropriation 1853.

2. - Previous to this Act the State Secretary was ex-officio Superintendent of Common Schools.

recollection of the defeat and disaster attending the last ones attempted to be held..... Teachers, too, had often gone miles, spending their time and money, under the promise of receiving instruction from talented teachers, and then had been obliged to return disappointed, and thus they were disinclined to go again.¹

"There was also an uncertainty in the minds of many with regard to the appropriation from the state. Several counties had failed in previous years, and the expense had been saddled upon a few persons- in many cases the very ones who should have been paid well for their services."²

This same article suggests that the state should give a more liberal appropriation for the support of Teachers' Institutes and that there should be several regularly organized boards of instructors to go from one county to another to lecture and to teach in the various institutes, and that the "home" talent" of each institute should be left free to discuss and carry out the instructions of the board, adding: "Institutes cannot be permanent and successful until some such plan is adopted."³

1. - Bound Vol. New York Teacher 1854-55.
2. - Bound Vol. New York Teacher 1855.
3. - Bound Vol. New York Teacher 1855.

In this article teachers' associations are referred to, as organizations that should be entirely managed by home talent as the purposes they are designed to fulfill are different from the purposes which lead to the organization of teachers' institutes.

Following the suggestion that boards of instructors be provided, the next meeting of the State Teachers' Association (1855) appointed Prof. James Jehonnot, State Agent of teachers' institutes.¹ Entering immediately upon his work of visiting the institutes held in the different counties of the state during the season, he gives a most interesting report of the various needs and difficulties which hindered their widest usefulness, adding in his own forceful way:-

"The necessity of teachers' institutes may be deduced from the following facts: There are more than twenty-thousand teachers actively employed in the public schools of our state in one year. The State Normal School does not furnish more than one hundred graduates per year, on an average, and the teachers' departments of the academies do not annually send out more than fifteen hundred, who have received even a nominal professional training. A large share of the remainder must go

1. - Except Teacher Institute 1855.

into their schools in absolute ignorance of the principles of teaching, which ought to be drawn from more than two hundred years of experience. In this respect teaching is not progressive, and the young teacher, commencing his work, is as ignorant of his labors, as was the first teacher who ever entered a school-room."----- "Institutes are indispensable to the welfare, and progress of the schools.¹"

Mr. Johnnot further advises that it be made the duty of a distinctive school officer of each county to look after the interests of teachers' institutes, that such officer should make all preliminary arrangements for the institute of his county, as well as to secure instructors and lecturers, and that he should influence the teachers to attend the institute.

Mr. Johnnot anticipates the next meeting of the legislature when he says: "efforts will be made towards the organization of a competent corps of instructors to take charge of all the institutes of the state;² estimating that such an arrangement would enable twelve thousand teachers to be reached in one year, and that the efficiency of the schools would be doubled.

The report of the State Superintendent, Victor M. Rice, for 1855, devotes considerable space to teachers' institutes,

1. - Bound Vol. of New York Teacher 1855-56
2. - Same as above.

saying, that the State Normal School is entirely inadequate to supply the number of trained teachers needed for the elementary schools; and added, that teachers' institutes must be the main reliance to which the schools must look for training the recruits that are being yearly added to the teaching force.¹

In another clause Mr. Rice recommends increased appropriations for teachers' institutes, and the appointment of a board of competent instructors, who shall devote themselves wholly to this branch of the school system.

Nineteen counties are credited with holding institutes, with an average attendance of sixty.

The legislature of 1856 created the office of county School Commissioner, and made it incumbent on him to hold a teachers' institute at least once in each year.²

The legislature of 1857 increased the appropriation for teachers' institutes to three thousand dollars, with an additional seventy-five hundred dollars to be distributed among school officers of the state holding such institutes, with the proviso that no one county should receive more than one hundred and twenty dollars.³

1. - The New York Teacher 1855 - Vol. III P. 237.
2. - Journal of the Senate 1856.
3. - Journal of the Senate 1857.

An act to amend this status¹ concerning teachers' institutes and in other ways to emphasize their relation to public instruction passed by the legislature of 1862, makes it the duty of the State Superintendent of Public Instruction to advise and co-operate with the School Commissioners of the various counties in regard to time and place of holding institutes together with the employment of competent instructors and lecturers to conduct the exercises pertaining thereto.¹

Another provision of this Act confers on the State Superintendent of Public Instruction the power to establish the basis upon which the annual appropriation shall be distributed to the several counties; and to establish a form of certificate that shall be an incentive to teachers to attend the institutes. It also advises that the state superintendent visit as many of the institutes held in the various counties as he can so arrange for.

This Act encourages attendance at the institutes by authorizing the trustees to close the schools in their districts during such a time as a teachers' institute may be in progress in the county, and either to allow teachers their salaries while attending the institute, or to so arrange that other school days may be substituted for the time so used.

1. - Act of 1862.

philosophical phases, rather than from its mechanical. By means of lectures and carefully prepared topical papers, the adaptability of methods to meet each particular instance was made clear.

Geography and history became as living subjects teeming with life, for the stored material of museums were no longer to be sacredly kept behind glass panes, but were to be brought forth to serve definite ends. The legislature of 1883 made a special appropriation of eighteen hundred dollars to be expended under the direction of the State Superintendent of Public Instruction, acting conjointly with the American Museum of Natural History of the City of New York, for a course of lectures that should give instruction in History and Geography in all the teachers' institutes that were to be held in the various districts of the state. So successful did this form of instruction prove, that the appropriations for this purpose alone was increased to three thousand five hundred dollars annually.

Although other and more extensive provisions have been made for the professional training of elementary teachers during these years, whose educational progress we have been following, only along the line of our subject, yet neither Normal Schools nor Teachers' Training classes, powerful and influential as they

are, have effaced or lessened the value of teachers' institutes as an effective part of the Common School System.

An Act of 1896, provided for methods of instruction in physiology and hygiene; and in all the institutes, held throughout the state, special reference was to be made as to the method of instruction which portrays the dangerous influence of alcoholic drinks, and of narcotics.¹ One of the conditions in the issuing of certificates rested on the candidate's knowledge of the essential facts connected with this subject, and their skill shown in the methods of presenting it.

In another clause this Act provided that public lectures to artisans and mechanics was to have an assigned place on the institute's program, such lectures to be a part of the instruction furnished by the Museum of Natural History.

The large number of institutes annually held throughout the state, together with the increasing demand for thoroughly prepared and qualified instructors, impelled the legislature to pass an Act, which provided for the appointment of five men to be known as Institute Conductors, and a fixed salary was attached to the office.² The Act also provided for the appointment of special instructors in drawing, in primary work, and in

1. - Act of 1896.

2. - Act of 1901.

English. It also conferred an additional salary of eighteen thousand dollars on the instructors sent out by the Museum of Natural History for the furtherance of their work in visual instruction; and it increased the annual appropriation for teachers' institutes to fifty thousand dollars.

In 1902, the Bureau of Education was organized, at the head of which was placed a Supervisor with an annual salary of four thousand dollars.¹ To this department was consigned the care and furtherance of the interest of teachers' institutes, for, with an annual appropriation of sixty thousand dollars to cover the general expenses connected with teachers' institutes, and an equally generous appropriation made for the special features of its work, New York state staunchly expresses its loyalty to this organization, which was founded within its borders; and, as a result of the benign influences showered upon it by the state, it has reached a degree of excellency as an educational institution, not elsewhere attained.

1. - Organization of Bureau of Education 1902.

From this brief survey of the historical significance of Teachers' Institutes, in their relation to the educational system of New York State, it is evident that they owed their origin to that lack of educational provisions for teachers, which extended over the great rural sections of the state, combined with the intelligent efforts that were being put forth from more favored centers to overcome the spread of ignorance and illiteracy.

While excerpts from Messages and from Reports have been quoted, and Legislative Acts have been cited, to illustrate the agencies at work, still it has been largely left to the reader to supply from his own experiences, a conception of the educational awakening that must have pervaded those times.

The official recognition early accorded to Teachers' Institutes, and the ease with which they assumed organic form, was apparently due to their adaptability to serve the very purpose for which they were first used - adopting a summary process by means of which teachers might be prepared for the rural schools.

Their later recognition as an organization closely connected with the Public School System was, in the same way, largely due to their adjustability. For, when the increased number of Normal Schools and of Training Classes made it possible for

the greater number of rural teachers to secure at least a partial preparation for their work, teachers' institutes opened a way to extend the scholastic and professional education thus begun.

The New York Teachers' Institutes of the present owe their magnificent proportions to the apprehensive intelligence, which leads them to seize the opportunities that an intensified philosophical thought and wider range of scientific knowledge, have placed within their reach.

The Teachers' Institutes belongs preeminently to New York State, and the benign influences which have placed at its disposal a well-equipped department, added to the large appropriations annually voted for its use, gives hopeful assurance that it will continue to bring living teachers in contact with the best educational thought.

THE HISTORY OF TEACHERS' INSTITUTES.

STATE OF PENNSYLVANIA

Proceeding with the history of teachers' institutes, as they spread from New York into the adjoining state of Pennsylvania, we find that they were in this state as in the former one, closely allied with the rise and development of a system of common schools; and that in each of these states they were early recognized as a co-operative factor in advancing the educational status of the teachers connected with the elementary schools.

The State Constitution of Pennsylvania, adopted in 1790, bears witness to the beneficent spirit of its early founders, the Friends, in a clause that reads:-

"The legislature shall as soon as conveniently may be provide by law for the establishment of schools throughout the state in such manner that the poor may be taught gratis.¹"

But the invidious comparisons implied in such a clause could scarcely be expected to pass current in a state that had courageously done its share towards the support of a war, whose avowed outcome had been the leveling of distinctions based merely

1. - Hinsdale's Horace Mann, and The Common School Revival in the United States, pp. 43-44.
Also - Brightly's Purdon's Digest of the Statute Laws of Penn.

on rank and wealth: and when either through malice, or through a lack of sympathetic consideration, they were designated "charity schools" and "pauper schools", their existence became precarious and futile.

Meanwhile the advocates of a system of popular education were untiring in their efforts to eliminate the offensive feature of the clause by making the elementary schools free to every child in the state, a result finally secured by the passage of the Free School Act in 1834.¹

Pending the agitation incident to the years that preceded the passage of this Act, the progressive educators of Pennsylvania turned their attention to the consideration of improved methods of instruction and logical presentation of subject matter.

As early as 1808, Joseph Neef, a teacher recommended by Pestalozzi, was induced to come to Philadelphia and open a school in which the Pestalozzian principles of education should be elucidated and taught.² This was the first practical introduction of the Pestalozzian methods into this country.

In addition to his work as instructor in Pestalozzian methods, Mr. Neef published two books bearing on the principles and methods involved in such a system of training, the first

1. - Journal of the Senate of the Legislature of Penn. 1833-44.
Vol. I.
2. - Hinsdale's Horace Mann pp. 59-61.

books of the kind ever published in America. On these circumstances Pennsylvania bases her claim of being the state that first formally recognized the necessity of providing training schools for teachers, and, that though her earlier efforts fell short of success, they furnished a precedent when public agitation made the time more ripe for the establishment of training schools for teachers.

The Monitorial system of instruction was introduced in 1819 by the founding of the "Model School" at Philadelphia with Joseph Lancaster installed as principal.¹

Lancaster came to Philadelphia from New York, where for several years he had been busily employed demonstrating the feasibility of using the Madras method in the instruction of a large number of pupils under the direction of a limited number of teachers.

The ten years(1824-1834) preceding the passage of the Free School Act, were years of untiring activity among the advocates of the common school cause in Pennsylvania, and, like their contemporaries in New York, they, too, drew to their aid the influence of the press and of the forum.

During this time Walter Johnson, principal of the Germantown Academy, published a series of pamphlets and books, advocating state schools for training of teachers, and augmenting his

1. - Wickersham's History of Education in Penn. pp. 219-262.

plea, by means of lectures and open discussions.¹

But strong and bitter prejudice were pitted against the progressive movement in education, enhanced by the power of numbers, and even after the victory won by the Act of 1834, its final outcome hung in the balance, for the legislature of 1835-36 was besieged with petitions for the repeal of the Free School

²
Act.

By the provisions of the Free School Act, the towns were divided into school districts, each district, under conditions specified, to receive a stipulation from the state school fund to be applied to the maintenance of a free public school within its boundaries, the residue to be provided for by a vote of the district.³ This Act also provided that the Secretary of the Commonwealth be ex-officio Superintendent of Common Schools.

So urgent and persistent were the petitions presented to the legislature for the repeal of this law, that a committee was appointed to receive and examine such communications; the following excerpts from the report, presented to the legislature by the chairman of that committee, clearly illustrates the necessity of a law that should protect the children of the masses from the heritage of illiteracy:-

1. - Wickersham, pp. 219-262.

2. - Journal of the Senate and Minutes of the House of Penn. Legislature 1835-36.

3. - See Session Laws, Vol. II, April 1834.

"The committee were pained to find among those who deem a general system of education unnecessary and asked for its repeal, sixty-six who were unable to write their own names and who attached their signatures by making marks.¹" Then follows the statements that one-tenth of the written signatures appeared to be written by other hands than their own; that not more than five per cent of the names were written in English, and pertinently adds:

"And the great mass of names are so illegibly written as to afford the strongest evidence of the deplorable disregard so long paid by the legislature to the constitutional injunction to establish a general system of education."

That Pennsylvania was at this time a state of dual languages may be inferred from the fact that when copies of the Governor's Message were printed for the use of the legislature, in 1836, one thousand copies were ordered printed in English,² and five hundred in German.

The official report of the Superintendent of Common Schools for 1837 deals at some length with the difficulties encountered in the attempt to harmonize and adapt the new system of education to the varying conditions existing in the different sections of the state, referring especially to the differences

1. - Journal of the Senate (Penn) Dec. 1835-April 1836. Vol. II
P. 650

2. - Journal of the Senate 1836-37. Vol. I. Penn. Legislature.

in language, nationality, and prejudices, as well as to the poverty and privations which bore heavily on the people of the newer sections of the state.¹

Dealing with specific instances the Superintendent says:-

"In counties where the German element largely predominates the new system of education is unpopular because of the prejudicial feeling, that it is to be used as a means of abrogating the German language throughout the state. In the county of Philadelphia it is unpopular because the Friends have a system of society schools which provides education for all children of their own order, and so these wealthier countries do not organize school districts."

The superintendent sums up this part of his report by saying:- "The chief defect of the system is, undoubtedly, the want of good teachers, this is daily becoming more obvious. It must be provided for if the common school method of instruction is to be continued."²

Two important recommendations, made by the Superintendent, towards obviating these difficulties were : An increase in the instruction fund, and the establishment of institutions for the preparation of common school teachers: "Not colleges, but schools

1. - Journal of the Senate, Penn. Legislature 1836-37. Vol. II, P. 339
2. - Penn. Legislature, Journal of the Senate 1836-37, Vol. II P. 339.

In 1848, the first Teachers' Institute held in Pennsylvania convened at Columbus, Warren County, and continued in session two weeks, the conductors of this institute had been co-workers with David P. Page in the teachers' institutes held in New York state.¹ Other institutes followed until they had spread through the Northern and Eastern counties of Pennsylvania and gradually their influence permeated the educational system of the state.

Educational epochs are often contemporary with periods of industrial achievements. So the time often referred to as the "Educational Revival" in the United States, was preceded by movements that changed the whole aspect of labor.² -The opening of the Erie Canal, with the subsequent development of agricultural interests; the formation of the great Steam Ship Lines; the discovery of a new fuel in the use of anthracite coal, - all of these helped to inaugurate and extend an industrial movement whose influence reached from the Atlantic sea-board to the furthestmost trail of the emigrant's wagon.

And amid this stir of material life, came the intellectual stir which resulted in the rise of a system of free public schools the development of Teachers' Institutes; the spread of the "Normal School" idea, and the organization of great Educational Associations.

1. - Wickersham, pp. 609 & 650.

2. - Wickersham's Education in Penn. Hinsdale's Horace Mann.

The first meeting of the Pennsylvania State Teachers' Association was held in 1850, during the assembling of the State Legislature¹. Many members of the legislature attended the meetings of this convention, and listened to, and participated in, discussions relative to the establishment of a Normal School; also to the provisions for holding teachers' institutes, and the adoption of adequate means for the professional training of teachers. The need for an independent state department of education, and for county supervision of schools under a competent superintendent, each of which was freely discussed.

The annual report of the Superintendent of Common Schools for 1852, reviews his official decisions covering a large number of controverted points.² His decision in these cases being based on the summary of school laws as authorized by the legislature of 1849.

In many instances these controversial points assailed the very bulwarks of the common school system, opening questions as to the validity of teaching certificates, the length of the school term and the financial basis on which the districts stood in regard to the distribution of the school fund and the local taxes. The ever increasing difficulty of securing uniformity in methods of procedure until these and others equally important

1. - Wickersham's, pp. 494-496.

2. - Journal of the Senate (Penn) 1852, P. 434.

issues could be referred to a central authority, led the way towards the establishment of such a central authority in finally providing a Department of Education, whose power should extend over all the public schools of the state.

Governor Johnston's annual message to the legislature, in 1852, contains this clause:-

"Our system of public school education is far from that perfection which is desirable. The defect appears to arise from an insufficiency of funds and the want of proper teachers."

-----"The ability to impart knowledge to others, particularly to young minds is to be obtained only after a long and patient study, assisted by all the faculties which science and learning can afford."¹ The Governor then urges the necessity of adopting some practical plan by means of which professionally trained teachers may be available for the common schools.

As one step towards the unifying of the school system, the office of County Superintendent was created by an Act of 1854,² and among the other duties pertaining to this office, as provided for by this Act, that of working towards a uniformity in courses of study, in grading was particularly emphasized.

1. - Vol. II, P. 4, Journal of the Senate 1852.

2.- Brightly's Purdon's Digest of the Statute Laws of Penn. from 1790 to 1894, pp. 364-367.

Again a flood of protests and petitions assailed the House against such lavish use of public funds, and the unnecessary imposition of authoritative dictum as to the eligibility of teachers to be employed.¹

In May of this same year (1855) the divisions of counties into common school districts was made obligatory, as was also the election of a county superintendent of schools for each county by these several districts.² Foremost among the beneficial results that followed this system of county supervision, was the fostering of a desire among the teachers for greater scholastic and professional preparation, and in many towns small circles of teachers gathered at stated times for mutual improvement and encouragement. For who can estimate the heartfelt discouragement that must have often assailed these earnest rural teachers, who had so few available means of improvement at their disposal?

The county superintendents seized on to the comparatively new project of teachers' institutes, as affording a practical means of inculcating more lofty educational ideals among the teachers of the rural counties; and of creating in the minds of the people at large a more sympathetic attitude towards the "district schools".

1. - Journals of Senate & Minutes of Assembly, 1854-55.
2. - Brightly's Purdon's Digest of Statute Laws, p.339.

The year of 1857 gave the crowning victory to the friends of popular education, for by an Act of the legislature a Department of Education was created, and an office, known as the State Superintendent of Public Instruction, placed at its head.¹

Provisions were also made for filling secondary offices of this department and even regulations established, as were necessary, for a proper discharge of the duties incumbent thereon. The jurisdiction of this department extended over both secondary and elementary schools.

During the years immediately succeeding the passage of this Act, public opinion was being slowly molded towards the acceptance of not only an entirely free system of local schools, but of a free system of training for teachers who were to be employed in these schools, and among the best means to be employed in bringing about such a result, attention centered around Normal schools and teachers' institutes.

From the time when the county superintendency was first established, teachers' institutes grew more and more in favor and gradually superceded other local organizations; legislative acts were passed from time to time recommending that special privileges be granted to teachers attending these institutes,

1. - Brightly's Purdon's Digest of Statute Laws, p. 334.

the state thus showing its recognition of the value of the work done by teachers' institutes throughout the state. Still until 1867, teachers' institutes in Pennsylvania were convened entirely at the option of the county superintendent, the expenses of same being shared by the teachers attending, supplemented by a small appropriation from the county in which the institute was held. But, as the county superintendent became for the time an institute conductor, assisted by such talent as he could most conveniently call to his aid, the expense of holding an institute was inconsiderable.

In 1867 a law was passed, which is still in force, making it obligatory for each county superintendent to hold at least one institute a year, for a term of not less than five days.¹ This law also provided for an appropriation by the county of a sum not less than sixty, nor more than two hundred dollars, towards defraying the expense of each institute held. But the full value of this law was not realized until 1887, when it was made obligatory on the districts of a county to close the schools and to allow the teachers full time while in attendance at the county teachers' institute.²

1. Brightly's Purdon's Digest of Statute Laws, p. 367.

2.

These laws provided that the county superintendent, or some one appointed by him, should have charge of the exercises held during the sessions of the institute.

In accordance with a petition presented to the Legislature in 1899, an Act was passed allowing separate institutes to be held by cities and boroughs employing not less than twenty-five nor more than fifty teachers, the schools of which are in charge of an elected superintendent.¹ Such institutes were to be entitled to an appropriation from the city, or borough, sufficient to cover the expenses incurred. The teachers of the city, or borough, were to receive their full salary while in attendance at such institutes.

Since the passage of this Act, two systems of institutes are recognized in Pennsylvania: the county institute system and the district, or borough institute system. But, as under the latter system the holding of institutes is optional with the board of directors, there is much irregularity as to the number and times of holding the city and borough institutes.

In Pennsylvania some of the cities monthly or semi-monthly hold teachers' meetings, to which the name "institute" is loosely applied; and in other cities regularly organized

1. - Journal of the Senate 1899, Vol. II, p. 1403.

teachers' institutes are annually held under the provisions made by law, the programs of which greatly vary. Some cover during the different periods a critical study of historical biographical and literary subjects, in addition to the regularly outlined pedagogical topics.¹

In Pennsylvania, as in New York state, the county institutes form an important feature of the elementary school work, and since 1867 institutes have been annually held in every county in the state.

The scope and purpose of the county teachers' institutes in Pennsylvania may, perhaps, be best illustrated by outlining the program of a five-days-institute recently held in Bradford county.

The institute opened on Monday morning and closed with a musical the following Friday evening. This program assigns nine periods to the teaching of history, based on the historical story, "Principles of Teaching", seven periods applied to both the mechanical and to the literary part of the daily program of the school, touching the philosophical with the subject of "How to Study". Geography was assigned but one period, which covers the subject of continental Geography.

1. - Circular of Information of the Bureau of Education #2, 1885.

A considerable portion of the time was devoted to discussions, the different grades assigned by sections, and vital problems bearing on the subjects pertaining to each section were clearly and forcibly outlined.

School Management took in two periods and evening lectures on popular subjects were given by prominent lecturers from different cities and states.

Though Pennsylvania has accorded an official acknowledgment to teachers' institutes, whereby they are recognized as an essential part of her Public School System, by making it obligatory on counties annually to assemble, and on teachers to annually attend these institutes, still the general pedagogical value of these organizations must be greatly lessened by the indeterminate manner in which conductors and instructors are provided. The possibilities pointing to the fact that, in counties where the need for pedagogical and scholastic instruction is the greatest, the quality of such instruction might fail to be of the same degree of excellence as it naturally would be in the more favored sections.

The small appropriations granted by the Legislature of Pennsylvania for the support of teachers' institutes will doubtless account for the organization in this state retaining to so large a degree the primitive characteristics of the earlier institutes.

But Pennsylvania must concede that the right of this, or any other organization to exist, depends on its ability to recognize and cope with the problems which new conditions present for elucidation.

THE HISTORY OF TEACHERS' INSTITUTES

STATE OF NEW JERSEY.

In point of time, New Jersey followed Pennsylvania in extending her appreciation of the possibilities that clustered around New York Teachers' Institutes idea, by introducing these organizations, as an advance movement towards the removal of the inadequacy of scholarly attainment, which prevailed among the elementary teachers of the State.

Though the local colorings which the educational atmosphere may assume necessarily differs in the individual states, the general conditions which preceded the rise of a system of free public schools, are so similar as to make a detailed account of each unprofitable.

The first teachers' institute held in New Jersey was organized in June 1849 at Somerville, under the auspices of Christopher C. Hoagland, M. D., who filled the position of Superintendent and examiner for the town of Hillsboro.¹

Dr. Hoagland had formerly resided in New York state and while there had become interested in these voluntary associations of teachers for mutual professional improvement.

In his official report to the state superintendent, Dr. Hoagland had called attention to what he termed, the deplorable

1. - U. S. Bureau of Education, Circulars of Information #1, 1899. History of Education in New Jersey.

lack of knowledge among teachers regarding treatise and books bearing on the art and science of teaching, adding that not one in fifty had ever read such books and many had never heard that there were any such works in existence.¹

A personal interview with the state superintendent followed this report, and resulted in the organizing of this first teachers' institute of New Jersey, just six years after Mr. Denman's first teachers' institute in New York state.

This institute opened on Monday and closed the following Saturday. Among the addresses given by notable speakers was one on Temperance by Horace Greeley of the New York Tribune.

As Somerset County bears the honor of being the pioneer county of New Jersey, a more extended history of the institutes held in this particular county may not be out of place.

The second institute was held at Somerville in 1851. Henry Barnard and Horace Mann gave valuable assistance in the planning of a program for this institute, and Miss Peabody, (Horace Mann's sister-in-law) was present as an instructor of Methods of Teaching History.²

From 1851 to 1856 institutes were held annually in this county, with one exception (1852). From 1856 to 1861 only

1. - History of Education in New Jersey, p. 168.
2. - Murray's History of Education in New Jersey, p. 171.

three institutes were held, while from 1861 to 1874, the years marked throughout the country as a period of sorrow and of serious business depression, the interest in teachers' institutes flagged, while the three feeble attempts made during these years to maintain the organization scarcely repaid the effort.¹ When they were again revived new conditions combined with well-directed efforts to inaugurate a uniform course of study for the elementary schools throughout the state, forced teachers' institutes to assume a more permanent and systematized form of organization, based on a broader scope of scientific knowledge, as to what constituted the art of teaching. For these earlier institutes were purely voluntary and loosely organized associations, depending for their existence on gratuitous instruction and lectures; and the attendance of these illy-paid teachers was made possible only through the hospitality of the towns-people, who entertained without remuneration the teachers attending the institute.

These institutes continued in session one week, with an attendance ranging from fifteen to fifty teachers, the general average being from twenty-five to thirty.

1. - Report of State Board of Education & the State Supt of Pub. Instruction (New Jersey) for 1880, pp. 102-103.

In response to a call, issued by the State Superintendent, an educational convention was held at Newark in 1853, and among the several resolutions bearing on the betterment of the common schools was one referring to the educational value of teachers' institutes, in the following terms:-

"That we regard the subject of providing competent teachers as a most important consideration affecting the prosperity, efficiency, and success of our common school system; and believing that all efforts to improve their character and increase their usefulness can be attended with only partial success while that defect remains.¹"

"That teachers' institutes are justly regarded as a powerful instrumentality in the accomplishment of this object, and should receive that aid and encouragement which their importance in the economy of our system demands, and that one-hundred dollars should be annually appropriated to each county for their support, under such regulations as the legislature may adopt."

Among the results which followed in the wake of the educational revival,² which swept through the Middle Atlantic

1. - Murray's History of Education in New Jersey, p. 171.
2. - See page 41 of this thesis.

The first state agent was Dr. Hoagland, and he succeeded in organizing teachers' institutes in nearly half of the counties of the state. His successor, J. B. Thompson, by means of his persistent activity in sending out circular letters, explaining the intent and purpose of teachers' institutes, and by his untiring energy in delivering public lectures, succeeded in awakening a deeper interest on the part of both teachers and patrons in behalf of a state system of common schools, that should have at its command a corps of professionally trained teachers. Before the expiration of Mr. Thompson's term of office, institutes had been organized in perhaps every county of the state.¹

Mr. Thompson, declining a re-election, the office was never again filled, though subsequent events have shown that it would have been to the interest of teachers' institutes to have continued some such agency, since by its removal the enthusiasm that had been created was gradually diverted to other channels, or dissipated in the routine duties of the hour.

In scanning the reports of the State Superintendent to the State Board of Education during the seventies, one finds scant space given to the subject of teachers' institutes.² In some cases no reference whatever is made to the subject, in others only a very few of the twenty-one counties are credited with maintaining such an organization.

1. - Murray's History of Education in New Jersey, p. 181.
2. - State Supt. Reports 1870-79.

That the immense amount of work devolving on the schools prededing, and immediately succeeding the Centennial Exposition may, in a large measure, account for the dearth of institutes, can scarcely be doubted; but still other reasons must be sought for to explain an apathy that continued until early in the nineties.

The Legislature of 1894 made important changes in the school laws of the state.¹ The Township Act abolished the dustrict divisions and made the town the unit basis for school purposes: The Free Text Book Act made possible a greater uniformity and efficiency of school discipline: The Temperance Instruction Act, with its corresponding need of scientific moral instruction, opened a new theme, the consideration of which would rightfully fall within the province of teachers' institutes.

The official reports of this year credits every county in the state with holding a teachers' institute, the session varying from one to three days.²

The State Superintendent in his report (1894) criticises with considerable vigor the New Jersey system of institutes, when he says: "An indiscriminate choice prevails with many

1. - School Laws of New Jersey, 1894.

2. - Official report of State Board of Education and of the Sate Superintendent, 1894, p. 46.

conductors, and with a confusing number of topics, in consequence of which there is a failure to concentrate that amount of attention on any one group of subjects necessary to secure permanent results.¹"

In contradistinction to this he refers to the New York system of maintaining institutes with its corps of state conductors and its Department Bureau.

Referring to the seemingly decreasing popularity of teachers' institutes, this report finds its cause in the numerous means of professional improvement now at the command of teachers, and in the changes in school legislation, which permits only professionally prepared teachers to be employed and suggests the advisability of holding one-day institutes, thus sensibly decreasing the amount of time which the pupils lose from the enforced absence of the teacher.

The School laws of New Jersey for 1894 contains this clause:

"The County Superintendent shall encourage and assist in the organization and management of County Institutes as the committee on education may direct, and be present at and preside over the same."²

1. - A. B. Poland.

2. - School Laws for New Jersey 1894.

one-day institutes, claiming that the teachers's institutes of the present should be a sort of educational "revival meeting", whose aim should be to stimulate the teachers to a more hearty acceptance of the larger interpretation given to the term education in the present day; the varieties of which are carrying re-adjustment along the range of social ethics. The superintendent in this report inclines to the view that such enthusiasms could best be awakened by the one-day-institute, and that by thus minimizing the time, the one-hundred-dollar apportionment would be sufficient to cover the expenses incurred.

A cursory examination of later reports seem to indicate that one-day-institutes are the rule in the majority of the counties of New Jersey.

A personal letter received from the present State Superintendent, January 19, 1910, in reply to a letter of inquiry regarding teachers' institutes in New Jersey, reads:-

-----"We have no printed matter relating to them (county Institutes) and no Rules and Regulations governing their organization and management, except the following:

"The Superintendent shall secure instructors, prepare programs and provide a county institute for each county of the State, but shall hold joint institutes wherever practicable.

General sessions of such institutes may, if deemed advisable, be held during each forenoon, but the afternoon session shall be divided into either two or more departments, in which the instruction given shall be adapted to the several grades of teachers in attendance.'

"No public school in the State shall be in session, or shall be deemed to be in session during the period the institute for the county in which it is situated shall be held'

"All teachers shall attend the annual institute held for the county in which they are teaching and no deduction shall be made from the salary of any teacher for the time he, or she shall be in attendance upon said institute.'

"The State Superintendent shall pay all expenses incurred in connection with each county institute, but only on the presentation of itemized and certified bills, and shall render to the State Board of Education both an itemized and a summarized account of the amount expended, accompanied with appropriate vouchers.'"

That the present State Superintendent, Hon. J. C. Baxter, who for many years has so stanchly held his place at the head of the school department, believes that teachers' institutes should still continue their organization as a part of the

elementary school system, may be inferred from one of his earlier annual reports quoted by Murray in his History of Education in New Jersey, as follows:-

"No institute should be held for a shorter period than five days, and the instruction so allotted as to keep all our educational forces in line. A five days institute will accomplish more for our schools than any ever yet held. While we are looking forward to the most important improvements in our public school system, such as the employment of State agents, we must not forget that it also behooves us to make the most of present conditions and opportunities, and that by so doing we employ the most effectual means of hastening the desired reform."¹

From this somewhat brief discussion, it is evident that teachers' institutes in New Jersey are subjected to the influence of two diverse views:- One influence would strip them of the characteristics qualities belonging to them as an organization, and resolve them into an annual gathering more or less formal in its nature, and of only a few hours duration; the other, would have the original characteristics made more extensive by a living contact with those progressive, but often confusing, problems which belong to the complicated conditions of an extreme systemization of educational processes.

The presence of a recognized University furnishes an ideal towards which the weakest institution turns, and with such an inspiration in their very midst, its friends have a foundation for hoping that in New Jersey the Teachers' Institutes of the future will efficiently extend and increase the professionally prepared teachers of the elementary schools, by making its sessions not only "Revival Meetings", but meetings whose vivifying power shall permeate the whole system of Common Schools.

THE HISTORY OF TEACHERS' INSTITUTES

STATE OF DELAWARE.

Dr. Harris in his letter of transmittal to the Bureau of Education of Prof. L. A. Powell's Monograph entitled, "The History of Education in Delaware" says:-

"Delaware owing to her position between states North and South having excellent schools, has permitted her children to be led away willing captives by educational advantages, which she could not offer. Elementary education has suffered as well as the Academies."-----"Who would appreciate the struggle must bear in mind the problem of Geographical situation.¹"

One of the interesting features in the early attempt of Delaware to provide a system of free instruction was its application of the Sunday School principle, promulgated by Robert Raikes, as set forth in an Act of 1821, by which Sunday Schools were organized with a bond of paid teachers.² In these schools Reading was the principal subject taught. The influence of this Act has drifted down through the intervening years into the present, for each of the three counties of Delaware still receive an annual appropriation for Sunday School work.

1. - L. A. Powell's History of Education in Delaware - Circular of Information #3, p. 193.
2. - L. A. Powell's History of Education in Delaware - Circular of Information #3, p. 140. Laws of Delaware Vol. 251.

Delaware shared with her sister states the vicissitudes and trials attendant on the attempts to inaugurate a system of free schools.

An Act of 1829 provided for a system of partially free schools, the state appropriation to each district to equal, but not to exceed the amount collected by the district for school purposes. Schools were to open on the first Monday in November and to continue in session as long as the funds permitted.¹

The fallacy of such a law soon became apparent, for the people were averse to a taxation and the poorer children were deprived of the means of obtaining an education.

For the purpose of arousing public opinion in behalf of free schools, educational conventions were organized, but as their influence began to effect a change for the better, the Civil War drew the attention of the people to other issues, though even under these adverse conditions the subject of education was kept more or less before the attention of the public through the agency of these conventions.

A mass meeting held in Dover, December 1867, to discuss, and to suggest changes in the existing school laws, prepared the way for the passage of the New School Act of 1875.

1. - Powell's History of Education in Delaware pp. 143-50

and of assistant superintendent, and in lieu of these, county Superintendents were to be appointed annually by the Governor.

The official visits of the County Superintendent to the schools under his jurisdiction is specially emphasized, as well as the careful grading of teachers' certificates.¹

The general control of the public school system of Delaware is vested in a State Board of Education, composed of the following members:-

The Secretary of State,

The President of Delaware College,

The County Superintendents.

The local management of the schools is in the hands of the County Superintendents, and of the school commissioners of the district.

The County Superintendents are appointed by the Governor. The Secretary of State is ex-officio Secretary of the State Board of Education, and the President of Delaware College ex-officio President of the State Board of Education.

Additional information regarding Teachers' Institutes has been obtained from letters received from the Secretary of the State Board in reply to personal letters of inquiry.²

1. - Laws of 1887.

2. - Theo. Townsend, Secretary, State Board of Education, Del.

"The Teachers' Institutes are held in each county annually in November, the sessions covering three full days."

"The state makes an appropriation to defray actual expenses incurred."

"The superintendents provide the instructors; and the attendance of teachers at each session is compulsory."

"Delaware does not provide training classes for her teachers."

"A Law appropriates \$4,500.00 each year to aid such persons as may desire to graduate at State Normal Schools of other states, and who will obligate themselves to teach for two years in the public schools of Delaware. It is required of all who receive this aid, that they make certain attainments in pedagogy at the Normal Schools."

"Graduates of Colleges and Normal Schools from other states are admitted as teachers on presentation of certificates without examinations."

The annual Teachers' Institutes Provides addresses and instructors along the pedagogical lines."

Under a separate cover was sent a program of the Kent County Institute, which held its annual session at Dover, November 21-23, 1910 and is subscribed in full on the following page.

Monday Morning 10.15 o'clock.

Music

Prayer

Music

Address

Monday Afternoon 2 o'clock.

Address

Music

Public Libraries

Music.

Address

Monday Evening 8 o'clock

Lecture

Subject: Oratory and Orators.

Tuesday Morning 9.15 O'clock

Music

Prayer

Address

Music

Address on Scientific Temperance

Music

Address

Tuesday Afternoon 2 O'clock.

Music

The New Geography

Address

Music

Tuesday Evening, 8 O'clock.

Musical Program

Wednesday Morning 9.15 O'Clock

Music

Prayer

Address

Music

Address

Music

Announcements

Wednesday Afternoon 2 O'Clock.

Music

Address

Music

Address

Music

Remarks

Music

Wednesday Evening 8.15 O'Clock.

Entertainment.

Those parts of the program marked addresses, gave the name of the speaker, but not the subject of his address.

One views with something akin to surprise the absence of Normal Schools and Training Classes in connection with the public school system of Delaware, and in lieu of a better explanation turns again to that of geographical position.

A Normal University and a Summer School have formed the basis of an experiment each in turn, to be abandoned, and it is perhaps by examining the schools of the larger cities that one is able to understand the trend of the public school system of Delaware, for

Delaware is a state of dual school systems; the colored population maintains its own schools subject to the same regulations as govern the schools for the white population.¹ The colored teachers also hold an annual institute.

Caste and racial prejudices die slowly but while they exist public systems for the common good can not reach their full measure of development.

This paper has followed the educational progress of the so-called "Middle Atlantic States" along a specified line; of these, Delaware alone officially recognizes distinctions based on racial differences, in the administration of her public school

1. - Powell's History of Education in Delaware, p. 164.

It is only in Delaware that the state has not adopted, at least proportionally adequate measures to assure a continuance of professionally trained ^{teachers} for its public schools.

With what degree of success public schools can carry out their avowed purposes with this constituent omitted, the public school system of Delaware may in time reveal.

THE HISTORY OF TEACHERS' INSTITUTES

FINAL SUMMARY

The foregoing discussions have revealed, that Teachers' Institutes owed their first introduction into each of the several states reviewed, to the fact, that as a sort of movable school they furnished the most effectual means of counteracting that glaring defect of the earlier school-systems - the inability to adopt measures that would place at the command of the schools a permanent corps of trained teachers.

The influence and importance which this organization has maintained thro' the succeeding years of its history greatly varies in the different states. This appears largely due to the degree of skill exercised in the manipulation of these institutes whereby they have been made to serve other ends than those originally purposed.

The later movements of this organization have been subservient to three general plans: first, that of the State System of Institutes, under which one or more institutes are held annually at the call of the state superintendent; second, the County System, which provides by law that at least one institute be held annually in each county of the state at the option of the County Superintendent; third, the District System, which implies a division of the counties into districts, each of which

has at its head a School Commissioner, who exercises a general control over the schools of the different townships which comprise such a district, and who is responsible for the local arrangements connected with the annual institute.

The city or borough system of institutes can scarcely be considered a distinct classification, as the law provides for, rather than authorizes its existence.

From the threshold of the Present the glance must stretch forward as well as backward, for while the Past only is absolute, its sterling efforts are the harbinger of things yet to be. The influence of the work so worthily done in the past has projected Teachers' Institutes into the present, with the expectation that their impress on the revolutionized educational systems would be as far reaching, as it had been when the more primitive conditions had prevailed. Believing this, the promoters of the institute idea have asked for increasing appropriations, which being granted, they have used to strengthen its educational courses, and to draw to its support a corps of superior instructors.

But, in spite of its effective aggregations and its extended facilities in the disposal of these, there has set in a reactionary movement whose general trend has been to oppose the further accentuation of the institute idea.

Such opposition to teachers' institutes is based on the temporary nature of its construction, which permits the holding of only brief and widely separated sessions, and that owing to such conditions, the work must be done in a detached and fragmentary manner. And the arguments thus advanced are fortified with the inference, that not only by aggregations, but through a harmonious unity of parts is an educational process best promoted. And that from these considerations the proposition obtains, that the educational value of their contributions to the Public School System are not commensurate with the expense necessarily incurred in maintaining such a department.

In reply to their critics, the promoters of institutes, point with pride to the splendid organization and equipments of the New York Teachers' Institutes, and for the furtherance of these the following innovations have been suggested:-

Suitable buildings, centrally located in each institute district to be known as the Teachers' Institute Building. Besides furnishing a convenient place for the annual gatherings, these buildings should be fitted up with scientific laboratories, containing needful apparatus. In addition to these a commodious library, well filled with philosophical, scientific and literary works, thus originating a library center from which books could be loaned to the teachers of the district under prescribed regulations.

SCHOOL OF EDUCATION
LIBRARY
NEW YORK UNIVERSITY

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Arrangements might also be made by means of which these buildings should be opened at such times as would accord with the irregular vacation periods of the rural districts. While subject to reasonable calls the Bureau of Institutes might provide instructors of special classes at stated periods. Such classes to include lectures and illustrative lessons for artisans and mechanics. Thus equipped and fortified, Teachers' Institutes would become an intellectual center to the more isolated rural population.

Teachers' Institutes were called into existence to modify the dearth of educational advantages pervading in the rural districts, and true to their traditions, the teachers' institute of the future may attain its highest excellence in using its enriched powers to advance the cultural interests of that bulwark of a Republic, the rural population. But with the issue still in the balance, we leave the final word to be said by some future writer.

PART I.

B I B L I O G R A P H Y

LEGISLATIVE ACTS, MESSAGES, MINUTES OF THE ASSEMBLY OF
THE STATE OF NEW YORK: JOURNALS OF THE SENATE OF THE
STATE OF NEW YORK.

Year

- 1787 - Governor George Clinton's Message to the State
Legislature, recommending appointment of a body of
men to be known as The Regents of the University.¹
- 1792 - The Report made by the Regents of the University
suggesting that schools be established for teaching
the lower branches, and urging the duty of the state
to provide elementary education for the children of
humble parents.²
- 1795 - The recommendations and suggestions contained
in Governor Clinton's Message to the Legislature found
definite expression in the passage of:-³
An Act for the Encouragement of Schools.
Provisions: 1.- Towns to be into school districts.

1. - Journal of Senate 1787.
2. " " " 1792
3. - " " " 1795

Year

2. - The state to meet one-half of the expenses incurred in maintaining schools within such districts.
3. - The Act to expire by its own limitation within five years.

1800 - Governor's Jay's Message deploring the expiration of the Act of 1795, and urging that some means be provided for the education of the children of humble parents.¹

1800
to 1810 Numerous Bills presented by the "Regents" relative to providing for a system of elementary schools.²

1801 - Consequent to the appeal made in the Governor's Message of 1800, the legislature devised a scheme of lotteries for the benefit of elementary schools, but the results proved disappointing.³

1805 - 500,000 Acres of the unoccupied lands of the state set aside as a permanent fund to be used in the interests of common schools.⁴

The Public School Society of the City of New York founded.

1, 2, 3, & 4. - Journals of Senate & Assembly of those dates.

Year

- 1810 - Governor Tompkin's Message recommending the drafting of a system of organization for elementary schools.¹
- 1811 - Act of 1811, authorizing the appointment of five Commissioners to formulate a system for the establishment of common schools.²
- 1812 - Act of 1812: The office of State Superintendent of Common Schools created (the first office of the kind in this country).³
- 1813 - Gideon Howley appointed the first State Superintendent. Superintendent Hawley secures free tuition in deserving cases.⁴
- 1821 - Act of 1821: Office of the State Superintendent abolished; Secretary of State, ex-officio Superintendent of Common Schools.⁵
- 1826 - Secretary Spencer's Report.⁶ Paragraphs bearing on the qualification of teachers.

1, 2, 3, 4, 5, & 6. Journals of Senate & Assembly of those dates.

Year

1826 - (Spring Session) Sec. Flagg's recommendations that school inspectors be appointed.¹

1827 - Governor Dewitt Clinton's Message, paragraphs bearing on schools and teachers:²

(a) - The necessity of an educated franchise.

(b) - The necessity of making some provisions for the preparation of teachers.

The Report of the Regents of the University (Mr. Spencer) for 1825; the Academies not sufficient to supply the need that existed for teachers prepared for their work in the elementary schools.

1835 - Act of 1835: A Department of Public Instruction provided for.

A Secretary of Public Instruction placed at its head.³

Superintendent Dix's Message, suggesting the endowing a teachers' department from the income of the literary fund.

1, 2, & 3. - Documents of Senate and House of Representatives for these years.

Year

- 1835 - Pertinent paragraphs in the Governor's (Marcy) Message of this year relative to provisions needed in behalf of elementary education.¹

- 1838 - Act of 1838 providing for a teachers' department in specified Academies.²

- 1839 - Act of 1839 providing for a Board of County inspectors, and visitors with duties defined.³

- 1841 - Act of 1841, authorizing the Board of Supervisors of each county to appoint deputy-superintendents of common schools. Duties of this office clearly defined.⁴

- 1842 - Act of 1842, organizing Board of County Visitors. A trend towards official inspection of schools.⁵

- 1843 - The office of town superintendent of common schools substituted for board of county visitors.⁶

1, 2, 3, 4, 5, & 6. Journals of Senate and House for these years.

Year

- 1844 - Act of 1844 establishing first Normal School, for the purpose of giving a professional training to teachers in the elementary schools.¹
- 1846 - The superintendent's report for 1846: Thirty counties holding teachers' institutes.²
- 1847 - Act of 1847: The office of County Superintendent abolished.
An appropriation of sixty dollars for each county institute.³
- 1848 - Report of the State Superintendent for 1848: Many districts by abolishing taxation had practically organized free schools.³
Urges the legislature to adopt a uniform system of free schools.
- 1851 - Act of 1851 creating annual appropriation of \$2,000 for teachers' institutes.⁴

1, 2, 3, & 4. Reports of the Senate and House for these years.

Year

- 1852 - Reaction of County Supt., 1852, that numerous Acts relating to Common Schools be embodied into a Code of Laws.¹
- 1854 - Legislative Act of 1854:
 (a) - Making the Department of Public Instruction a distinctive department.
 (b) - Placing at its head a State Superintendent of Public Instruction.²
- 1856 - Legislative Act of 1856, abolishing office of town superintendent, and creating the office of district superintendent. Office elective.³
- 1859 - Act of 1859 appropriating \$5,000 for teachers' institutes.⁴
- 1860 - \$8,000 appropriated for teachers' institutes.⁵

1, 2, 3, 4, & 5. - Documents of New York Legislature for these years.

Year

- 1862 - Act of 1862: (a) Authorizing the state Superintendent to co-operate with the county superintendents as to times and place of holding institutes.
(b) Recommending that school officials allow time and pay teachers attending such institutes.¹
- 1864 - Legislative Act of 1864: Appropriation of \$100 granted to each institute continuing in session ten days and having an average attendance of thirty teachers.²
- 1866 - Act of 1866: An appropriation of \$12,000 with an additional \$5,000 from U. S. deposit fund, granted to teachers' institutes.³
- 1867 - Act of 1867 abolished all rate bills throughout the state and making all Normal Schools and Common schools free.
Appropriation for teachers' institutes \$15,000.⁵
- 1870 - Act of 1870 giving the State Superintendent of Public Instruction a general control of all institutes.⁴

1, 2, 3, 4, & 5. - Legislative documents for these years.
State Supt.'s Report to Legislature.

- Year
- 1870- Increased appropriations, reaching in 1899,
1899 \$40,000 for teachers' institutes throughout the state.¹
- 1883 - Act of 1883 providing that lectures on Natural
History and Geography be sent out from the Museum
of Natural History.²
- 1894 - Act of 1894: Teachers' Institutes to be held
annually in each commissioner's district of the state.³
This Act specifies the object of teachers' institutes
Suggests that special attention be given to sub-
jects that treat of the principles of Education and
Methods of Teaching; Attendance counts towards certifi-
cates. Attendance of teachers under contract obli-
gatory.
- 1895-96 Act of 1896: The subject of Physiology and Tem-
perance Hygiene added to Curriculum.⁴
- 1900 - Act of 1900: Appropriation for teachers' institutes
\$50,000 with an additional \$18,000 for work in visual
instruction under lecturers sent out by Museum of
Natural History.⁵

1, 2, 3, 4, & 5. Journals of House and Senate for these years.

Year

- 1901 - Act of 1901: Appointment of five institute conductors at an annual salary of \$4,000 each.
Special instructors in drawing, primary work and English provided for.¹
- 1902 - Act of 1902 created the office of Supervisor of the Bureau of Institutes (Bureau 1898).²
- 1905 - Act of 1905: Appropriation for teachers' institutes reached \$60,000.³
Forty-seventh annual Report of 1901 of the State Superintendent of New York State.
Since 1901 the annual report of the State Supt. of Public Instruction issued in a separate form.

1. - Act of 1901
2. - Act of 1902.
3. - Act of 1905.

PART I.

BIBLIOGRAPHYJOURNALS OF THE HOUSE OF REPRESENTATIVE AND OF THE
SENATE, OF THE COMMONWEALTH OF PENNSYLVANIA.

The Free School Act of 1834-35. Efforts to make
schools nominally free; Lack of power to execute the law.
Efforts made to repeal the law.¹

Report of Committee relative to the signatures
of the petitioners.²

Governor's Message, 1834-35, copies printed for
use of legislature, in both English and German.³

First Annual Report of the Secretary of the Common-
wealth, ex-officio Superintendent of Common Schools. (1834-35)
Dec. 1834. Vol.II p. 558.⁴

Annual Report of the Supt. of common schools,
1836-37, relative to the establishment of common schools and
the enforcement of the Free School Act.⁵

1 & 2. - Journal of 1834-35, p. 650

3 & 4. - " " " " "

5 " " " " " p. 339

PART II.

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Ellis H. Roberts.

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By Wm. Russell.¹

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Prof. J. E. Gordy.³

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eighteen counties held institutes.

December 1855 - (Discouragements met in efforts to hold teachers' institutes). See also Supt. Rice's Report.

The Story of New York. (p.143)

Elbridge Brooks.

The History of Horace Mann and

The Common School Revival in the United States.

Hinsdale.

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2. " " " " N. Y. U.
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J. P. Wickersham.

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Gov. Geo. A. Clinton's 1895 (Led to passage of C. School Act).

Gov. Jay's Message, 1800 (Depllores expiration of School Act
asks for provisions for common schools)

Gov. Tompkin's, 1810 (Asks that steps be taken to formulate
a common school system)

Gove. Dewitt Clinton's 1827-28.

Sec. Spencer's Report, 1826 (Regarding qualifications of
teachers; ignorance prevails)¹

Sec. Flagg's Report, Jan. 1827 (appalling ignorance; immorality)

Gov. Marcy's Message - pleads for a common school education
for the children of the working classes.²

Annual Report of the Supt. of Schools, John A Dix, 1835, vol. I.
(Pleads for some measures that will provide more competent
teachers)

Gov. W. H. Seward's Message, 1841.

(Urges permanent investment of a common school fund.)

Supt. Young's Annual Report, 1845,.

(Recognizes the work being accomplished by teachers'
institutes and bespeaks state aid for their extension.)

1. Senate Journal (New York) 1827, pp. 224-229.
2. Senate Journal 1835, vol. I.