(Modified to include only information relevant to Agricultural Education.)

TEACHER EDUCATION AT PURDUE UNIVERSITY

THE FIRST SIXTY YEARS (1908-1968)

TEACHER EDUCATION AT PURDUE UNIVERSITY

THE FIRST SIXTY YEARS
(1908 - 1968)

Authors:

Mary P. Endres

Earl J. Heath

Willard D. Hill

Lee E. Isaacson

Kenneth W. Kiltz

Muriel C. McFarland

James R. Mitchell

Raymond R. Ryder

George P. Salen

Editor: Elizabeth Holstein-Delgass

Typist: Mary Ellen Thrall

This book is respectfully dedicated to

James R. Mitchell
Professor Emeritus, Purdue University;
B.S., M.S., Ed.D., Indiana University

and

Raymond R. Ryder Professor Emeritus, Purdue University;
A.B., Juniata College A.M., Ohio State University;
Ph.D., University of Chicago

James Mitchell

Raymond R. Ryder

... two colleagues whose concern for preserving knowledge about the earlier years of Education at Purdue University impelled them to conceive this project, prepare and solicit manuscripts for inclusion, and bring the work to fruition.

With gratitude,

The Education faculty, alumni, and students

Table of Contents

TEACHER EDUCATION AT PURDUE UNIVERSITY, 1908-1968

Page

PREFACE

TEACHER EDUCATION AT PURDUE UNIVERSITY, 1908-1968

Purdue University was established for the purpose of providing training in the fields of agriculture, engineering, pharmacy, and the applied sciences. From its beginning, however, the underlying belief was that no specialized training is ever complete without the enrichment which comes from the humanities. The first catalog published by the university shows French, German, English, history, mathematics, domestic science, and military training as a part of the program of studies. No mention was made of professional education during the first twenty-five years of the school's operation although, as early as 1883, there were many graduates of Purdue teaching in the schools of the state.

A review of the literature of the latter part of the nineteenth century reveals a growing public interest in a more adequate program of public education, particularly in specialized training. With this new interest, superintendents of schools and such organizations as the Indiana State Teachers Association and the city and county superintendents' associations joined in asking the state legislature to respond. As a result of this pressure, the General Assembly in 1907 enacted a law requiring all teachers to have professional training in the subjects they teach, naming agriculture, domestic science and industrial arts, or manual training as it was then called. Sentiment must have moved rapidly in favor of Purdue's becoming a part of the preparatory program. The next annual report of the university noted that the faculty had voted in favor of training teachers and mentioned in particular the above subjects. This hastened the formation of the Department of Education.

The primary purpose of the report which follows is to describe the university's contribution to public education. As a state university, its responsibility extends beyond the boundaries of the campus. In addition to preparing teachers and administrators, it provides services to all organizations related to education through the media of workshops, conferences, and clinics. Purdue is proud of its record.

J.R. Mitchell
West Lafayette, Indiana
April1988

Chapter I

EARLY DAYS AT PURDUE AND EARLY EFFORTS IN GENERAL PROFESSIONAL EDUCATION

1908-1926

When Purdue first opened its doors for the training of teachers, opportunities for obtaining a secondary education by everybody who wanted it were increasing at a rapid pace. In 1908 there were 749 high schools, commissioned and noncommissioned, in the state. Of the total, 507 were township or rural high schools. Most of these high schools were small three-teacher schools with perhaps an itinerant music teacher who made his weekly rounds at the school. However, half of the townships did not have high schools. The trustees in these townships were required by law to transfer the pupils who were ready for high school to good high schools at the expense of the townships.1 The state superintendent reported that in 1908 there were a total of 2,054 high school teachers, but one teacher in every five -- mostly in township high schools -- did not hold a baccalaureate degree.

Spearheaded by the colleges, which were admitting students without examination from commissioned high schools, public opinion began to expect all high school teachers to be college graduates. Moreover, there was strong agitation for professional training for prospective high school teachers, including some practice in teaching under expert supervision. This point of view was held by the state and national teachers' associations as well as by the Department of Public Instruction in Indiana. The result was the passage of a school law in 1907 requiring professional education for all beginning teachers including high school teachers. The law also extended the opportunity to provide professional education to all colleges and universities in the state which could meet the accrediting standards of the State Board of Education. The passage of this law was the immediate cause for the opening of an education department at Purdue.

By 1908 most of the major universities in the country had established chairs or departments of education, but the work was confined mostly to the application of psychology to teaching and the scientific study of education in graduate courses. Most of the students enrolled were experienced teachers. Student teaching, for example, was not thought necessary for high school teachers in most universities. If offered at all, it was presented as an elective, and the work was not closely supervised. California was the only state in 1907 which required a course in student teaching for a secondary school certificate. This law, which went into effect in June 1906, helped to establish the pattern for other states. In the Midwest, most of the larger universities did not

offer a course in student teaching at all for prospective high school teachers. Among these were Indiana University, Ohio State University, the University of Iowa, and Purdue University.

Normal schools were the traditional teacher training institutions in 1908. Those which offered more than two years' work, appealing to prospective high school teachers, were weak in subject matter departments. Indiana had only one state normal school but many private ones. Many of the normal schools in the first decade of the twentieth century were debating the issue of whether or not they should even attempt to train teachers for high schools. In this vigorous controversy, the opponents of the view that normal schools should assume teacher training for high school teachers were strengthened greatly by the opinions of important leaders in secondary and higher education. Among these was President G. Stanley Hall of Clark University who said, "I think preparation of secondary teachers should never be permitted in a normal school where primary teachers are trained but should be entirely given over to the University."

President Halt was supported by others of like stature. Among these was Professor Charles DeGarmo who had written numerous articles and several books on the learning process, especially as it was related to the older student. He was opposed to normal schools' attempting to train teachers for high school positions. Some normal school presidents themselves were opposed to extending their teacher training programs to include high school teachers. Certainly, most university presidents were. Among these were President Thompson of Ohio State University and President Babcock of the University of Arizona. The latter had had long experience in various capacities with the California system of education. The attitude of the universities in general, of the liberal arts colleges, and of some normal schools was summed up by President Babcock in the following statement:

If the normal schools are going to train their students for grade-work, frankly, honestly, without any pretension or conceit, those who desire to go on for high school work must go to the university, or to the colleges or teachers colleges which provide that sort of training.2

WHY A PROFESSORSHIP IN EDUCATION WAS ESTABLISHED AT PURDUE UNIVERSITY

Most universities and liberal arts colleges throughout the country and the State of Indiana were ready and willing to provide courses in professional education for high school teachers. Purdue University was no exception. It responded to social pressure expressed in frequent complaints from pupils, parents, and superintendents that high school teachers needed professional training in learning how to teach as well as knowledge of subject matter. The latter, they thought, could be obtained much better at

colleges and universities than at the existing normal schools. It was felt by many superintendents, school trustees, and others, that Purdue was ideally equipped to prepare high school

teachers, especially in the sciences and industrial arts. The latter term included, in those days, agriculture, domestic science, and manual training as well as work in school shops designed to give preliminary training in a well-established trade.

It is difficult for us today to realize the influence which the rapidly increasing number of high schools in the state between 1900 and 1910 had on a change in the curriculum so as to include practical subjects and on teacher education. Normal schools had already demonstrated the value of professional training for elementary teachers. It was a logical step, therefore, to extend this idea to high school teachers. A college degree with professional training was considered a better credential for teaching in the newly established high schools than that obtained by passing a state high school teachers' examination.3

Some idea of the demand for high school teachers may be obtained by noting the growth in the number of high schools in the state between 1900 and 1908. In 1900 there were 162 commissioned high schools; in 1908 there were 375 plus 374 of lower grade, making a total of 749 altogether. In other words, within an eight-year period the number of high schools increased more than four-fold. And more were to be built. The state superintendent reported that 50 per cent of the 1,016 townships in the state were still without high schools. Because of this, he questioned whether adequate provision for secondary education was being made. Although he was in favor of extending secondary education, he criticized some of the wretched academic and college-oriented instruction given in many of the smaller high schools already existing.

That all was not well with the high schools in 1907-1908 is apparent in the enrollment figures, which show the tremendous number who dropped out each year or did not bother to enter after completing the work in the eighth grade.

<u>High School Enrollments, 1907-1908</u>

Number of graduates from the common schools in 1907….. 21,168

Number of first year pupils enrolled…… 18,008

Number of second year pupils enrolled……..11,947

Number of third year pupils enrolled…….. 5,800

Number of graduates from commissioned high schools…….. 4,627

Thus, only 21 per cent or slightly more than one in five pupils who completed the work in the eighth grade graduated from high school. The author of this chapter can verify these statistics from his own experience. In 1907 he enrolled as a freshman in a township high school. Only seven of the 54 who were enrolled in the eighth grade of the elementary schools of the township graduated from high school.

After enumerating various reasons for the drop-out, such as the compulsory school age having been reached, the need for the children's work at home or as breadwinners, no high school advantages close

at home for many, and financial inability to go elsewhere, etc., the state superintendent concludes with the following significant statement:

In addition to all these reasons there is the more or less valid objection to the high schools as impractical in the work offered. This is certainly true for those who drop out at the end of the first year of high school, and probably cuts some figure in the diminishing number of succeeding years."4

These facts undoubtedly influenced President Stone, a member of the State Board of Education and therefore quite familiar with the situation, to make the following proposal on March 13, 1907 to the Purdue Board of Trustees.

In view of the rapidly increasing interest in industrial training in the public schools, the lack of teachers for such work, and recent legislation in Indiana affecting the qualifications of such teachers, it is recommended that provision be made for the preparation of such teachers at Purdue University by the employment of instructors and the offering of a teacher training course, with particular reference to the natural sciences and their application to the industries. 5

In his annual report to the Board of Trustees and the Governor, President Stone made it clear it was the passage of school legislation in 1907 which impelled him to act. In this statement he refers to teaching as a. science and the employment of a student of educational science as the head of the new department. He also refers to the growing interest in the introduction into the public school system of industrial subjects such as agriculture, manual training, and domestic science for the teaching of which Purdue should be prepared .to make a contribution. In fact, he felt that it would be well for Purdue graduates from the standpoint of job opportunities to be prepared to meet the growing demand "both technically and professionally."

A prime purpose of the school law of 1907 was to encourage prospective high school teachers to go to college and obtain professional training as well as a baccalaureate degree.6 One did not necessarily have to hold the degree before beginning to teach. However, he could not obtain a life high school license without a degree and had to have at least twelve semester hours of professional education before beginning to teach at all. One of the law's purposes was to compel college degree-bound people to obtain professional training for eligibility to teach in the increasing number of high schools. High schools, under the new law, became a part of the common school system in Indiana. With a stroke of the Governor's pen, the new law now required all teachers, elementary as well as secondary, to be high school graduates. This impelled the townships which had not already established high schools to do so. How otherwise could they provide teachers for the district or elementary schools unless they provided also for a readily accessible high school? Increasing numbers of high schools, in turn, increased the demand for more college-trained high school teachers.

DEPARTMENT OF EDUCATION ESTABLISHED WHEN FIRST PROFESSOR WAS EMPLOYED

The first professor of education at Purdue was employed in 1908, and the first courses in education were offered to students that fall. Whether or not the Department of Education was established then depends on one's definition of a department. In the annual report for the year ending June 30, 1908, President Stone twice refers to establishing a Department of Education. However, it was a one-man department and remained so for six years. When professional education in teaching agriculture and industrial arts was added to the curriculum as a result of the Indiana Vocational Act, February 22, 1913, other professors were employed. However, June 9, 1908 should be considered as the date when the department was established rather than 1914 when the work was expanded and differentiated.7

In the minutes of the board of trustees for June 9, 1908 the following simple notation written in longhand appears:

> To Members of the Board of Trustees, Gentlemen:
> I recommend the following appointments to positions in the corps of instructors:
>
> George L. Roberts, A.B. $2,250.00
> Professor of Industrial Education
>
> Henrietta Calvin, B.S.....1,650.00
> Professor of Household Economics
>
> Edward G. Manin, Ph.D 1,500.00
> Associate Professor of Chemistry

These names appear at the head of the list. Following them there is a list of ten instructors and assistants in various departments, none of whom was to receive more than $800.00 per year. Five of the ten received only $500.00 per year. Thus one may conclude from the salaries paid that the president and the board of trustees attached great importance to the new professorship in education. Professor Roberts was paid $600.00 more than the only other full professor on the list and $750.00 more than the holder of a Ph.D. degree who was appointed as associate professor of chemistry.

In spite of the title. Professor of Industrial Education, the president chose a generalist in education rather than a specialist to head the department. Why did he do this? Why did he choose a man who never in his life had taken a college course in shop practice, agriculture, or household economics? One answer is that he wanted an experienced school administrator to organize the work, someone who at the same time was a student of the new science of education -- a field of inquiry in which the president himself had more than passing interest.

George L. Roberts: Founding Father of the Education Department

What kind of man was Professor Roberts, the man chosen by President Stone to head the new Department of Education? The present writer knew him well and served under his supervision for five years as

George L. Roberts

an assistant professor of education. Professor Roberts was sixty-five years old when I first met him. Age undoubtedly has something to do with the father image, yet it was not age exactly that gave one that impression about him. Rather it was his dignity, his mannerisms, his authoritative bearing. He wore pince-nez glasses and parted his thick gray hair in the middle. He was known affectionately among the students as "Daddy" Roberts and at his death was memorialized as a founding father by a special committee of the faculty.

In appearance he was tall and handsome. Over six feet in height and well proportioned, he gave the impression of one who had confidence in himself. He had a pleasing personality and was always immaculately dressed. His shoes were highly polished each morning and his clothes neatly pressed. He was industrious and conscientious himself and expected the teachers on his staff to have the same qualities. His voice was low pitched, and his manner deliberate. Somewhat formal and reserved, he was at times stern, but generally he was kind and pleasant. Always in control of the department he created, he had great respect and confidence in educational psychology and the contribution it could make. He gave it priority in his professional scheme of values.

When George L. Roberts joined the Purdue staff, he was forty-seven years old and had twenty-seven years of experience as a teacher, principal, and superintendent in the public schools -- all of it in Indiana. Born on a farm in Decatur County, he began as a teacher in a one-room district school near Greensburg, the county seat, before he had graduated from high school. He qualified for admission to Indiana University where he enrolled in the College of Liberal Arts. He was late in entering college because of his delay in graduating from high school. Moreover, his college work was interrupted by the necessity to earn some money, which he did by teaching. However, by attending every summer session he could and by dint of hard work and conscientious effort, he obtained his Bachelor of Arts degree at the age of twenty-four.

After obtaining his degree, he became a teacher in the Greensburg school and advanced rapidly to the principalship of an elementary school and, from that position to the superintendency. From Greensburg he went to Frankfort as superintendent and from there to the superintendency in Muncie. Each move was an advancement professionally. During the summers he went to Columbia University where he took courses in educational psychology, history and philosophy of education, and school administration. Interested especially in the learning process of adolescents, he, went one summer to Clark University where he studied under Dr. G. Stanley Hall -- president of the university and the most prominent adolescent psychologist in the country. As a result of his summer school study, he was granted a master's diploma in education from Teacher's College, Columbia University. Subsequently, he also obtained a Master of Arts degree from Columbia. This was granted in 1910, two years after he became head of the education department at Purdue.

President Stone, as a member of the Indiana State Board of Education for many years by virtue of his position as president of Purdue University, was in a good position to know who the leading superintendents in the state were. He was impressed with the Muncie school superintendent. This superintendent's character, reputation, and personality -- including industry, conscientiousness, integrity, and personal appearance -- impressed the president. President Stone described him to the Board of Trustees as a "student of the science of education," and this he was, although he never obtained a doctor's degree or conducted much, if any, scientific research himself.

Though a student of the science of education. Professor Roberts did not publish a great deal. Occasional articles to the Indiana Educational Journal and Purdue catalog material constituted most of his writing for publication. For one thing, he did not have much time for publication. He taught five subjects, supervised student teaching, and rendered assistance to the new department of Agricultural Extension. This cooperation with Agricultural Extension was the means he used to meet the demand for vocational instruction in agriculture and home economics. His efforts were successful, for in 1914 he obtained the full cooperation of the School of Agriculture to train teachers in vocational agriculture for the public schools. With Professor Roberts in charge of

the program, continual emphasis was given to this and the related phase of vocational home economics teaching. At the same time an increasing number of students from all parts of the university came to the Department of Education for non-technical electives, especially in psychology. This interest led to the employment of a professor of psychology in 1916 and, a few years later, a professor of sociology.

In the meantime. Professor Roberts found time to be active in church and community affairs and to edit the Indiana Educational Journal, the forerunner of the present Indiana Teacher, an organ of the Indiana State Teacher's Association. Through the editorship of this magazine, he became well known to the teachers of the state. They elected him president of the organization in 1917. In this capacity he followed by three years the presidency of President Stone, who had served in 1914. Through their terms of office in the Indiana State Teacher's Association, Purdue became well known throughout the state as a teacher training institution, especially in the industrial subjects and in the physical and biological sciences.

FIRST PROGRAM IN PROFESSIONAL EDUCATION

Between the time of his employment in June 1908 and the opening of the" school year in September, Professor Roberts did a remarkable job of planning. In fact, much of' the basic organization of the teacher training program -- even the courses themselves -- bear a striking resemblance to the undergraduate program leading to a secondary certificate at Purdue today. The catalog for 1908-1909 shows the following program of studies in education. Each of the courses was taught by Professor Roberts.

ED. 1 and 2 General and Educational Psychology 6 hours – Sophomores

ED. 3 History and Principles of Education 3 hours – Juniors

ED. 4 Principles and Methods of Teaching 3 hours – Juniors

ED. 5 School Organization and Management 3 hours – Seniors

ED. 6 Secondary and Industrial Education 3 hours - Seniors

Where did Professor Roberts obtain his ideas for these new courses? Were they original with him or was he influenced by others? The answer is that they were not wholly original. As a matter of fact, they were practically the same as those in operation at the Indiana State Normal School at Terre Haute. Even if he had desired to be original in starting a teacher training program. Professor Roberts could not have departed far from the guidelines established by the Indiana State Board of Education. In the minutes of that body, dated June 21, 1907, evidence is found that too much originality on the part of the new departments of education was not allowed. In reference to accredited schools and departments made possible by the passage of the "accrediting law,"

passed a few months earlier by the General Assembly, the following action was taken:

Such normal schools shall have substantially the same courses as those adopted and offered at the Indiana State Normal School.8

Thus, the first courses in education offered at Purdue, with the exception of Education 6, were not original with Professor Roberts. They were the product of the thinking of national leaders in the new field of the science of education. Their counterparts were already in operation at the State Normal School. Nonetheless, great credit is due Professor Roberts for organizing the new courses, drawing up a plan of study, and fitting it into the already established pattern for graduation. Moreover, the choice of textbooks, the list of collateral readings, and supervised experiences for each course were the product of Professor Roberts' creative thinking. (See Appendix C.)

Modest as Purdue's contribution to teacher education was in the beginning, it was based on a solid foundation. It was in harmony with the university's special function of producing teachers of science and industrial subjects. However, not many students enrolled in the education courses. President Stone's reply to State Superintendent Robert Aley's request for information on the number of students enrolled and the operation of the new law in general after it had been in force for two years emphasized the high standards of the institution and the training of a special kind of teacher. His reply was as follows:

> Purdue University is classified as a standard college for preparing teachers for science in the public schools of Indiana. The University does not conduct normal courses. It provides for regular undergraduate students through college courses in science, household economics, shop practice, agriculture, and other subjects. It is the purpose of the University to give these undergraduates opportunity to correlate their studies with an organized course in pedagogical branches extending through three years' time, in order that upon graduation they may be professionally and educationally prepared to teach these subjects in the schools of Indiana.
>
> Students are not admitted to take special courses under the above provisions, with the exception of experienced teachers who may wish to perfect themselves in some technical line for teaching such as household economics, agriculture, or manual training for better service as teachers.
>
> It is not the policy of the University to encourage students to engage in this work in a brief or superficial way but offer it in the main only to those who are taking regular undergraduate courses in the University.9

At the same time, the president was very much concerned with the low enrollment, as no doubt was Professor Roberts. It was obvious that

the regularly enrolled Purdue students were not flocking, as expected, into the education classes.10 A part of this was due to the low salaries paid to teachers, even to Class C teachers, the highest type.11 Another part was due to the stiff regimen of courses required, academically as well as professionally, and the difficulty of fitting them into the regular pattern required for graduation. Principally it was due to the fact that the whole program was set up in the School of Science with ineffective attempts made to induce students in the School of Agriculture and in the School of Engineering, whose department of practical mechanics offered twenty-six courses at that time in shop practice and mechanical drawing, to come over to the School of Science and take professional courses in education. Attempts were made to correct this situation but with mediocre results. Not until the state and federal aid program in vocational education was started was much done to effectively produce high school teachers in agriculture and shop practice. The vocationally oriented teachers in the early years were practically all girls in the Department of Home Economics, which was then a department in the School of Science.

President Stone was so concerned with the low enrollment that he authorized the new head of the education department to prepare a circular, which was distributed state-wide in the summer of 1909, asking experienced teachers to come to the university for one year as special students in order to avail themselves of the opportunity offered at Purdue "to perfect themselves in some of the technical- lines of instruction for which the demand is increasing." The following is an extract from the circular:

There are at the present time many teachers in service in the schools of the state whose experience and general training has [sic] placed them in the ranks of the successful, who would be glad of an opportunity to perfect themselves in some of the technical lines of instruction offered at Purdue and for which the demand is increasing. To such teachers we extend an invitation to avail themselves of the regular University courses now being given in Agriculture, Domestic Science, and Shop Practice in its relation to Manual Training. Persons who desire to make a serious attempt to improve their educational qualifications will be received as special students and given every facility to pursue their studies in the regular classes of the institution. Special students will have no difficulty in profitably filling their time with assignments in the line of their special requirements.

For admission as a special student in the Teachers' Training Course, the applicant must be a teacher of successful experience, either elementary or high school, with minimum school or college training sufficient to satisfy the entrance requirements of the University.

It is recommended that those who wish to avail themselves of this opportunity should plan to spend not less than one year at the University, as it is felt that this is the minimum

time necessary to acquire a good basis for the teaching of these special subjects.12

Not as many experienced teachers responded to this appeal at first as was expected; but the second year the plan was tried, the results were more encouraging. The president's annual report for the school year of 1911-1912 contains the following comment:

We have encouraged successful teachers in service to come to the University to study technical subjects with the purpose of perfecting their knowledge in some vocational field. During the past year upwards of twenty-five such teachers have been taking special training of this kind.

The annual report states also that twenty-four "Class B" certificates were issued by the registrar to these people as the equivalent of one year of professional training. The professional training consisted of about six semester hours of work in education and the rest in the vocational subject matter of the student's choice. Of course, most of the work was in the beginning courses since the students were not academically prepared to take courses with prerequisites.

The above plan was continued for several years, but more successful by far were the summer sessions conducted by the newly created Department of Agricultural Extension. Begun in the summer of 1912 and continued through the summer of 1916, a series of five summer sessions brought more than six hundred experienced teachers to the campus. All of the instruction was in agriculture, domestic science, and shop practice. Not a single course in education was given, but the schools were conducted "under the leadership of Professor George Roberts, Head of the Department of Education." Most of the experienced teachers who attended the summer sessions were women. For example, the one held in 1914, which was the largest, had a total enrollment of 277 students, of whom 198 were women.

FIRST PLAN OF STUDY

Before approval was granted to Purdue by the Indiana State Board of Education to provide professional training for teachers, the institution had to be visited and a formal plan of study submitted for examination by members of the board.

The minutes of the state board have been preserved and are on file in the archives of the state library. The minutes show that approval was granted on December 3, 1908 after a visit to Purdue by three members of the board.

The plan of study prepared by Professor Roberts had been submitted previously. The three members who visited Purdue in November were the state superintendent of schools, Mr. Fassett A. Cotton; the superintendent of the Indianapolis schools, Mr. C.N. Kendall; and the president of Earlham College, Dr. R. L. Kelly. Their

report of the institution and the work done at Purdue in subject matter and professional education was favorable, resulting in approval by the board as a whole.

The formal plan Professor Roberts submitted is practically the same as that which appears in the Purdue catalog for the school year of 1907-1908. The foreword to the courses required contains the following key sentence: "The special field of this institution is the preparation for teaching manual training, agriculture, domestic science, and the natural sciences." The program of studies in the teachers' option states proudly, as it was permitted to do, that Purdue University was "accredited in all classes (class A, B, and C) in accordance with the school laws of 1907."

The program of studies was as follows:

Sophomore Year

Education 1, 2, and any two of the following: Biology 40, 41; Chemistry 3, 4; French, 3, 4; German 11, 12; Household Economics 3 and Biology 7; Mathematics 13, 14; Physics 9, 10.

Junior Year

Education 3, 4, and any two of the following: Biology 10; 11; Chemistry 5, 6, 7, 8; English 8, 9; French 5, 6; German 3, 4; Household Economics 4, 5; Physics 11, 12.

Senior Year

Education 5, 6, and any three of the following: Biology 32, 33; Chemistry 15, 16; Economics 3 (accompanied or preceded by 4); English 11, 12; French 7, 8; German 5, 6; History 4, 5, or 6, 7; Household Economics 6, 7; Physics 13, 14.

In the plan of study, the inclusion of six courses in household economics was the only contribution to vocational education. Strangely enough, there were no teaching options in the catalog or the plan of study in either the School of Agriculture or the School of Engineering. The first mention of a teaching option in the School of Agriculture was in 1911, when it was listed as an option under general agriculture. The next year, education had received status, quite possibly as a result of the impending passage of the Indiana Vocational Act and the activity of the Department of Agricultural Extension. Because of the failure to include options for teaching in the curriculums of the School of Agriculture and the School of Engineering, very few students in these schools took education courses. Except for the courses in home economics, the plan of study which Professor Roberts outlined and sent to the Indiana State Board of Public Instruction for approval leaned heavily on the academic side rather than the vocational. Departmental walls, no doubt, were difficult to breach, and salaries for teachers were too low to attract students voluntarily from the vocational schools in the university.

PROFESSIONAL COURSES AND TEXTBOOKS IN FIRST PLAN OF STUDY

The first professional course was offered in the sophomore year. It was a coordinated course in general and educational psychology. The basic textbook was Thorndike's Elements in Psychology with much reference work from James' Briefer Course, James' Principles, Stout's Manual, Tichman's Outlines, Angel's Psychology, and Wundt's Physiological Psychology. The emphasis was on the physiological basis of mental states, as mentioned in the catalog, and numerous teacher demonstrations and class experiments were performed. The textbooks, references, and basic activities of each course are listed in the Appendix (Appendix D). Only Education 5 and 6 will be described briefly because of their specific application to student teaching and orientation toward teaching industrial subjects.

The arrangement for doing student teaching in the senior year as a part of a course called School Organization and Management (Education 5) had the advantage of closely coordinating theory and practice. However, it had at the same time serious disadvantages. One was that the student teaching was scheduled for only three hours per week for only a part of the semester which meant that, in a given high school class, there would be two hours per week when the student teacher was not present. Then another student, teacher would replace the first, or two would be present at the same time. Moreover, since Professor Roberts' time was so completely taken up with teaching his regularly scheduled classes on the campus, he had very little time for classroom visitation and conferences. All of the student teachers, too, had a heavy academic load to carry in this course (see Appendix D), meeting three times per week on the campus and in the regular academic subject matter courses (see program of studies for Senior Year above).

As a result, there was a considerable amount of resentment to student teaching in both the Lafayette and West Lafayette High Schools. Professor Roberts was painfully aware of this. One measure he took to alleviate the situation was to put one of the local superintendents on the university payroll and have him teach the student teachers one hour per week in a course called The American High School but which, in reality, was for the most part a weekly conference with student teachers. This practice was started in 1914 with the employment of Mr. Frank Burtsfield, Superintendent of West Lafayette Schools, but it was abandoned after a few years for various reasons.

Secondary and Industrial Education (Education 6) was the last course in the senior year. Given in the second semester, it was compulsory for all prospective high school teachers. This course was the most original of all the educational courses. It had no counterpart at the Indiana State Normal School or elsewhere in the state. It was Purdue's specific contribution to vocation professional education. The course required three semester hours of recitation and lecture on the campus plus three clock hours per week in observing the administration and teaching of industrial subjects in typical public high schools and private schools.

Visits to such schools "as were accessible" were arranged for by Professor Roberts, and written reports in teaching in the industrial subjects were required. These were analyzed and discussed in class on the campus. Thus, a close correlation was maintained between theory and practice in vocational education. Other things were done in class, however, besides hearing and discussing the observation reports of the students. One was a comparative study of industrial education in foreign trade and folk schools. Emphasis at Purdue in preparing secondary teachers to teach industrial subjects was the reason for this early introduction to comparative education. It was felt that much valuable information could be gained from studying the people's or folk schools in teaching agriculture, domestic science, and other practical subjects as organized in Denmark and Germany. The close relationship of these schools to the life and needs of the people was of interest to educators engaged in vocational teaching and in the organizing and developing of rural high schools of Indiana. In fact, there were those who advocated the Danish type of rural high school in Indiana. However, the Farmers Institute movement and appointment of county agricultural agents removed the threat of establishing this type of high school for farm people.

DEPARTMENT EXPANDS

After six years of a rather tenuous existence, the one-man professorship in the School of Science assumed departmental organization in 1914. This occurred when additional staff members were employed. After 1914, the work in education became more distinctly divided into vocational education, general education, psychology, and sociology.

Samuel S. Cromer

Vocational Education

In 1912 a new man was employed to assist Professor Roberts in the education department. He was Samuel S. Cromer, destined to spend the rest of his professional life at Purdue and to play a prominent role in promoting agricultural education in this state. In a sense, he was hand-picked and groomed for the position. Professor Roberts knew him and his family well. He came from Daleville, a farming community near Muncie, and had graduated from Muncie Central High School when Professor Roberts was superintendent there.

Mr. Cromer had recently received a Bachelor of Arts degree from Wittenburg College, in 1912, and was interested in making teaching his career. As a result of impending state legislation in respect to encouraging vocational education in the township high schools. Professor Roberts anticipated many more students from the School of Agriculture to become interested in teaching. He therefore encouraged Mr. Cromer to enroll in the School of Agriculture as a junior and take the courses necessary for a degree in that school. This Mr. Cromer achieved two years later. At the same time, he was employed as an assistant to Professor Roberts in the education department, teaching two of Professor Roberts' former courses, namely Education 3 and 4.

In 1914, Mr. Cromer obtained his B.S.A. degree from. Purdue and was immediately given the rank of instructor in the education department, teaching full time and supervising student teaching in agriculture. With Mr. Cromer's appointment to the staff as a full-time instructor, education ceased to be

a small one-man department. It was organized so that there soon came to be more attention given to vocational education, particularly in agriculture.

Mr. Cromer's promotion was rapid. In 1916 he was made an assistant professor; in 1917 an associate professor; and in 1919 a full professor. More and more, he was given administrative duties and at all times was a close professional and personal friend of Professor Roberts. In 1930 he obtained a leave of absence from Purdue to work on his doctor's degree in vocational agriculture at Cornell University. This degree he obtained in 1931. In July of that year, Professor Roberts reached the compulsory retirement age. This left a vacancy for the head of the department, but Dr. Cromer did not receive the appointment. It went to Dr. Brandenburg, another long-time member of the department. Dr. Cromer remained at Purdue for many years as professor of agricultural education and administrative assistant to several heads of the education department. He retired in 1957 after forty-five years of service to the state in agricultural education at Purdue.

In 1913 Professor Roberts obtained the assistance of three members of the academic staff to assist in vocational education. These were Martin Luther Fisher, M.S., professor of crop production and farm management and, later, dean of men; Professor Mary Matthews, B.S.H.E., professor of home economics and head of the Department of Home Economics; and Professor Ralph B. Trueblood, B.S.M.E., from the Department of Practical Mechanics. Professor Fisher served for one year only. He was

replaced by Mr. Cromer when the latter was made a full-time instructor in the education department. The other two served for several years, but Professor Roberts did not like the arrangement. In the first place, the service rendered was scarcely more than nominal. For example, Miss Matthews gave only one hour per week "for the consideration of special methods in the teaching of home economics, with observation and practice and other problems that confront the teacher in the subject," and Professor Trueblood taught a one-hour course in "special methods in teaching manual training." After one year, this course was no longer administered as part of Education 5 but was quite openly called Shop 41 and 42. In the second place. Professor Roberts much preferred to have the teachers of special methods and supervisors of student teachers in his own department. He could thereby have better control over the kind of instruction given. He firmly believed and frequently said "one should teach student teachers how to teach but not subjects."

The passage of the Smith Hughes Vocational Education Act by Congress in 1917 provided federal funds to the states on a matching basis to promote vocational education in the public schools and to qualified land grant colleges to provide teacher training and supervision for teachers of vocational subjects. Professor Roberts was quick to take advantage of the law in making additions to the staff in the education department. The first to be employed was Miss Agnes Tilson, M.S., as an assistant professor in home economics education. She was employed in 1918, taking over the work that had been done previously by Miss Mary L. Matthews. Miss Tilson was at Purdue six years, but in 1924 she was replaced by Miss Emma Boie, who had her master's degree in home economics education. Miss Boie was a member of the staff, with the rank of associate professor, for seven years when she was replaced in 1932 by Miss Muriel McFarland.

Ammon Swope (1922 photo)

In trade and industrial education, Ammon Swope, A.M., was the first to be employed. He came in 1922 with the rank of assistant professor. For the first years, he spent at least half of his time teaching classes in educational psychology and assisting Professor Roberts in supervising student teachers in general education. The next year George F. Buxton, M.S., was employed with the rank of full professor. He worked with shop foremen in factories principally, coordinating their work with vocational school shops. In 1925 Harvey G. McComb, the Indiana State Director of Industrial Education, was asked to join the Purdue staff.

All three of these professors in industrial education remained at Purdue until they reached the compulsory retirement age. Although he was listed as a member of the education staff. Professor Buxton's connection with it as a teacher on the campus was very slight. He was more closely identified with the Division of Technical Extension than with the education department. Professor McComb, during World War II, served as state director of the federal program in war production training, a program designed to provide skilled workers in munitions factories. He established forty-six centers throughout the state where these people were trained. High school shops operated around the clock. Within the four-year period of the war, 1941-1945, more than 250,000 persons, a considerable number of them women, received training in welding, machine shop, mechanical drawing, and auto-mechanics.

Educational Psychology

Dr. George Brandenburg was thirty-eight years old when he came to Purdue in 1916 as an instructor in educational psychology. He had received his Ph.D. in psychology in 1915 from the University of Wisconsin. An experienced school man from Iowa, a teacher in the public schools, high school principal, and superintendent, he was ideally qualified to assist Professor Roberts. Work in general and educational psychology was growing in an increasingly heavy fashion after the passage of the Indiana Vocational Law in 1913. One effect of this law was the enrollment of many more students from the School of Agriculture and the Department of Home Economics in the professional education courses, including general and educational psychology.

There was also a growing demand for electives in psychology among engineering students, most of whom had no intention of becoming teachers. The first elective for senior engineering students was scheduled for Dr. Brandenburg to teach. The course was called General and Applied Psychology, and to quote the catalog, dealt with "the elementary principles of psychology and their application to executive and administrative work in engineering lines." The course was introduced in 1916 and continued among the offerings in education for many years.

Other electives in psychology soon followed. Some had applications to teacher education and some did not, but they were all electives. Dr. Brandenburg's interest in the testing movement during World War I, especially with the administration of the Army intelligence tests for the

George Brandenburg

Reserve Officers Training Corps, resulted in a course called Mental and Educational Measurements. This course was introduced in 1918. In 1920 two sections were made from General and Educational Psychology. In this same year, 1920, two additional electives appeared in the catalog, partly for the purpose of providing attractive electives for home economics students and for summer session students -- mostly experienced teachers. The new courses were: Psychology of Childhood (Education 9) and Psychology of Youth (Education 10). These courses were taught by Professor Roberts.

In 1920 Dr. Brandenburg was made a full professor. Within a period of four years, he advanced through the ranks from instructor to full professor. This rapid advancement was due largely to his productivity in scholarly research and publication of articles in national magazines. The first two of his publications were based on his doctor's dissertation. They were, "The Language of a Three-Year Old Child," Pedagogical Seminary, March 1915; and "Language Development During the Fourth Year," Pedagogical Seminary, March 1916. This study was based on meticulous observation, recording, and analysis of the

growth in language patterns of one of his own children as she learned to talk. Other studies published during this period, seven in all, grew out of his

experiences as a teacher and with R.O.T.C. soldiers stationed at Purdue. One was, "Rating Men by Observation," School and Society, October 27, 1917; and another, "The Army Intelligence Tests at Purdue University" (with George L. Roberts), School and Society, December 27, 1919.

Dr. Brandenburg continued to publish during the 1920s and early 1930s. Altogether, he was the author of seventeen published research studies and the joint author of two books. Upon the retirement of Professor Roberts, he became head of the department. He served in this capacity three years, from 1931 until September 3, 1934. He died of a heart attack at the age of fifty-six.

In 1923 H.H. Remmers was added to the staff. He, like Dr. Brandenburg, was from the state of Iowa, although he was not born there. He was born in Germany and lived there until he was nine years old when his parents emigrated to the United States. He grew up on a farm, worked as a farm laborer, and by dint of hard work and native ability was able to enter Valparaiso University. Before obtaining a degree from this institution, he transferred, after teaching for a period of time, to the University of Iowa where he obtained his bachelor's degree in 1921 and his master's in 1922. The next year he was employed at Purdue as an assistant professor of education. While at Purdue he was engaged in a research study, involving supervised study under controlled conditions of potentially failing students, which he used for his doctor's dissertation at the University of Iowa. This degree he obtained in 1927. The next year he was promoted to associate professor and two years later to full professor. In 1931 he was appointed by the president to head the division of educational reference. He served in this capacity for thirty-two years until he retired in 1963.

The division of educational reference was not a part of the education department. This division was created in 1925 by the board of trustees not long after Dr. Edward C. Elliott became president. Its purpose was to improve instruction throughout the university by encouraging research studies by professors and graduate students in areas related to learning and teaching. Under the director's supervision, the results were published in a series of bulletins known as Studies in Higher Education. During Dr. Remmers' administration of the office, seventy-five bulletins or monographs were published. These bulletins were sent to graduate schools in education and psychology throughout the country. The bulletins have been catalogued and may be found in the major university libraries.

One of these studies was conducted by the present writer in 1943 and published in 1944 as Bulletin LI. The title of the monograph is: "Effect of Student Teaching on Secondary School Pupils in Achievement and Attitude." Using the standardized achievement tests for high school pupils and attitude scales developed by Dr. Remmers, the author measured the growth in achievement of 908 matched pupils taught by 67 student teachers over a seven weeks' period and compared the gain made with that of 908 similar pupils taught by the regular teachers. The attitude high school pupils have toward student teachers over the same

period of time was also measured by attitude scales developed by Dr. Remmers. The results showed that students achieve just as much when taught by closely supervised student teachers as they do under regular teachers. Those in the lowest one-fourth on the initial achievement tests even learned more. The difference was statistically significant in, favor of the student teachers for the lower quartile of high school pupils.13

Dr. Remmers contributed much to the measuring movement, especially in attitude and public opinion. His work in developing and refining attitude scales led to the development of the Purdue Opinion Poll of High School Pupils for which he has been nationally acclaimed. Dr. Remmers died on March 11, 1969 at the age of 76 at his home in Vero Beach, Florida. Both he and Dr. Brandenburg, though quite different in other respects, had a good sense of humor. Dr. Brandenburg was noted locally for his skill in telling humorous anecdotes, some of which were subject to ornamentation and variation, depending on the listener. If someone tried to repeat one of Dr. Brandenburg's anecdotes. Dr. Remmers' voice could be heard ringing down the hall as he said with a merry laugh, "That's not the way I heard it."

Oakel F. Hall

Sociological Education

In 1914 Oakel F. Hall, under the auspices of the Methodist Church of Indiana, was assigned as a student pastor of the university. Mr. Hall's connection with the university was entirely unofficial, and his relation with the students was wholly informal and voluntary. In connection with his work as student pastor, he gave valued assistance to the Student Christian Associations (YMCA and YWCA). This assistance was so highly appreciated by President Stone that in his annual report for the year ending June 30, 1915, he made two references to Mr. Hall, one of which is as follows: •

The influence of the Associations has been strongly supplemented by the appointment of Reverend O.F. Hall as

student pastor by the Methodist Conference

The other, after relating some of Mr. Hall's activities in providing religious instruction and guidance to Purdue students, concludes with this statement:

The University acknowledges with the highest appreciation the voluntary service to its students thus rendered by Mr. Hall and the church he represents.

The good impression Mr. Hall made with the president was most helpful to him in obtaining a position on the faculty. In connection with his work as a student minister, Mr. Hall had organized groups to study various aspects of sociology. These classes met under the auspices of the YMCA and YWCA on the campus. Many of the students felt that the courses should be a part of the university curriculum and offered as electives. They brought the matter to the president, and he was favorable to the idea. He suggested to the head of the history department that he might consider sociology as an area of expansion with Mr. Hall as the instructor. However, the head of the history department held a dim view of sociology as a discipline worthy of university credit. Like many other historians of his day, he considered sociology as lying outside of, or just on the fringe of, the areas covered by history, government, and economics -- which were respectable subjects.

The upshot of the matter was that it was suggested by someone that sociology be placed in the education department. Professor Roberts was receptive to the idea since he liked Mr. Hall and thought he could make a contribution by offering electives which were in demand. Moreover, by working with the Department of Agricultural Extension, Professor Hall could promote agricultural education. Professor Hall was employed in 1917 as an associate professor of education. He advanced rapidly and was soon promoted to full professor in 1924.

Professor Hall was given two courses, (1) Rural Life and (2) The Industrial Community. The next year after his appointment, probably to identify him more closely with the education department, he was given another course called Elements of Educational Sociology, and students desiring electives had to take this course preparatory to taking the other two. In 1919 still another elective was added, called The Modern City and Its Problems.

Professor Hall thus had four regular courses in sociology which he taught for many years. In addition, he was the pastor of a rural church in Tippecanoe County and lectured extensively for The Grange on social problems related to country life. Upon the death of Dr. Brandenburg in 1934, Professor Hall was made the chairman of an administrative committee of the education department. In this capacity he served for three years.

Other people were added to the sociology section of the education department in the 1930s as the School of Science grew and the demand for electives increased. However, for twenty years Professor Hall taught

all of the sociology courses. In 1947 he reached retirement age. After thirty years of service in the department. Professor Hall continued to be active. The first year after retirement from Purdue he spent as a lecturer on social problems at Transylvania College. After this he became a member of the faculty of the Presbyterian Seminary at Louisville, Kentucky, for about two years, working mostly with rural pastors of that denomination in southern Indiana. The final ten years of his life were spent in Indianapolis while he served as minister of visitation in the Second Presbyterian Church. He died in his home in Indianapolis in 1960 at the age of 82, active and helpful to school, church, and society to the end.

It is difficult to remember anecdotes attributable to him. He is better remembered for the useful life he lived than by what he said. Among his other community activities, such as being one of the founders of the Greater Lafayette Community Fund and the Tippecanoe County Historical Association, he was a member of the West Lafayette School Board in which capacity he served for seven years. The following remark which he often made was probably an outgrowth of his school board experience: "You can judge the parents pretty well by the kind of children they have." No finer tribute can be paid to any man than what was said about him in the minutes of the faculty at his death: "Those who knew and worked with Professor Hall for a number of years realized that the world was a better place for his having lived."

General Professional Education

School legislation enacted in 1923 had a great deal to do with the employment of an extra person in general professional education. Before this, in fact ever since 1918, Professor Roberts had been teaching a course he called Special Methods in High School Subjects (Education 17) and at the same time supervising student teachers in the accompanying course (Education 18). These were non-vocational or general students. Students in vocational home economics, agriculture, and shopping all had by 1918 their own special methods and student teaching courses. After the 1922 arrival of Professor Swope, some of the work of supervising student teachers in the regular high school subjects was given to him. However, this arrangement with Professor Swope was intended to be temporary.

The next year, 1923, a new faculty member was employed whose first assignment as an assistant professor was to assist Dr. Brandenburg and Professor Remmers in teaching general and educational psychology. Secondly, he was to assist Professor Roberts in supervising student teachers in the general high school subjects. The man employed was J. Herbert Blackhurst, who had in 1921 obtained his Ph.D. degree from Northwestern University. He was at Purdue as a member of the staff for three years, until he was replaced by the present writer [R.R. Ryder] in the fall of 1926. While at Purdue he spent much of his time writing a book based on supervising student teachers. Writing the book took so much of his time that he neglected his duties as a teacher and supervisor. As a result, his position at the university was terminated by Professor Roberts.

The book made frequent application of principles of educational psychology to the teaching of various high school subjects. Entitled Directed Observation and Supervised Teaching, it was published in 1925 by Ginn and Company. It was a good book and had wide circulation and sales among colleges and universities. After Dr. Blackhurst left Purdue, he took a position at Drake University.

School legislation in 1923 had much to do with Professor Roberts' decision to add someone to the staff who could give his whole attention to teaching the academic special methods courses and to supervising student teachers in the academic subjects. Before the arrival of Dr. Blackhurst, all additions to the staff had been in the vocational subjects of agriculture, home economics, and the industrial shop. Now, however, state standards were set to regulate the minimum amount of time a college supervisor could give to student teaching. Professor Roberts could no longer do it himself and stay within the limitations placed by the state standards on the director of student teaching. These regulations and others set by the Indiana State Board of Education imposed difficulties on the Dean of the School of Science, also. (See Appendix E .)

Moreover, the certification law of 1923 abolished all teacher examinations. Instead, colleges were now to administer subject matter majors and minors. A subject matter major consisted of 36 semester hours and a minor of 24. A special area certificate could be obtained with 46 semester hours for one who wished to specialize in one subject only. Teachers were certificated only in their subject matter concentration of majors and minors -- or in their special subject. In addition, one had to have 18 semester hours of professional education, with special methods courses in both subject matter groups. These regulations made it mandatory for Professor Roberts to add another professor to the staff, especially since he had learned from experience it was better to keep the special methods teaching within the education department and to coordinate it closely with student teaching.

The catalog for 1923-24 shows how the above regulations were met. The description is as follows:

> Education 17, Special Methods in Teaching High School Subjects, Sem. 1 or 2. (Preceded or accompanied by Education 1, 2, 3a, 4).
>
> Study of the materials, methods, and literature relating to the teaching of the subject in which the student is seeking a license. The separate divisions of this course named below are prescribed for students seeking high school licenses in the respective subjects.

	Sem.Hrs.
17B The Teaching of High School Botany	2
17C The Teaching of High School Chemistry	2
17E The Teaching of High School English	2
17H The Teaching of High School History and Civics	2

17M The Teaching of High School Mathematics	2
17MLThe Teaching of High School Modern Languages.	2
17P The Teaching of High School Physics	2

Professors Roberts and Blackhurst

Education 18 Supervised Teaching of High School Subjects 3

Professors Roberts and Blackhurst

No record is now available as to how many students were enrolled in each of these courses and in student teaching during the time when Dr. Blackhurst was at Purdue, that is, the first three years the program was in operation. However, the present writer, who was hired to take Dr. Blackhurst's place in 1926, has kept his classbooks. They show that the enrollment for the first and second semesters of 1926-27 was as follows:

	First Semester	Second Semester	Summer Session	Total
Educ. 17B	0	0	9	9
Educ. 17C	0	10	0	10
Educ. 17E	34	18	10	62
Educ. 17H	12	0	5	17
Educ. 17M	8	5	6	19
Educ. 17ML	2	3	0	5
Educ. 17P	2	0	0	2
			Professor Ryder	
Educ. 18 (Student Teaching)	16	13	0 Professor Ryder	29

The reason there were more students in the special methods courses than in student teaching is that in the former there were students from the vocational areas enrolled, especially in home economics, who expected to be licensed in a second subject. The latter did their student teaching in home economics under their home economics college supervisor. Of the 29 student teachers (Education 18) who did their student teaching in non-vocational or academic subjects, all were members of the School of Science. This number was destined to increase gradually through the years. By the mid 1960s, there were many more student teachers in the non-vocational high school subjects and in physical education than in all of the vocational areas combined.

It is interesting to note also that the classbook shows that 27 of the student teachers that year were women and only 2 were men. This preponderance of women was destined to continue until physical education became a required subject for high school pupils and state regulations made it mandatory for all coaches to have a certificate in physical education. Moreover, at this time, there was no separate division at Purdue for physical education. When a teaching option was established for physical

education, the number of male students in education greatly increased. The number of student teachers in physics

and chemistry, whether male or female, has always lagged behind expectations. This was true in the early days, and it still is true.

OVERVIEW

By the time this narrative of the early days closes, the department had grown until it had twelve full-time people and four assistants on the instructional staff. The assistants were vocational education high school teachers in nearby high schools who assisted in supervising student teachers sent by Purdue to the respective schools. Three of these assistants were in vocational agriculture and the other one. Miss Helen Bosard, was in vocational home economics at the West Lafayette High School. According to rank there were five professors, three associate professors, two assistant professors, and two instructors on the staff in 1926.

Instructional divisions in teacher education had been established largely because of the guidelines formulated when state and federal funds were available to encourage the teaching of vocational education in the high schools of the state. The largest of these divisions was vocational agriculture followed closely by vocational home economics. Student teachers in vocational shop were fewer in number than those in the: general academic-subjects. However, teacher training of vocational shop teachers in the field constituted a major enterprise on the part of the vocational trade and industry professors on the staff. This was still true in the 1960s. Purdue has never produced the number of industrial shop teachers from its undergraduate students as was envisioned in the beginning.

Summer sessions were well established by 1926, and they have continued without a break since 1920 when the licensing law of 1923 requiring a master's degree for administrative positions, and then later for a professional teacher certificate, assured their success. The Division of Educational Reference had been established, encouraging graduate work, particularly in the field of educational psychology. In sociology, the rural educational leadership school brought many rural leaders to the campus each summer. Both educational psychology and sociology provided needed electives for the schools of engineering, science, and agriculture during the regular year and enriched the offerings for teachers studying for their master's degrees during the summer.

Professor Roberts was to continue for five more years as head of the department. He laid the groundwork in spite of many discouraging factors. In general professional as well as in vocational education, he was one of the state's most prominent and influential pioneers. After Professor Roberts' retirement, the department continued to function in the School of Science for five additional years, or until 1937. At this time. President Elliott took it out of the School of Science and combined it with applied psychology into a division of the university with Dr. Frederick B. Knight, a prominent educational psychologist from the University of Iowa, as director. The new division now included the

control of the entire curriculum in trade and industry which was removed from the School of Engineering. Control of the other curricula, however, such as the School of Agriculture, the School of Home Economics, the School of Science, and the Division of Physical Education, was not transferred but was retained by the respective deans, of these schools and divisions. Despite diversity in control, remarkable harmony prevailed.

Frederick B. Knight
Director, 1937-1948

B.L. Dodds
Director, 1948-1953

A.M. Rempel
Acting department head, 1962-1964

ENDNOTES

Chapter I

1. Fassett A. Cotton, Twenty-Fourth Biennial Report of the State Superintendent of Public Instruction (Indiana Department of Public Instruction, 1907-1908), p. 117.
2. Frederick E. Bolton, "Requirements and Standards," "Papers on the Professional Preparation of High School Teachers." Addresses and Proceedings of the National Education Association, Los Angeles, California, July 1907. (Washington: National Education Association, 1907), pp. 612-613.
3. The author remembers how rigorous the state high school examinations were. He recalls vividly that after graduating from college, he took his first state high school teachers' examination in 1915. He was examined in nine high school subjects. Five were required; the others were electives. Two full days were required at the county seat for writing the examination papers.
4. Fassett A. Cotton, op. cit., p. 117.
5. Index Minute Book III, Board of Trustees of Purdue University, p. 268.
6. Senate Bill 208. An act in relation to high schools. Approved March 9, 1907. In force April 10, 1907. School Laws for Indiana, p. 107.
7. An opposing view appears in the Minutes of the Faculty, March 31, 1941. In a memorial to George L. Roberts, whose death occurred on February 26, 1941, the following statement is made: "In 1914 the Department of Education was organized with Professor Roberts in charge."
8. Minutes of the State Board of Education, June 21, 1907, Division of Archives, State Library. Indianapolis, Indiana.
9. Reply to Robert J. Aley, Twenty-Fifth Biennial Report of the State Superintendent of Public Instruction (Indiana Department of Public Instruction, 1909-1910), pp. 305-306.
10. Not very many experienced teachers were enrolling as special students, either. Only 19 persons were issued certification over a two-year period. By August 1, 1910, there had been 12 class C certificates (based on a degree and 27 months of training), one class B (8 months), and six class A (3 months) issued.
11. The minimum state salary range for Class C teachers (the highest ranking) was from $71.29 to $74.97 per month depending on the success grade or rating by the superintendent. Local school officials could pay more if they desired to do so. The minimum state salary range for Class B and Class A teachers was, of course, lower.
12. The Thirty-Sixth Annual Report of Purdue University, 1910, pp. 26-27.

13. Raymond Robert Ryder, "Effect of Student Teaching on Secondary-School Pupils in Achievement and Attitude: Studies in Higher Education LI," The Division of Education Reference (Purdue University, 1944), pp. 138-139.

CHAPTER II

THE DEVELOPMENT OF AGRICULTURAL EDUCATION

March 1911 saw the first efforts toward a program of organized instruction in agriculture which, within twenty-five years, would reach into every county in the state. In that year, the Indiana General Assembly approved an act mandating an investigation of the need for and methods of carrying out a program of agricultural and industrial education in the state. It also provided for determining if the needs were being met by existing institutions and what new forms of educational effort might be advisable. The act provided that the governor appoint a commission of seven persons to be known as the Commission on Industrial and Agricultural Education to make the investigation. The recommendations of this commission resulted in the enactment of the Indiana Vocational Education Act on February 22, 1913. This law provided for a program of vocational training in agricultural, industrial, and domestic science education in the public schools. It stated that any school, city, town or township might establish either a vocational department within its regular school or a separate vocational school. It also made some provisions for financing and administering the programs.

Indiana was one of a very few states to establish a state program of vocational education prior to the passage of the federal Smith-Hughes Vocational Education Act in 1917. Several schools added one or more vocational subjects to their programs as early as 1912. The first offering of vocational agriculture was at Westfield in Hamilton County.

In April 1914 the Indiana State Board of Education published a bulletin titled "Regulations Governing Vocational Agriculture Schools and Departments in Indiana." This bulletin stated that the qualifications of a teacher of vocational agriculture in Indiana should be as follows:

> The teacher of agricultural subjects must be a graduate of a commissioned high school or its equivalent and must have completed a four-year course in a standard agricultural college or must submit to the State Board of Education proof of an equivalent training in agriculture. He must have had farm experience sufficient to familiarize him with practical farm problems. He must be employed for the twelve months of the year.

The bulletin had been prepared by Mr. Z.M. Smith, a member of the state 4-H club staff, who had been appointed in May 1913 as the first state supervisor of agricultural education. In 1925, Mr. Smith became a professor of agricultural education at Purdue while continuing to serve

as state supervisor of agricultural education and as a state 4-H club staff member.

On September 30, 1915, Mr. Smith, in his capacity as state supervisor of agricultural education, made the following recommendations to the State Board of Education concerning a teacher training program for teachers of vocational agriculture:

1. In the training of agricultural teachers, emphasis should be placed on using agricultural subjects as a means of training teachers for service rather than to aim at getting information to be used on teacher's examinations.
2. The teacher training programs should deal with practical problems.
3. There should be an extensive use of books for reference purposes.
4. A great deal of outdoor laboratory work should be done by the teacher in training.

As a result of this, plans were made for the training of teachers of vocational agriculture at Purdue University. Teachers of agriculture were the first vocational teachers trained at Purdue and were participants in one of the earliest teacher training programs in the university. Professor S.S. Cromer, as a member of the education department, was given the responsibility of conducting the training. In addition to the special methods courses in the-teaching of vocational agriculture, the education department provided considerable work for the prospective teacher in general teaching principles, educational psychology, and the structure of the American school system.

As enrollees in the Purdue School of Agriculture, these prospective teachers received specialized training in all phases of technical agriculture, such as agricultural engineering, agricultural economics, agronomy, animal science, horticulture, entomology, biochemistry, and veterinary medicine. These courses were taught by regular staff members in the School of Agriculture, and the material was presented in such a way as to be of the most value to the potential teacher. The students also took courses in the life and physical sciences, social and behavioral sciences, and humanities (primarily English grammar and speech). These courses were provided by other cooperating departments in the university.

Two important features of the pre-employment training of teachers of vocational agriculture started early in the program. First was the organization of the "Agricultural Education Society" under the guidance of Professor Cromer. This student organization was started in 1913 and added a dimension of social fellowship and group leadership development that was otherwise lacking. Dr. Cromer served as the faculty advisor for the society until his retirement in 1958.

The second important feature was the development of Practice Teaching Centers in cooperating secondary schools located throughout Indiana. In the earlier years, nearby school centers were used. The senior students did some observation of teaching at these centers, after which they taught part of several days per week during the school year. Battleground, Montmorenci, Klondike, and West Point were four of the centers that were used at various times for this purpose. Some of these, along with the Southwestern school, were used for this purpose as late as 1950.

To supplement the training of the Practice Teaching Centers, a start was made in an apprentice training program in 1930. In that year, three high school centers were arranged, where each agricultural education student spent one intensive week in observing the teaching of the regular teacher of vocational agriculture and in teaching vocational agriculture classes under the supervision of that regular teacher. In this initial phase of the student teacher program, a staff member of the education department spent the entire week at the center in a training relationship with the student teacher and the regular teacher. The student teaching period later became two weeks in length; in 1949, it was extended to four weeks and, more recently, to six weeks. It has been upgraded in quality as well as in length. Throughout the years, education staff members have made training supervisory visits with the student teacher and the supervisory teacher during the period of training. Workshops have been developed by education staff members for the supervising teachers to prepare them for more effective guidance of the student teachers. These workshops were continued through the years and were held either during the early summer or during the time the spring group of students teachers were in the local schools. Special group meetings were also held for the student teachers during the time they were participating in the program.

Workshops were also conducted with the help of education staff members for beginning teachers of vocational agriculture, and a program of follow-up of beginning and second-year teachers in their teaching situations by agricultural education staff members was started in the early 1930s. This program of beginning teacher follow-up was developed under the direction of Dr. B.C. Lawson who became the Chairman of Agricultural Education in 1934. Some of the early personnel who worked as in-service trainers were H.W. Leonard, a specialist in farm management, and I.G. Morrison, a specialist in agricultural mechanics.

Other aspects of the teacher education program for vocational agriculture teachers have included graduate and undergraduate credit and non-credit courses on the campus, some off-campus credit courses, district and state conferences, small group meetings and individual teacher contacts. The preparation of written materials for teachers also has been of importance.

In 1924, a program of itinerant teacher training in vocational agriculture was established as a part of the teacher education program at Purdue. By 1929, three people were employed by the education department to conduct this training. This was considered as a

Dr. B.C. Lawson
Chairman, 1934-1959 (1958 photo)

Prof. K.W. Kiltz (Second from left)

pioneer movement in teacher training in the state in that it stressed the training of teachers on the job as employed members of high school staffs. Efforts were made to coordinate the itinerant program with the campus training program so that the two programs would complement each other. In addition to Professors Leonard and Morrison, agricultural education staff members who participated in this in-service training program were Professors R.W. Gregory, W.A. Smith, K.W. Kiltz, and H.B. Taylor. Dr. R.R. Bentley was employed in 1947 to conduct research related to vocational agriculture and teacher education.

During the years of the Second World War, some of the education staff members helped to plan instructional programs for War Production Training classes and to train teachers to conduct these classes, which vocational agriculture teachers helped to organize and teach. These classes were part of a national program to increase food production during the war.

With the return of farm veterans from service in the Second World War, Farm Veterans Training Classes were organized in the state as part of a national training program. Education staff members helped to train teachers and to plan instruction for this program. With the increased need for teachers brought about by the Veterans Training Classes and the strong push for food and fiber production following the war, there was a tremendous increase in the number of young men interested in teaching. Purdue University prepared a total of eighty-five young people eligible for certification as vocational agriculture teachers in 1949-1950.

The education department also has been important in the development of the Indiana program of the Future Farmers of America. This program was designed to supplement the instructional program in vocational agriculture in the high school by providing training in leadership, social activities, citizenship, and cooperation, and by motivating the instructional program in vocational agriculture.

Considerable education staff time has been given to the FFA since it was organized in 1929. Professor K.W. Kiltz served as the state executive secretary-treasurer from 1929 until his retirement in 1963. Dr. Z.M. Smith and Professor H.B. Taylor, acting in their capacity as state supervisors, served as state FFA advisors for a number of years. Many other staff members have assisted with the organization. Doctors John Coster, Paul Hemp, E.E. Clanin, Philip Teske, and James Clouse were very active in planning and conducting training programs for FFA members and their high school chapter advisors, who are teachers of vocational agriculture. These and other staff members have also assisted in many ways with the administration of the state FFA program. Dr. E.E. Clanin and Dr. James P. Clouse served on the state FFA Foundation Board for a number of years. Many people in agricultural education have made contributions to the FFA literature, some published for state and national distribution. The impact of education staff members upon rural youth through their work with the FFA program has been extensive as the state FFA organization in recent years has had an annual membership of over 10,000 members in over 225 high schools in the state.

Dr. Edgar E. Clanin (Chairman, 1959-1966)

Dr. James P. Clouse (Chairman, 1966-)

Agricultural education staff members were also instrumental in the starting of a state FFA leadership training program. For a number of years, an FFA leadership camp was held in northern Indiana for those FFA members in the north quarter of the state. Professors Leonard and Kiltz worked closely with this project. Finally, in 1961, the first state FFA Leadership Camp was held at McCormick's Creek State Park. Dr. James Clouse was camp director. Since that time a number of camps have been held each year. This program culminated in the purchase of a farm in southern Johnson County on which to develop a permanent FFA Leadership Center. The dedication ceremonies for this center were held on July 16, 1969, with Dr. Charles Hicks, Head of Education, and Drs. James P. Clouse and E.E. Clanin participating. The program was introduced by Mr. J. Fred McLimore of the agricultural education staff.

Members of the education staff also have served as leaders in an

advisory and training capacity for the Indiana Young Farmers Association. This organization drew much of its membership from former FFA members. Its primary purpose was to provide continuing training in cooperation, leadership, citizenship, social activities, and technical agriculture for its members. Dr. Philip Teske was the prime mover in getting an organization started in 1958. At that time, there were seven chapters with under one hundred members. In the mid-1960s, there were forty chapters with over one thousand members.

Two other student organizations started at Purdue primarily for agricultural education students are:

1) Alpha Tau Alpha, started in 1964, which is a national honorary for agricultural education men. Two men serving as early advisors for the Purdue chapter were Mr. Marvin Copes and Mr. Avery Gray, graduate instructors in agricultural education.
2) Collegiate FFA, started in 1968. Dr. Ralph Field served as advisor. This organization is for any former FFA member or agricultural education student and tries to continue to promote the FFA program at the university level.

A summer agricultural education apprentice program was started under the sponsorship of the agricultural education department at Purdue in 1966. This program was the idea of Mr. R.A. McKinney, state supervisor at that time, and Dr. James P. Clouse of the agricultural education section. In this program, agricultural education students were placed with experienced teachers of vocational agriculture as paid assistant teachers. There was an intensive follow-up and supervisory program provided by selected agricultural education staff members. During the summer of 1969, twelve young men participated as assistant teachers.

For many years, there has been an extensive workshop and graduate course in-service program provided for the teachers of vocational agriculture in Indiana by the agricultural education staff at Purdue University. The format, location, and content of the programs have varied with changing needs.

The graduate program in agricultural education has grown considerably through the years. From a very small beginning in the 1930s when agricultural education became one of the first areas to have a graduate program, it grew until the prospect for 1969-1970 is that there will be over seventy students working toward an M.S. and four working toward a Ph.D. in agricultural education. Graduate courses offered at the Lafayette campus and at selected regional campuses throughout the state showed over fifty students during the 1969-1970 school year.

While courses are important, people trained as teachers are the primary product turned out through the years by the agricultural education section of the Department of Education. Most Indiana teachers of vocational agriculture have received their schooling at Purdue. The number of these teachers rose from only seven in 1915 to over 400 in the

1930s and again (after the Second World War) in the late 1940s and early 1950s. Because of school consolidation and program changes, the number declined to a low of 260 in 1965. The recent increase is largely due to the emphasis on non-farm agricultural programs and to the rapid rise in the number of multi-teacher departments.

The agricultural education staff at Purdue had an important influence on the total program of agricultural education in Indiana.

W.H. Hamilton (1967-)

The members of that Staff and the period of their service is shown below.

Purdue University Agricultural Education Section
Education Department

Name	Tenure
S. S. Cromer* (Ch. 1912-1934)	1912 - 1957
W. A. Smith	1927 - 1937
Z. M. Smith**	1912 - 1944
R. W. Gregory*	1924 - 1936
K. W. Kiltz	1929 - 1963
Harold B. Taylor**	1935 - 1964
I. G. Morrison	1936 - 1957
H. W. Leonard	1937 - 1964
B. C. Lawson* (Ch. 1934-1959)	1938 - 1960
E. E. Clanin (Ch. 1959-1966)	1942 - present
R. R. Bentley	1947 - 1969
Paul Hemp	1956 - 1958
John K. Coster	1948 - 1964
James P. Clouse (1966 to present)	1951 - 1952
	1956 to present
Philip Teske	1958 - 1967
L. R. Hilterbrand	1965 - 1969
W. H. Hamilton	1967 - present
J. B. McClelland (Visiting Professor)	1968 - 1969
Ruth Masterson (Head Secretary)	- 1969

* Deceased

** Dual appointment with State Department of Education

Chapter VIII

ORGANIZATION AND SUPERVISION OF STUDENT TEACHING

Student teaching was included in the first plan of study submitted state department of public instruction. The plan prepared by Professor George L. Roberts contains the following statement concerning teaching:

> It is intended that practice teaching shall be largely in direction of the special subject of the student, but much work along the lines of general teaching will be required. Practice in Domestic Science is now given by work in the City Industrial School.

In the original plan, student teaching was not organized as a separate course as it is today. It was an integral part of a course called “School Organization and School Management." This was a campus course meeting three hours per week in the first semester of the senior year. The student teaching aspect was extra. Student teaching more or less an experience intended to illustrate principles taught in the campus course. Each student was required to put in three hours per week in observation and practice teaching for the entire semester in a nearby high school. In 1908, Dayton, Indiana had the only commissioned rural high school in Tippecanoe County. Since there was an interurban electric railroad line between Lafayette and Dayton, some observation and student teaching was done in that school, but most of the rural high schools were not really "accessible," to use a term in the original plan of study, to describe where the student teaching would be done. Therefore, practically all of the observation and student teaching was done in the Lafayette and West Lafayette high schools at hours in the day when the students' schedule at the university permitted them to do it.

It was not until 1914 that any additional attention was given to student teaching. In that year, a new course was included in the catalog. It was called “Secondary and Vocational Education” (Education 6). It replaced the former course in Education 6, called “Secondary and Industrial Education,” which emphasized the philosophy of practical or vocational education and included a comparative study of typical foreign secondary and industrial schools. The new course replaced comparative education with three additional hours per week of student teaching. Thus, a student, not only in vocational education but in general education as well, had three hours per week in student teaching for the entire year. This course, too, like Education 5 in the first semester, had three recitation hours per week on the campus, but they were of the seminar variety rather than formal classroom work.

One of the seminars was on adolescent psychology, relating the work observed in the secondary school. This was led by Professor Roberts. A second seminar was led by Frank Burtsfield, superintendent of the West Lafayette schools, on the American high school. This seminar included the program of study of the American high school and "its organization, administration, and teaching -- with observation and practice work." The third seminar was conducted by Professor Cromer on vocational education. AH student teachers, vocational and general, had to attend the seminars. The course was, as the catalog stated, a continuation of Education 5 as far as student teaching accompanying it was concerned.

In 1918, a major change was made. In response to the Smith-Hughes Vocational Act providing federal aid on a matching basis to vocational education, special methods courses were organized for each of the vocational subjects. Thus, a course called "Special Methods and Supervised Teaching in Agriculture" (Education 11-12) was organized for vocational agriculture students. Other students were excluded, and the catalog statement made it clear that, in addition to the special methods applicable in the teaching of vocational agriculture, the course included "actual teaching practice in agriculture under the direct supervision of the professor of agricultural education."

The same procedure was followed for Education 13-14, "Special Methods and Supervised Teaching in Home Economics," and for Education 15-16, "Special Methods in Industrial Arts and Industrial Materials." Thus, all of the vocational education students — in agriculture, in home economics, and in industrial arts -- were separated from the others and had their student teaching directly supervised by the professor of agricultural education, the professor of home economics, and the professor of industrial arts. In all cases, the work in student teaching was an integral part of the special methods course in that subject, continuing over the entire year. Moreover, each of the three professors in vocational education supervised and directed the student teaching in his own particular field. There was no overall director of student teaching until I960. Other than the general supervision exercised by the head of the department, which was generally benevolent, each supervisor was independent.

The Smith-Hughes Vocational Act education guidelines, formulated by the state and approved by the federal government, forced Professor Roberts to organize another special methods and student teaching course for all seniors desiring to teach who were not enrolled in one of the vocational programs. This course was called "Special Methods in High School Subjects" (Education 17-18). It was organized on lines similar to the special methods and student teaching courses in the vocational subjects, except in this case the course was not highly specialized. In fact, that was its main defect; it was not specialized enough. No matter what subject one did his student teaching in -- be it chemistry, mathematics, English, history, modern languages -- he met with all others in the same methods class back on the campus. In reality, the campus class was one in general methods of teaching high school subjects although it went by the name of special methods. Professor Roberts, himself, was the teacher and the supervisor of student teaching as well, in what time he could spare for it.

The steady growth of the activities of the office kept pace with the increased enrollments of all educational institutions, both private and public. Demands for teaching personnel at all levels increased proportionately. In 1948, the Office of Teacher Placement received slightly more than 2,000 requests for teacher recommendations in one year, but in 1968, "There were 73,684 individual requests for staff needs varying from kindergarten to college and university president."1 They came from almost every state in the Union, from several foreign countries, and from dependent schools all over the world. Especially significant was the increase between 1958 and 1968 in requests for college and university personnel. In 1968, there were 8,129 calls for college staff while ten years before there had been only 1,599.

The educational placement office provides interview facilities and candidates for hundreds of school corporations and higher educational institutions each year. Directors of personnel, superintendents of schools, and assistant superintendents of schools, from cities large and small, come to the campus in search of outstanding teachers. College deans, department heads, and frequently college presidents spend from one to two days on the campus in search of staff members.

During the year 1967-68, "Over 300 Indiana School Corporations submitted staff needs and requested assistance. Three thousand nine hundred thirteen out-of-state school districts made similar requests. More than 1,100 separate mailings were received from colleges and universities and over 300 institutions sent recruiters to the Campus for scheduled interviews with candidates. In addition, well over 100 representatives came unannounced to find candidates with whom they could talk."2

During 1968, about 1,800 candidates for all levels of teaching and administration registered with the office for assistance in finding jobs.3 This included 959 new registrants and over 800 alumni and former students who asked help in being relocated. In this group were 149 new Ph.D. candidates representing 30 disciplines. A grand total of 1,103 persons reported that the office aided them in their efforts to secure positions. Of this number, 961 entered teaching or related fields. Teacher placement at Purdue ranked among the larger teacher placement services of the nation.

SALARIES

There was a time when professional education at Purdue University ranked at the bottom or near the bottom of the scale in monetary returns, but this condition was changing. Teaching from the standpoint of pay was beginning to compare favorably with other vocations. For women, it was one of two most rewarding professions, along with pharmacy. This is one reason, perhaps, why such a high percentage of young women at Purdue selected teaching as their major field of preparation. It became particularly noticeable after the preparation of

elementary teachers was included in the curriculum. Elementary teachers were in brisk demand everywhere.

When the Department of Education opened in 1908 there were few, if any, salary schedules anywhere in the country. Boards of education and township trustees paid whatever they wished to pay or had to pay to get teachers. School terms were seldom longer than six months in the rural sections and eight months in cities and towns. High school teachers received from $50 to $90 per month, with the higher salaries going to teachers in urban communities. Elementary teachers were paid much less. For the six-month term, the rural teacher was seldom paid more than $300, and the beginning teacher in a similar setting usually drew less than $250.

Teachers of vocational agriculture received the highest salaries of teachers trained by Purdue for they had been in big demand throughout the years. Their contracts extended for twelve months, but when reduced to a monthly basis, they headed the list. Home economics teachers, whose contracts were frequently for ten months or eleven months, ranked second. All salaries were relatively low, however, and did not begin to rise until after World War II. To illustrate this, one may review excerpts from annual reports of the placement office.

The 1946 Annual Report had this to say, in part, about salaries: "One bright spot in the picture is the increased pay which teachers are receiving. In small rural communities the law of supply and demand operates to determine salaries. In urban centers, superintendents of schools are committed to schedules which limit the salary offered .... Beginning teachers of Home Economics signed contracts this year for as much as $235.00 per month, sometimes on an eleven months contract, and beginning agriculture teachers were awarded as much as $2000.00 for the full year. These salaries contrast greatly with those offered prior to 1941 when teachers of these two subjects received starting salaries as low as $1200.00."'4

The 1959 Annual Report speaks of a new salary schedule adopted by the 1959 legislature which insured beginning teachers a minimum of $500 per month. Some teachers received $550 per month in 1959, and starting agriculture teachers were paid as high as $6300 for a twelve-month period.

Ten years later, the 1968 Annual Report makes this statement: "Salaries of teachers continue to improve as they must compete with the rise in the cost of living and the constant need to remain competitive in the market for services of those teachers who can be lured into business and industry by a higher salary offer. Average salaries reported by candidates to whom assistance was given this year are as follows:

Public and private school teachers:	with B.S. degree, $6,180
	with M.S. degree, $7,550

Chapter X

EDUCATIONAL ORGANIZATIONS/ PROFESSIONAL AND HONORARY

The history of professional organizations in the Department of Education has been impressive from the point of sheer numbers. From the department's conception to 1968, there had been nine student organizations. Of this number, six were adjuncts to particular teacher education programs, and the remaining three cut across all teaching fields. For convenience of presentation, the history of these organizations will be discussed under two categories -- honorary and professional.

HONORARY

Phi Delta Kappa

Phi Delta Kappa was originally started at Indiana University in 1906 and was at that time designated as an education professional society. It was not until 1912 that the first alumni club of this organization came into existence. Referred to as an alumni organization until 1937, the club was then designated as a field chapter of Phi Delta Kappa. With the advent of field chapters, the organization began to expand more rapidly. Purdue's interest in the organization was apparent when Dr. S.S. Cromer wrote to its executive secretary for information concerning the formation of a field chapter at Purdue. The first meeting of an interested group was held February 16, 1939, in the old home economics building cafeteria. (The meal for the occasion cost sixty-five cents.) Robert Wyatt, Indiana State Teachers Association executive secretary, spoke to the assembled group. A charter for the newly organized field chapter, designated as Alpha Mu Chapter, was presented to the forty-two original Purdue members on March 17, 1939. In the early period of the chapter's history, its membership consisted principally of school administrators who, for the most part, had graduated from Indiana University and had wanted to keep their affiliation with their colleagues and friends. The meetings also provided an occasion to exchange ideas and discuss educational developments in the state.

The usual present format was a monthly dinner meeting at which a program was presented. Membership is no longer as restrictive as was true in the organization's developmental period, but it continues to be classified nationally as the graduate men's educational honorary.

Kappa Delta Pi

Eta chapter of Kappa Delta Pi began with the installation of its officers at a three o'clock meeting, Wednesday, June 11, 1919, following the annual commencement exercises at the university. Dr. W.W. Denton, University of Michigan, Grand Recorder-Treasurer, assisted by Professor M. Agnes Tilson, of Purdue University, had charge of the installation.

Before describing further the efforts of this fledgling society, a comment about the beginnings of the parent organization is in order. Prior to 1909, sentiment had developed at the University of Illinois towards the formation of an honorary education club with membership selected from junior, senior, and graduate students -- with the distinct privilege of admitting women to its membership. In 1909, the Illinois Education Club learned that an educational fraternity with chapters at several other universities existed at Indiana University. The Indiana University group was known as Pi Kappa Mu. While the national organization of Pi Kappa Mu was still being perfected and the question of eligibility of women had not been decided, a group of students at the University of Illinois petitioned for a chapter of Pi Kappa Mu. The petition was granted on May 5, 1909, by the Bergstrom Chapter of Pi Kappa Mu. In 1910, a decision was made to amalgamate Pi Kappa Mu chapters with Phi Delta Kappa but the Illinois chapter did not participate in these proceedings. When the Illinois chapter of Pi Kappa Mu petitioned for a Phi Delta Kappa chapter, it bore the signatures of several women. Because of this, the petition was denied; it was stated that "the spirit of Phi Delta Kappa was to be an educational fraternity, and thus it seemed that- women would not be eligible." The Illinois group, not wanting to forfeit the provision of female membership, turned its attention to forming a new national honorary fraternity under the leadership of Dr. W.C. Bagley. The new group, known as Kappa Delta Pi, began its existence at a formal banquet held March 8, 1911, at which the state superintendent of public instruction, Frances C. Blair, spoke. Subsequent attempts to merge with Phi Delta Kappa were unsuccessful so that, when requests were received to initiate additional chapters at other universities, they were granted. It was the outgrowth of the attempt to extend Kappa Delta Pi to other campuses that involved Purdue.

In 1912, Professor W.C. Bagley wrote the Department of Education at Purdue and asked if they would consider the organization of a chapter of Kappa Delta Pi on campus. An invitation was also extended for Purdue to send a delegate from the department to the annual banquet of the Illinois chapter. Because the Department of Education at the university was so new, it was not deemed expedient to undertake such an organization. No action was taken during the war years because of the general unsettled conditions at the time. Following the signing of the armistice and the return to the regular routine of college work, the subject of starting a chapter came up again in the department. This time a formal petition to the Alpha Chapter resulted in the creation of the Eta Chapter of Kappa Delta Pi at Purdue on June 11, 1919.

The membership of the new chapter included Professor George L. Roberts, head of the Department of Education and director of vocational education; S.S. Cromer, professor of vocational agriculture education; Dr. C.C. Brandenburg, professor of education and psychology; O.F. Hall, professor of educational sociology; Dr. M. Agnes Tilson, assistant professor of vocational home economics education; twenty-two alumni and thirteen seniors.

In the early years, the organization was an enthusiastic group with a constructive program dealing with educational topics of general interest. In 1924, President Elliott and Dean Stanley Coulter were initiated as honorary members of the chapter. During the early years, the chapter held monthly meetings. Under the guiding hand of R.R. Ryder, who served as sponsor for seventeen years, the organization grew and prospered. Under his leadership and in cooperation with the department's Bureau of Teacher Placement, an annual one-day mock interview with superintendents of schools evolved. This event, sponsored as a service project to all teacher education students, provided an opportunity for them to become familiar with the kind of questioning they might anticipate in a real interview situation. This yearly affair became an important departmental event, particularly during the tenure of the bureau's director, J.R. Mitchell. While this is no longer continued, the chapter schedules cake and coffee conversations with its members. New members are selected on the basis of high overall scholarship and expressed interest in becoming a teacher. Membership in the society is one of the best criteria available to superintendents in selecting new teachers.

Following R.R. Ryder's retirement. Professor Ray Muessig was the chapter's sponsor and, after his resignation. Professors W. Shunk and H. Gardner were appointed to this post. In 1969, the Purdue chapter had 214 student members.

In 1963, the national headquarters was moved from Tiffin, Ohio to West Lafayette. A new building was erected near the Purdue campus. Dr. Ryder, who was vice-president of the national organization, was chairman of the building committee. A new secretary was chosen that year to succeed Dr. E.I.F. Williams of Tiffin, Ohio who retired because of age. The new secretary. Dr. J. Richard McElheny, a Purdue graduate, served as executive secretary at the time and was granted associate faculty status by President Hovde. (See Appendix O.)

Alpha Tau Alpha

In the fall of 1961, Robert Plunkett, Don Gentry, and Jack Simmerman, undergraduate agricultural education majors, became interested in establishing a chapter of Alpha Tau Alpha, a national honor association in the field of agricultural education for undergraduate and graduate students. They discussed the possibility with Dr. Phillip R. Teske, assistant professor of agricultural education, who encouraged them to determine the degree of interest among other students and faculty members and provided them with a copy of the official handbook of Alpha Tau Alpha.

Robert Plunkett
(1961 photo)

Annually, the National Conclave of Alpha Tau Alpha is held in Kansas City at the same time as the National FFA Convention. A program is also conducted there for student teachers in agricultural education. For several years, two undergraduate Agricultural Education Society members were sent to Kansas City to • attend the FFA and student teachers' program. In October 1961, Robert Plunkett and Don Gentry were the two delegates. They arranged their schedules so they could attend several of the A.T.A. sessions. While there, they secured information on procedures for establishing a local chapter. The two students returned to Purdue with a strong desire to establish an A.T.A. chapter and interested other students in the idea.

It seemed such an organization would fill an unmet need. Its objectives were compatible with those of Purdue and the Department of Education. It would provide an additional opportunity for students to develop leadership abilities and to be recognized for scholastic attainment. Therefore, Plunkett, Simmerman, and Gentry promptly "took the bull by the horns" and developed a constitution and by-laws. The proposed constitution and by-laws were discussed with Dean V.C. Freeman and with Dr. Paul Alexander, who indicated they would support the establishment of the chapter. So, Robert Plunkett and his colleagues prepared the necessary papers and secured the appropriate approval from the Dean of Men and other officials. They also applied to the national office of A.T.A. for a charter. Professors Teske and Bill Roach agreed to serve as chapter advisers representing the education and agriculture components, respectively.

The initiation of the twenty-six charter members of Omega Chapter, Purdue University was held October 5, 1962. An initiation team from the Alpha Chapter, University of Illinois, under the direction of Dr. Paul Hemp conducted the initiation ceremonies. Since that time, annual initiations have been held for active, associate, and honorary members as provided for in the organization's constitution and by-laws.

Dr. Teske said if there was a "key" individual instrumental in the establishment of the Omega Chapter it was Robert Plunkett. He had the idea, he created the interest among the students, he helped draft the constitution, and he served as the first chapter president. As the chapter adviser, this author assisted him with the problems of organization and helped remove some of the "stumbling blocks" along the path to success.

Upon Dr. Teske's resignation. Professor Luther Hildebrand became faculty sponsor, and the activities initiated earlier continued without interruption.

PROFESSIONAL

Agricultural Education Society

In the academic year 1913-14, there was established on the Purdue University campus the "Agriculture Teachers' Club." Preliminary plans had been made in the spring of 1913 with the late Dean M.L. Fisher, then professor of agronomy, serving as sponsor and advisor. A constitution and by-laws committee, consisting of S.S. Cromer (Chairman), Otto Christy, C.F. Mclntosh, and I.C. Hoffman, presented the first official constitution and by-laws of the organization. Twenty-nine names appeared on the original charter.

The young organization met with only fair success at first. Under the sponsorship of S.S. Cromer (then assistant professor of vocational education), the organization was reorganized in 1915, and he served as the faculty advisor of the organization continuously until his retirement from active service in 1957. With the passage of the Smith-Hughes Act in 1917, the need for vocational agriculture teachers became a major concern of Purdue University and the School of Agriculture, and the Agriculture Teachers1 Club thrived thereafter. A revision of the constitution and by-laws in 1919 changed the name of the organization officially to the "Agricultural Education Society."

The purpose of the organization was to encourage its members toward a higher degree of professional growth by (a) presenting opportunities for the discussion of methods and subject matter relating

to the teaching of agriculture, and (b) the promotion of interest in this subject. The members of the organization were (a) regular or special students enrolled in the School of Agriculture of Purdue University, and (b) members of the faculty of Purdue University or other prominent persons whom the organization desired to elect to membership.

The program of activities through the years was basically designed to introduce the members to persons and experiences from which they might benefit and which they would not obtain through the regular curricular experiences at Purdue. During many years, activities were continued during the summer months to introduce the undergraduate and graduate students to the teachers in the field and vice versa. This type of programming, combined with moderate socio-recreational activities, served to develop strong ties among the members.

Upon Dr. Cromer's retirement. Professors Clanin and Clouse assumed sponsorship for the group's activities. Their continuous service was interrupted only in 1968 when Professor Clouse was on leave and Professor Hamilton took his turn. The membership of the Agricultural Education Society usually varied between forty-five and sixty students.1

Chapter XII

SPECIAL AND EXTENDED SERVICES

The twentieth century has provided increasing evidence that state universities believe their responsibilities extend far beyond the boundaries of their campuses. Purdue University has long held to this philosophy. Each of Purdue's presidents has subscribed to this principle.

President Edward Charles Elliott, in the early days of his long tenure at Purdue, proclaimed with feeling, "One of my major purposes shall be to make the University of constant service to the people of Indiana as well as the center of training for students coming to the campus."

Dr. Frederick B. Knight, director of the Division of Education and Applied Psychology, much later echoed President Elliott's words when he wrote, "The Division is, of course, interested in serving undergraduate students on the campus, with graduate students a second important interest; nevertheless, the Land Grant College, both in spirit and in responsibility, must carry its good offices to every quarter of the state."

In support of this concept, the Department of Education, from its beginning, has demonstrated an interest in stimulating teachers to continued growth. Various means have been used to achieve this end. The special services provided by the department or division have fallen logically into these specific categories: FIELD SERVICES; INTENSIVE COURSES; CONFERENCES, CLINICS, SEMINARS, AND INSTITUTES; WORKSHOPS; AND SPECIAL EVENTS. A description of some of these services follows, taken from the annual reports of the university; from records on file in the education office; and from the personal experiences of the author.

FIELD SERVICES

On February 22, 1913, the Indiana General Assembly passed a Vocational Education Act which established the office of county agricultural agent and, in addition, authorized the appointment of a state supervisor of agriculture education in the public schools of Indiana.

Professor Z.M. Smith, of Purdue University, was appointed to this supervisory position with the work starting on June 1, 1913. This responsibility consisted of inspecting schools, advising teachers, lecturing before teacher and lay groups, preparing "aids" for teachers, and in other ways promoting the study of agriculture in schools. Professor Smith remained in this and subsequent positions with broader responsibilities until his retirement in the early 1940s, after having rendered significant service to vocational education.

Soon after his appointment, a course of study in agriculture had been prepared for grade and high schools and adopted by the Indiana State Board of Education. It was published in bulletin form and distributed to the schools of the state. In a similar way, a course of study had been prepared for the Department of Home Economics by Professor Mary Matthews, head of the department at Purdue, and her staff.

Long before the Department of Education at Purdue was strong enough to make itself felt in vocational education in the schools of the state, the Agriculture Extension Services through the county agriculture agent and field workers from Purdue, were making an impact on public education. The Farmer's Institute, created by the General Assembly in 1889, had long been an accepted medium for transmitting scientific agriculture knowledge to thousands of farmers and their families. This institute, during the first ten years of its operation, touched more than 25,000 persons. Now, through the Extension Services, the state provided assistance to the teachers of the state. Records show that in the school year of 1915, Purdue Extension staff members rendered a total of 116 days of service at 35 county and 76 township institutes, touching more than 11,000 teachers.

Encouraged by the Vocational Act, the demand for teachers of vocational subjects skyrocketed, and hundreds of men and women found themselves teaching subjects for which they had little or no professional training. Even before the Vocational Act was passed by the legislature, increasing pressure had been put on the schools of the state to include vocational training in the high school program of studies. As early as 1900, Governor James Mount, in his message to the Indiana Legislature, strongly recommended the study of agriculture in the public schools. He contended that, "Most of the students of the high schools are from farms and they will go back to the farms, and spend their lives on farms, then shouldn't they learn more about their life work?" The argument against it was the lack of teachers, or of qualified teachers. But he continued, "Can't they be qualified?" Eight years later, in 1908, when the Department of Education was established at Purdue, it was for the expressed purpose of preparing teachers in those subjects to which the work of Purdue University had special relation, namely, agriculture, industrial arts, and home economics.

In the belief that many teachers of the state could, with additional work, qualify for teaching these subjects, a circular was sent to all schools of the state calling attention to the opportunity provided by

Purdue. Teachers were to be received as special students under the provision that they meet the entrance requirements to the university and declare their intention of earning at least one year's credit in the university.

In the summer of 1912, the department held its first of five annual summer training programs for teachers of agriculture, home economics, and industrial arts. The 1912 program ran for five weeks and was attended by 92 teachers from 42 counties of the state. The project was repeated during the next four summers and served a total of more than 600 teachers. Since the enrollment of the last two summers was decidedly lower than the first three, it was decided to discontinue this type of in-service program. Teachers were wanting more advanced training in their specialized fields.

During the two years of World War I, most of the summer school activity at the university was halted, but immediately afterwards Purdue inaugurated a regular session which has continued to the present time with the exception of the years during World War II when the university operated around the calendar under the three semester plan.

After the enactment of the Smith-Hughes Congressional Act of 1917, providing financial support for vocational programs in the high schools of the country, a new demand for vocational teachers arose, particularly for vocational agriculture teachers. Along with this demand came increasing requests for teachers of mathematics and the sciences.

Teacher Placement Services

When the Department of Education opened in 1908, Professor George L. Roberts, its first head, established a teacher placement service, operating it from his own office. He recognized even then the need for assistance on the part of the employers of teachers and of teachers themselves. It was among the first placement services of this nature in the country and has been in operation continuously since then. In 1931, a separate office was set up to handle this special service along with recommendations for the certification of teachers. Professor Roberts, who was named professor emeritus that year, became Purdue's first full-time director of teacher placement. In 1937, when Professor Roberts retired from this position, the office was relocated in the Executive Building and its services enlarged under the leadership of Professor George E. Davis. The office became the hub for many facets of service to public schools and to teachers and administrators, particularly in the areas of in-service education and public relations.

Off-Campus Services

The first mention in any of the annual reports of off-campus activities of the department was in 1924 when it was reported that, during the fall semester of that year. Professor Samuel S. Cromer was loaned to the state department of education to study high school costs in the state.

In the same year. Professor George L. Roberts served one week in each semester with a team named by the state department of education to survey school organization in Whitley County. Professor George C. Brandenburg served in a similar capacity the next year. In later years, especially in the early 1940s and again from the middle 1950s to the late 1960s, Purdue University through its Department (or Division) of Education carried on extensive surveys in various school corporations throughout Indiana. This was a project of a special section in the department and will be reported elsewhere. The records show also that Professor Roberts was appointed by Governor Ed Jackson to a state committee to study rural education in the state. This study was directed by John Dale Russell.

In October of 1923, the Department of Education cooperated with the state department of public instruction in holding a one-day meeting at Purdue in observance of "National Vocational Week." The principal speaker at the conference was Dr. John J. Tiggert, United States Commissioner of Education. The dinner meeting was sponsored by Kappa Delta Pi, education honorary on the campus.

During this period of educational renaissance, Purdue University, under an arrangement made by the presidents of the two state universities, joined with Indiana University in holding extension classes for teachers in various sections of the state. Staff members from the Department of Education participated in this effort. The first evening classes for teachers, in the local area, were offered by Purdue in 1937.

In 1945, the Department of Education staff initiated a new type of service to public school corporations. Upon invitation, representatives of various areas of secondary education would spend an afternoon observing the work in the system and in meeting with key school officials. In the evening, a dinner meeting was held for the visiting inspection team, the board of education, representative teachers, and the administrative staff. Following the dinner, an informal and unplanned discussion would take place on questions uppermost in the minds of the local school people. In the judgment of the superintendents and school board members, this kind of service proved to be genuinely stimulating and helpful to teachers and administrators, hence, to pupils and the whole community. Cambridge City, Sullivan, Martinsville, Speedway, Connersville, and Batesville were some of the school corporations visited.

Members of the education staff through the years have served as members of many committees, performing all types of studies and services for organizations and governmental agencies seeking improved methods and outcomes in the efforts for better schools. Many of these services at the state and local levels are reported under other headings in this review ofprofessional education at Purdue during the first sixty years.

INTENSIVE COURSES

The first of a series of intensive courses offered by Purdue University in professional education has already been described .-- the summer courses for teachers of vocational education started in 1912. This series was followed by innumerable courses of this nature. They continue to be offered by various departments of the university having a relationship to public and private education at the elementary and secondary levels.

In 1931, Professor George C. Brandenburg, a specialist in applied and educational psychology, organized a two-week intensive course in "Psychology of Personality." This course was offered during the summer session. It met with instant acceptance and was repeated each summer until his untimely death in 1934.

In the summer of 1938, a three-week course for teachers of reading and a similar course for teachers of social science were offered to elementary teachers. Both proved to be effective and drew large enrollments. It marked the first time that any effort had been made by Purdue University to serve the needs of teachers at this level.

During the same summer session. Professor Herman H. Remmers offered a two-credit course under the heading "The Teacher's Part in Guidance." This was the first credit course in guidance presented at Purdue. There is no record of the course being repeated. The next course in guidance was offered as a three-credit course in the fall of 1945.

Herman H. Remmers (1956 photo)

CONFERENCES, CLINICS, SEMINARS, AND INSTITUTES

The first conference held for teachers on the Purdue campus was held in 1915 for teachers of vocational agriculture. This conference, held annually after that date, by 1968 was the oldest continuous conference on the education calendar.

In 1930, under the leadership of Professor O.F. Hall, a rural leadership school was inaugurated. The first one met on the campus from July 16th to July 28th and enrolled 204 students, ministers, welfare workers, community leaders, and others. This conference, or school, became one of the most popular special service offerings in Purdue's early history of educational conferences and continued for several years on an annual basis.

Short Course for Building Custodians

At the suggestion of President Edward C. Elliott, a summer short course for school building custodians and maintenance men was held for the first time during the summer of 1930. This project was sponsored jointly by Engineering Extension, the Department of Education, and the Indiana Department of Public Instruction. It ran for five days and was attended by 156 maintenance men and school administrators from 53 school corporations" of the state. This became an annual event on the special service calendar at Purdue. In the early years of its development, the short course on the campus was alternated with regional meetings, the first one being held at Gary with 100 enrolled, the second, at New Albany, with a slightly larger enrollment.

In the first years of its operation, the format of the short course varied from year to year. It was soon discovered that five days was too long for maintenance men to be removed from their local duties. The time was therefore shortened from five days to two days on the campus where opportunity was provided for demonstrations of newer methods and improved treatment of maintenance and good housekeeping. The wide acceptance by the professional public of this practical and direct type of in-service education to a non-academic, but extremely important, segment of the total school staff led eventually to Purdue's employing a specialist in this field who became available to local school corporations for assistance in improving their maintenance techniques and for upgrading their custodial staffs. Professor George H. Bush served effectively for many years in this important facet of school management.