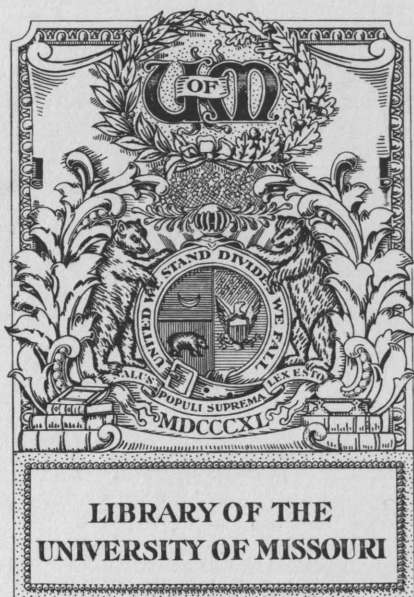


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THE UNIVERSITY OF MISSOURI AS A CENTRALIZING

FACTOR IN THE EDUCATIONAL ACTIVITIES OF

THE STATE

by

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Contents.

Introduction.....page 3.

Part I.

The Common Schools.

Chapter I. The Establishment of the Common Schools..page 6.

part II.

The University.

Chapter 2. The Founding of the University.....page 13.

Part III.

The Relation of the University to the Common Schools.

Chapter 3. Provisions of the University for Training

Teachers.....page 24.

Chapter 4 The Accrediting System of the University..page 48.

Chapter 5. The Summer Schools and Extension Work....page 73.

Chapter 6. Conclusion.....page 87.

Appendix.....page 91.

Bibliography.....page 104.

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## Introduction.

X In many lines of activity to-day, there is a strong tendency<sup>toward</sup> centralization, for organization is a great solvent of waste. In the business world this has resulted in the corporations of the country. In the state it has led to a strong central government. In the social world it has resulted in the organization of clubs and societies for the purpose of forwarding any social movement that interests any particular locality. This centralizing tendency as manifested in the various industrial, governmental and social activities of to-day is also affecting educational activities.

The school as the institution of society for making its members efficient in social life is not as effective as it should be. This is evident from the fact that many children leave school at an early age, and so the loss to the state due to the failure of these children to complete their school work is very great. That many children do leave school sooner than they should is, in a large measure, a result of the lack of uniformity in the standards of education, the overlapping of school work where pupils pass from one locality to another and a lack of the proper correlation of the different classes of public schools.

To save this waste, the idea of centralization is being applied to the educational activities of the state. Efforts are being<sup>made</sup> to unify these different activities, and thus form

a system of the different classes of public schools.

This is seen in the following educational movements of the state to-day:

Rev. Sch. Laws      1. The State Superintendent has been given more authority of Mo. 1909, to act in this direction and is now trying to bring the rural pp. 89-91. schools to a uniform standard and more closely relate them to the high schools by means of the state course of study and rural graduation.

Ibid. pp.      2. To aid in this work of organization, the General As- 91-97. sembly of 1909 passed a uniform county supervision law. This places a county superintendent at the head of the rural schools of each county; and, as " the instruction of the state superin- Ibid.p. tendent shall be his guide in interpretation and execution of 95, sec. the law", this will help materially in the organization of 10933. these schools.

3. The affiliation of the high schools with the university aims at the completion of this organization of the educational activities of the state, and thus form one continuous system of schools from the primary to the completion of the college course.

One of the leading factors in the effort to organize the schools of the state into a centralized system is the university. Although the university and the common schools had a separate organization dating from the same year and until 1849 remained independent of each other, since 1849 there have ori-

ginated in the university several movements that have aided materially in these efforts for centralization.

The purpose of this paper is to trace historically (1) the origin of the common schools in Missouri and the important stages of their development to the time when they first came under the influence of the university, (2) the origin of the university and the most important stages of its development to the time when it began to influence the common schools of the state, and (3) the leading influences toward centralization that have been exerted by the university upon the common schools together with the results thus far accomplished.

Part I.

Outline

- I. Early attempt to found public schools.
  - (1) French and English schools.
  - (2) Act of Congress, June 1812.
    - a. Provisions for future aid to education.
    - b. Grant of public lands to towns and villages.
2. Enabling Act of Congress admitting Missouri.
  - (1) Sixth article of this act.
    - a. First section.
    - b. Second section.
  - (2) Acceptance of the gift of land.
  - (3) Sale of saline lands.
3. Founding of the common schools, 1839.
  - (1) Provisions of the act for:
    - a. Establishment of the common school fund.
    - b. Classes of schools provided for.
    - c. Creation of the office of state superintendent.
    - d. Creation of the office of township inspector.
  - (2) Meaning of the act.

Chapter I

Chapter I.

The Establishment of the Common Schools.

The first manifested interest in education in Missouri was in 1804. Shortly after captain Stoddard took command of the territory in the name of the United states, the people of the territory petitioned Congress for a separate government, stating that "funds and lands should be granted for Rept. of U.S.Com. of Ed. 1895,96, p. 329. the support of a French and English school in each county, in which the classics, mathematics, and the Constitution of the United states should be taught." This was the first attempt on the part of the people of the territory to establish public schools and secure funds of the government for educational purposes. While the writer failed to find any record of the action of Congress on this petition, it is evident that interest in education increased in the territory with the increase of population, for on June 13, 1812, Congress, in approving an act to raise the territory from the second class to a third class, stated that "Religion, morality and knowledge being necessary to good government and the happiness of at Large I. mankind, schools and the means of education shall be encouraged U.S.Stat. p. 747 and provided for from the public lands of the United states in An. of Con. XI.p.2314. said territory in such a manner as Congress may deem expedient. Though this did not grant the people of the territory immediate land for education, yet it was the initiatory step that led



later to the land grants for education.

Ibid. The first act directly granting government lands to aid in public education in the territory was passed in this same session of Congress. This act granted to several of the villages and the towns of the territory for school purposes all of the public lands then within their limits. For sometime no attempt was made to secure these lands for the use of the schools, but in 1817 St. Louis began legal proceedings to secure her share of these lands.

Ibid. p. 2557. In 1820 Congress passed the enabling act by which Missouri was admitted into the union. The sixth article of this act was composed of five sections and made provisions by which the Stat. of Mo. state could secure for its public schools a large tract of public lands. In addition to the other lands designated by this article, two sections, the first and second, provided for the common schools as follows:- "That section 16 in every township, and when such section has been sold or otherwise disposed of, other lands equivalent thereto, and as contiguous as may be, shall be granted to the state for the use of the inhabitants of such township for the use of schools." The second section provided that "All salt springs not to exceed 12 in number, with six sections of land adjoining each, shall be granted to the said state for use of such state, the same to be selected by the legislature of said state on or before the first of January in the year one thousand and twenty-five,

*August  
1817*

and the same when selected to be under such conditions and regulations as the legislature shall direct."

In these two provisions the government made its first offer of lands to the entire state for its common schools. By these provisions each township was to receive a permanent school fund for the future.

Before the ~~state~~ could receive and use these lands for the purpose for which they were granted by the government, it was necessary that the Constitutional Convention in behalf of the people accept part or all of the provisions contained in ~~this~~ article of the enabling act. This was done July 19, 1820, when the constitutional convention, then in session at St. Louis,

Ibid. adopted the following resolution:- " Now this convention for Rept. U.S. and in behalf of the people inhabiting this state, and by the Com. of Ed. authority of said people do accept the five before recited pro- 1895- 96, positions offered by the Congress under which they are assembled, p. 1323. and this convention for and in behalf of the people inhabiting this state, and the authority of said people do further ordain, agree and declare that this ordinance shall be irrevocable, without the consent of Congress."

Cf. p. 8. While the provisions of ~~this~~ article regarding the saline Laws of Mo. lands gave them directly to the state, under the control of 1839, p. 113, the legislature, most of the revenue arising from the leasing and sale of them finally found its way into the common school fund of the state.

The next step toward the establishment of the common schools of the state <sup>was</sup> the outlining of the school policies in the state constitution. An article was placed in the constitution of 1821, the first section of which made the following statement:- " Schools and the means of education shall forever be encouraged in this state; and the general assembly shall take measures to preserve from waste or damage such lands as have been, or hereafter may be, granted by the United States for the use of schools within each township in this state, and shall apply the funds which may arise from such lands in strict conformity to the object of the grant; and one school or more shall be established in each township as soon as practicable and necessary, where the poor shall be taught gratis." This section of the constitution provides (1) for the care of the lands granted to the state for the common schools, (2) for the establishment of one or more schools in each township as soon as practicable and necessary, and (3) that these schools be for the free education of the poor.

Cons. of Mo. 1821, Art. VI., sec. I. Rept. U.S. Com. of Ed. 1892-93, p. 1323.

From this last clause of the section, it appears that the idea was that the common schools were schools for the education of the poor and that those able to pay for their education would find their way into the private schools, which schools were the schools that prepared pupils for the institutions of higher learning. In the organization of the common schools

(II)

Ibid. according to this idea of the purpose of the common schools, there would be no adequate preparation in these schools to fit for entrance to the university, <sup>which</sup> was founded in 1839 and which was provided for in the second section of this sixth article of the constitution.

Stat. of Mo. II, p. 719, sec. 29. The first act passed by the General Assembly for the organization of these schools provided that the County Court (tribunal or court for the transaction of county business) should at its first session appoint five householders to take charge of the school lands of the county.

It seems that very little progress was made toward establishing schools and that very few schools were organized under this first act. Yet some common schools were being established under this act, for in 1825 an act was passed providing that in the common schools that had been established, reading, writing, arithmetic and English grammar should be taught. This act is also the first one to prescribe a course of study for these schools.

Laws of Mo. All of the foregoing acts were but preliminary to the act 1839, pp. which provided for the real organization of the common schools. II2-135. On February 9, 1839, was approved an act of six articles which provided for:

I. A common school fund to be composed of (1) all monies received for the common schools, (2) all monies arising from the lease or sale of the saline lands of the state, and (3) all of the interest and dividends arising from other sources

that might afterwards be given to the common school fund of the state.

2. The organizing of two general classes of schools (1) the district ( township) schools that were to be organized in each township when necessary and (2) the village and town schools which were to be organized in the villages and towns of.p. 8. of the state and for the use of the lands granted to these schools by the act of Congress June 13, 1812.

Laws of Mo. 3. The appointment by the General Assembly of a Super-  
1839, p. intendent of Common Schools whose duty it was to take charge  
II4, sec. of all of these schools. Thus as early as 1839 was taken one  
8. of the first steps for centralizing the common schools and forming them into a system.

Ibid. 4. Commissioners of township schools, who "together with  
p. 130, the other inspectors elected in the township" should inspect  
sec. 56. the schools of his township.

The purpose of the common schools as thus organized was  
furnish  
that they should free education to the poor in a few of the elementary subjects. No attempt was made to make these schools a part of a system which should include within it the university, which was founded three days later by the approval of an act providing for it.

Part II.

The University.

Outline.

I. Government lands granted to Missouri for a University.

(1) grant to Missouri territory in 1818.

a. Location of this land.

(2) Grant of land in the enabling act for university.

a. Amount of grant.

b. Locating land of this grant.

c. Provisions for the sale of these lands.

(a) By the state.

(b) By Congress.

2. An act providing for selection of university site.

(1) Appointment of a committee to select site.

(2) The selection of the site.

3. The Guyer Act of 1839.

(1) Establishment of a university fund.

(2) Founding of the university.

(3) The establishment of the academy system.

4. Repeal of that part of the Guyer act relating to the academy system.

5. Organization of the university.

## Chapter 2.

## The Founding of the University.

By an act of Congress, February 17, 1818, providing for U.S.Stat. an additional land office in the territory of Missouri, there at Large were granted to the territory two townships of land to be reserved for a seminary of learning whenever the territory should be admitted into the union. The third section of this Blackmar- act provided that one of these townships of land should be located on the Missouri River and the other located on the Arkansas River. This was the condition when two years later the enabling act was passed by which Missouri was admitted into the union. This act however detached the territory of the Arkansas River, thus leaving but one township of land of the grant of February, 1818, for the seminary of learning in Missouri.

In the enabling act, March 6, 1820, under which Missouri was admitted into the union, the fifth section of the sixth U.S. Stat. article provides as follows:- "That thirty-six sections or one entire township which shall be designated by the President of the United States together with other lands reserved for that purpose, shall be for the use of a seminary of learning and vested in the legislature of said state to be appropriated solely for said seminary by said legislature." This gift of a second township of land to the state to be used for the end-

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\* One township of the two granted in 1818 was yet within the territory.- "other lands reserved for that purpose."



couraging higher education in the state was accepted in behalf of the people of the state by the constitutional convention July 19, 1820. Following the acceptance of this gift of land to the state by the convention, there was placed in the state constitution which this convention framed, the following statement:- "The general assembly shall take measures for the improvement of such lands as have been, or hereafter may be, granted by the United States to this State for the purpose of a seminary of learning, and the funds accruing from such lands, by rent or lease, or in any other manner, or which may be obtained from any other source for the purpose aforesaid, shall be and remain a permanent fund to support a university for the promotion of literature and the arts and sciences, and it shall be the duty of the general assembly, as soon as may be, to provide effectual means for the improvement and permanent security of the funds and endowments of such institution."

Ibid.  
 Cf. p.9.  
 An. Cong.  
 XI.p.  
 2557.  
 Stat. Mo.  
 II.p.40.  
 Cons. Mo.  
 1821,art.  
 6,sec.2.

For sometime no steps were taken to locate these lands, but January 24, 1827, Congress passed an act concerning the sale of certain lands granted to the State of Missouri for a seminary of learning and made it the duty of the president of the United States to cause to be selected from any public lands in the state the two townships of lands granted to the state for its seminary of learning (university) by the acts of February 17, 1818 and March 6, 1820.

U.S.Stat.  
 at Large  
 1831, p.  
 494.  
 Snow- H.  
 Ed in Mo.  
 p.13.

After the lands were selected, they must either be leased

or sold to secure the funds with which to erect and equip the buildings necessary for the university. Before the lands could be sold, permission must be obtained from Congress.

On March 3, 1831, Congress passed an act to create the office of surveyor of public lands for the State of Louisiana.

Ibid. This act contained a section which provided as follows:-- "Be it  
U.S.Stat. enacted that the legislature of Missouri be, and is hereby au-  
at Large thorized, to sell and convey in fee simple all or any part of  
1831,p. the lands heretofore reserved or appropriated by Congress for  
495. the use of a seminary of learning in said state and to invest  
the money arising from the sale thereof in some productive  
fund, the proceeds of which shall be forever applied by the  
legislature of said state, solely to the use of said seminary,  
and for no other use or purpose whatever."

Previous to the passage of this act by Congress, the leg-  
Ter. Laws islatre of Missouri had, December 31, 1830, and again January  
of Mo.II. 17, 1831, provided for the sale of these lands. The latter act  
p. 21. providing for the sale of these lands made it the duty of the  
Snow - H. Governor of Missouri or his successor to sell these lands to  
Ed. in Mo. the highest bidder, after having given six months notice of  
p. 13. their sale in several of the newspapers of the state. It fur-  
ther provided that none of these lands should be sold for less  
than two dollars per acre. This act was followed the same day  
by another act, which provided for the sale of 80 acres of the  
seminary lands adjoining Independence ( Jackson Co.), by having  
them laid off into town lots and thus sold. Other acts were

passed providing for the sale of these lands January 29, 1833, and March 17, 1835.

The lands were sold as provided for by these various acts, and the money, amounting to \$ 78,000, was invested in stock of the Bank of the State of Missouri; where it was to remain until it amounted to \$ 100,000, when it was to be used<sup>to</sup> found the university.

Ibid.p.14. By 1838 the Original investment from the sale of the seminary lands had reached the limit<sup>fixed</sup> and it became necessary  
Cf.p.16. for the general Assembly to take some measures by which the university might be founded. The first measure was the act to  
Ses. Acts appoint a committee to select a site for the university. This  
of Mo., act provided that the committee select the site within at least  
1839,p. two miles of the county seat of either Boone, Callaway, Cole,  
176. Cooper, Howard or Saline Counties. The tract of land selected  
Ibid. pp. for the site was not to contain less than 40 acres of land.  
176-79. The committee<sup>p</sup> after investigating the offers of those counties named in the act, which asked for the location of the university, selected the present site at Columbia, Boone County.

Three days after the appointment of the committee to select the site for the university, the Guyer Act was approved.

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\* Congress had provided that the money be invested.

✧ The committee was composed of Peter H. Burdette, Chauncey, Durkee, Archibald Gamble, John G. Bryan and John S. Phelps.

✧ This act was drafted by Hon. Henry S. Guyer of St. Louis

which provided for the founding of the university whenever the site should be selected. This act was very elaborate in its scope and had it been successful would have established in Missouri a university and system of secondary schools similar to the that worked out by Jefferson for Virginia.

The Guyer Act provided for:

Guyer Act, I. A permanent fund for the support of the university as  
Art. I. follows:- "There is hereby created and established a fund to  
Ses. Acts support a state university for the promotion of literature and  
of Mo. the arts and sciences to be dominated the seminary fund." This  
1839, pp. fund was to consist of (1) the proceeds of all lands then held  
176-79. by the state and known as seminary lands, (2) all monies derived from the sale of seminary lands hereafter made and the interest arising from this, and (3) this fund was to remain as a permanent fund for the promotion of literature and the arts and sciences.

Ibid. 2. The second article of the act provided for the establishment of a university in the following language:- "A university is hereby instituted in this state, the government whereof shall be vested in a board of curators." The article further provided that whenever the site for the university was selected and sufficient lands for that purpose secured, then all of the colleges and the seminaries of the academic department

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and was approved Feb. 11, 1839, three days after the approval of the act providing for the establishment of the common schools.

ment should be established there.

3. The act provided that academies and seminaries ( secondary schools ), which were to be branches of the university, should be established over the state and that many of the academies then existing might be incorporated in the system later. Thus was created a system similar to the Catholepistemiad of Michigan.

As the common schools were established for the free education of the poor, the academy system of the Guyer Act was to provide an opportunity for those who were able to make preparation for the university in these schools.

Believing that the plan was a feasible one and that many academies and seminaries would be established, the author of the act provided for the inspection of these schools by authorizing the curators of the university themselves, or committees or inspectors appointed by them, to visit and inspect annually all colleges, seminaries and academies in the state which should be established or incorporated under this act as a part of the system. They were to examine into the condition and system of education, and the discipline of these institutions and report their findings to the academic department of the university.

The failure of the attempt to establish a system of academies and seminaries which should to every extent be preparatory departments of the university, was soon apparent, and four years later (1843) that part of the Guyer Act which related to these

Ses. Acts academies and seminaries and their government was repealed.  
 of Mo. This left the university without any means of connections with  
 1843, p. the other public schools (common schools) of the state, and  
 148. it must now depend upon the private academies of the state or  
 establish a preparatory department at Columbia.

The final organization of the university was not completed until May 16, 1843. It was then organized upon the following plan outlined by Professor John H. Lathrop, at that time president of the university:

"1. Chair of ethics, history, civil polity, and political  
 Snow, H. economy, President John H. Lathrop.

Ed. in Mo. " 2. Chair of metaphysics, logic, rhetoric, and English literature,  
 p. 19. orature, Prof. Robert S. Thomas.

"3. Chair of ancient and modern languages and literature,  
 Prof. George C. Pratt.

"4. Chair of mathematics, natural philosophy, and astronomy,  
 Prof. W.W. Hudson.

"5. Chair of chemistry, mineralogy, geology, botany, natural history, and physiology, Prof. Edward H. Leffingwell."

The following September the professors were elected to fill these chairs and the university opened under this organization. The university as thus organized was, as stated by Blackmar, simply a college of liberal arts, and was organized along the lines suggested in the sixth article of the constitution. The university as thus organized was, as stated by Blackmar, simply a college of liberal arts, and was organized along the lines suggested in the sixth article of the constitution.

The university was now dependent upon the private schools to prepare pupils for entrance, and with the exception of the preparatory department which was organized under these conditions, it remained thus for years; for at this time the common schools offered only one, English grammar, of the subjects required in the preparatory course.

As thus organized the university and common schools were separate institutions maintained by the state and working independently of each other; indeed, the establishment and maintenance of a preparatory department by the university had a tendency to widen the gap between them.

The further problem of this paper is to trace the different movements originating within the university which have had a unifying influence upon the educational activities of the state.



Part III.

Relation of the University to the Common Schools.

Outline of Chapter I.

- I. The appointment of county students to the university.
  - (1) The passage of the act.
  - (2) Terms of the appointment.
2. The provisions for the normal professorship.
  - (1) The act of the legislature providing for the normal professorship.
  - (2) The purpose of the professorship.
  - (3) The establishment of the professorship - 1857.
3. Constitutional provisions for instruction in teaching in the constitution of 1865.
  - (1) College of normal instruction.
  - (2) Model school.
4. Reorganization of the university under Dr. Read - 1872.
  - (1) General plan of the reorganization.
  - (2) The normal school.
  - (3) Work of the normal school.
5. Department of education.
  - (I) Changes made.
    - a. General plan of work.
    - b. Short spring courses for teachers.
6. Expansion of the department of education into the teachers' colleges.

(I) The general plan of the teachers' college.

a. Aim of the teachers' college.

b. Growth of the teachers' college.

7. The change of the teachers' college into the school of education.

(I) The general plan of the school of education.

a. Changes made.

b. Aim of work.

### Chapter 3.

#### Provisions of the University for Training Teachers.

The purpose of this chapter is to trace the influences exerted upon the common schools by the university in its efforts to train teachers. In tracing this influence as manifested during the different periods of the growth of the university, the they will be classified as follows:

1. The provisions for the appointment of county students by the act of 1849.
2. The provisions for the organization of the normal professorship in 1849, and its establishment in 1857.
3. The constitutional provisions of the constitution of 1865 for the university and its training of teachers.
4. The provisions for the reorganization of the university in 1871- 1872.
5. The organization of the Department of Education.
6. The organization of the Teachers' College.
7. The organization of the School of Education.

The influence of the university was first exerted upon the common schools of the state by the passage of an act by the Gen-  
Ses. Acts, 1849, which provided that the county courts of  
Mo., 1849, each county at the regular session in May and every two years  
p.130. afterwards should proceed to select one boy to every representa-  
Cat. U. of tive to which each county was entitled, between the ages of 14  
M, 1867, p. and 20 years of age, of intelligence, talents, steady habits

and good moral character, as a candidate for admission as a student in the University of Missouri. The act provided further that (1) the students appointed by the county courts were to sign a pledge to teach for at least two years in the schools of the state, (2) that they were to be sent to the university at the beginning of the next regular session after their appointment, and (3) that they should enjoy all of the privileges and advantages of the university free of all charges, while there as students appointed by the county courts.

By this act the university and the common schools were <sup>brought</sup> into closer relations with each other, and the university came into contact with some of the problems of the common schools (1) because these students made preparation in the university for their work in the common schools, and (2) because on returning to the common schools as teachers, they carried to their respective communities to help direct the educational thought and practice, the ideas of school work gained in the university.

The second part of this act was a corollary of the first part, and had a far deeper significance. If these boys appointed by the county courts of the state were to be trained by the university to teach in the common schools of the state, it was necessary to make some provisions for this training. This was done by the last two sections of the act, which provided for the establishment and support of a chair of education in the university by authorizing, "the curators of the university. . . .

as soon as practicable to establish an additional professorship to be devoted to the theory and practice of teaching, to be called the normal professorship, and to call some suitable individual to the charge of said professorship." The act further provided that, "That for the support of said professorship there is hereby appropriated the sum of one thousand dollars per annum to be paid out of the income of the seminary fund of the state." Accordingly, by these provisions of the act of 1849, the university was authorized to offer regular training in some form for the education of teachers for the common schools of the state.

Cat. U. of  
M., 1857.  
p. 7.

Although the act authorizing the establishment and maintenance, as soon as practicable, of a normal professorship in the university, was passed in 1849 by the General Assembly, the department was not established until 1857, when Professor Sterling Price, then instructor in Greek in the university was elected to be normal professor. To accept the normal professorship did not require his resignation as instructor in Greek as both positions were held at the same time by him.

The organization of this department in 1857 provided that the normal professor give weekly lectures in pedagogy to the normal students. The courses of study in the different departments of the university were also arranged, so far as possible, for the convenience of the normal students.

Except the weekly lectures on some educational subject,

there was no professional training for the normal students. While this training was far short of what is offered to-day by the state normal schools, the school of education of the university, or the departments of education of some of the best colleges of the state; it was the first effort on the part of the university to try to meet the demand for trained teachers for the common schools, and thus help to shape the educational activities of the state. It was the first effort of the state to train teachers for its schools\*.

Very little had been accomplished by the establishment of the normal professorship of the university, when the Civil War broke out and the educational activities of the state were practically suspended. When the Civil War closed, a new constitution was adopted by the people, which, in the article on education, provided for the establishment and support of public schools in the state; and, in the fourth section of this article, the following provisions were made for the university:-

Cons. of Mo., 1865, Art. IX. Rept. U.S. Com. of Ed. 1892-93, p. 1349.

"The general assembly shall also establish and maintain a state university, with departments for instruction in teaching, in agriculture, and in natural science, as soon as the public

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Ses. Acts of Mo., 1870, p. 134.

\* The act authorizing the establishment of normal schools was passed in 1870, twenty years after the passage of the act authorizing the establishment of the normal professorship at the university.



school fund will permit." The members of the constitutional convention realized the need of professional training for the teachers of the state, and instead of providing for a normal professor ship as did the act of 1849, they made the department of instruction for the teachers of equal rank with the departments of agriculture and science.

Cf. p. 24.

Two years later the General Assembly passed an act providing for the establishment and maintenance in the university of a department for the education of teachers. In compliance with this act, the curators of the university, on the fourth Monday of September, 1867, decided to secure a principal for this department and to open it as soon as possible. Accordingly, Professor Erastus L. Ripley\* was elected; and, on September 14, 1868, he took charge of the work.\*\*

Cat. U. of

M., 1867,

p. 9.

Ibid. 1868,

p. 25.

Under the administration of Professor Ripley, the work of the department became more professional than it was under Professor Price. Professor Ripley had three assistants: D. W. B. Kurtz, professor in the normal department; Mrs C. A. Ripley, principal of the model school; and Miss Mary B. Read, assistant in the model school.

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\* Professor Ripley was a graduate of Yale and at the time of his election to the normal department was a member of a Michigan normal school faculty.

\*\* The department has been called the normal professorship, College of Normal Instruction, Normal School, Department



el school.

The following course of study was offered in the normal department during this period:

Cat. U. of Freshman Year:- Reading, orthography, penmanship, arithmetic, geography, English grammar, United States History, drawing, and mapping.

Sophomore Year:- Algebra, analytical geometry, physical geography, Natural Philosophy, general history, rhetoric, Latin, elocution, and book-keeping.

Junior Year:- Geometry, botany, zoology, general history, Latin, Greek, German or French, and Lectures on the Theory and Practice of Teaching.

Senior Year:- Surveying, chemistry, geology, agriculture, mental philosophy, moral philosophy, philosophy of teaching, and three months teaching in the model school.

From a study of this course of study, there will be found the following features that are important in any course required for teachers:

1. Each student was offered a course of study which would give the required training in the subject-matter found in the curriculum of the common schools.

2. During the last two years of the course, a study of pro-

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of Education, Teachers' College and now the School of Education. The terms Normal Department, Normal School, Department of Education, Teachers' College and School of Education are the terms that will be used in this paper, and in the order named.

professional subjects was required in order to familiarize the students with the pedagogical works of importance and give them the theoretical training needed by all teachers.

3. A Model School was maintained in connection with the normal department. This school was designed to present as nearly as possible a "perfect school, conducted upon the best methods as relating to discipline, classification and teaching;" and exhibiting, if possible, the best methods and results. During the last three months of the senior year, each candidate for graduation was required to do practice teaching in the model school, under the supervision of the principal in charge of the school, so that the model school became a training school in which the normal students who were preparing for common school work got experience in teaching.

Cat. U. of M. 1868, p. 25.

When the model school was first organized, there were only the grades, but later a high school was organized, thus giving an opportunity for practice teaching in all of the different departments of the common schools.

Through the normal department as thus organized, the university was able to exercise an influence upon the educational activities of the state by making a higher standard of professional efficiency for the teachers of the common schools of that time.

Snow- Higher Ed. in Mo. p. 27. On August the 29, 1866, Dr. Daniel Read of the University of Wisconsin was elected president of the university for a term of four years. The next April accepted the position and in his

first report to the board of curators, the following December, he recommended the reorganization of the university upon the following plan:

- Ibid. "1. To retain substantially the usual college curriculum  
Cat. U. of for those who desire that course.
- M., 1871, p. 10. "2. To enlarge and perfect the scientific course.
- Ibid. 1872, p. 10. "3. To establish and maintain the College of Agriculture  
and Mechanic Arts, which, in addition to instruction in agricul-  
ture, horticulture, etc., with the appropriate exhibitions and  
experiments (including military tactics), shall embrace (1) a  
school of engineering; (2) a school of analytical chemistry,  
and (3) a school of mining and metallurgy.
- Ibid. 1876, p. 21. "4. A normal school.
- "5. A law school.
- "6. A school of preparation for other departments. This will  
be necessary in the present condition of education in the State  
and may form a part of the normal school.
- "7. The university to be expanded by instituting colleges of  
applied science or professional departments, as its means will  
permit or the wants of the State demand.
- "8. The constant annual accumulation of the materials of edu-  
cation, as books, apparatus, cabinets, models, etc.
- "9. The different departments of instruction to be so ad-  
justed to each other and dovetailed as to economize labor and  
material, and thus render the instruction most effective to the  
largest number, and save means for the enlargement of the uni-

versity and the increase of its facilities.

"IO. A judicious economy in all departments, that there may be improvements in all, and the accumulation, year by year, of these educational means and appointments which belong alike to all departments, and increase the general prosperity."

In order to reorganize the university upon the plan recommended by Dr. Read, the board of curators on May 5, 1870, adopted the following resolution:- "Resolved, That with a view to the entire and complete reorganization of the university, and its proper connection and adjustment with the agricultural department, the seats of all instructors and professors other than the president are held and declared vacant after the close of the session of the university in June, 1871."

Snow- High-  
er Ed. in  
Mo. p. 27.

With the reorganization of the university upon this plan, the departments most effecting the common schools were the normal school and the school of preparation. The normal school continued to be a channel through which the university exerted its influence upon the educational activities of the state. It continued to be the department through which it was to exert its greatest influence upon the common schools until the adoption of the accrediting system in 1889. The school of preparation acted as a barrier to a closer relation of the university and the common schools, and was a means of retarding the growth of the university's influence as a centralizing force in the educational activities of the state.\*

According to the plan for the reorganization of the university, the model school was to be abolished and the "school of preparation" was to become a part of the normal school. In the preparatory school the elementary <sup>subjects</sup> were to be "thoroughly taught and reviewed," while in the normal school "prominence" was to be given to the "principles, methods, and the theory and practice of teaching." The students in the normal school were to have an opportunity to take any work in the other departments for which they were prepared. In every department, "All instruction from every chair, from the highest to the lowest, ought to be, in the strict sense of the best style of professional excellence; if not, the professor or other instructor should not be retained in the University." This was to give the students in the normal school a chance to get the best training in their work in the different departments.

Cf. p.31.      Ibid. 1872,      p.52.      Ibid. 1871,      p. 53.

As long as Professor Ripley remained at the head of the normal school, the work was carried out along the general lines outlined when he took charge of the work in 1868. When he ceased to be connected with the normal school, it soon became a chair or professorship for the education of teachers as it was when first organized in 1857.

In 1885-6, Dr. E.A. Allen was elected to be professor of English in the university and Dean of the normal school, which

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\* Discussion of the preparatory department in the next chapter.

position was held then by the head of the English Department  
An Inter- of the university.\*

view with The work of the normal school at this time afforded meagre  
Dr. E.A. professional training. It was the duty of the dean to take his  
Allen, July classes in education to visit the different departments of the  
27, 1908. university in order that they might have an opportunity to ob-  
serve the different methods of teaching in these different de-  
partments; and require them to attend the lectures that were  
given in any subject that dealt with any phase of education,  
ancient or modern, such as lectures on the Education of the  
Greeks or the influence of the Renaissance. The dean of the school  
school was also expected to deliver, from time to time, lectures  
on teaching, which Dr. Allen stated he did not do. Such was the  
work of the normal school at this time. It was not a course cal-  
culated to prepare thorough teachers for the schools of the  
state.

The demand for better trained teachers in the schools of  
the state led to a demand for better work in the normal depart-  
ment of the university. To meet this demand Professor J.P. Blan-  
Cat. U. of ton, in 1891, was elected "Dean of the Normal department and  
M. 1891-92, Professor of the Theory and Practice of Teaching, and Mental and  
p. 83. Moral Philosophy." By this change the normal school of 1872

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\* Dr. E.A. Allen remained at the head of the English De-  
partment of the university until September 1, 1910.

became to all purposes a department of education. Professor Blanton reorganized the department and offered two courses in educational subjects - an Elementary Course and an Advanced Course.

Cat. U. of  
M. 1891-  
92, p. 84.

I. The Elementary Course covered two years' work and embraced most of the subjects to be found in the common school curriculum, except modern languages, of which other than English none were required. The work in education included such pedagogical subjects as educational psychology, theories of education and school management. Upon the completion of this course the student was granted a State Certificate, valid for two years.

II. The Advanced Course included (a) the completion of one of the three courses offered in the academic department of the university, and (b) the completion of of the following prescribed course in education:

"1. Theoretical and Critical: A consideration of the philosophic basis of education."

"2. History of Education: Comparative education, ancient and modern."

Ibid. 85.

"3. Practical: The application of the principles to the teaching of the various branches of school education. The art of questioning and examining; illustration and exposition; school supervision, embracing general school management, the art of grading and arranging courses of study, the conduct of Institutes, etc."

"4. History of Education: Comparative education, modern.

"5. Pedagogic Seminary: Examination of Rosenkranz's Philosophy of Education." This course was an elective open to students who had completed course one or its equivalent.

On the completion of this course, the candidate for graduation received the degree of Bachelor of Pedagogics (Pe. B.), which was also a certificate, valid for life to teach in the State.

The work was more professional than at any time since the organization of the work in 1857, except during the administration of Professor Ripley. There was no training school in connection with the department as when Professor Ripley had charge of the work. The need of such work was felt; and, to give some Cat. U, of training along this line of normal work, in 1897-98, all candidates for the Bachelor of Pedagogics were required to observe M. 1897- 98, p. 99. the work in the public schools of Columbia, Missouri. Bi-weekly reports, discussions and papers were prepared in connection with the work of observation. This gave the students some opportunity to study classroom management, methods of conducting the recitation, methods of developing different subjects and the effect of the personal character of the teacher upon the pupil.

While there were no training school in which to prepare teachers by giving them practical work in handling classes, conducting recitations and disciplining a school, there were



courses in education which gave the students opportunity to familiarize themselves with the professional subjects. The academic training required for the life certificate was such as to thoroughly prepare the students for any of the common schools or normal schools of the state.

Cat, U. of M. 1891-92, p. 85. With the election of Professor Blanton as dean of the normal department, another movement was originated in the university, a movement that reached the smaller town and village school teachers and some of the district teachers. This was the beginning of the short course offered from the first of April to the first of June of each year. The first of these courses was offered in the spring of 1892 and for 8 years there were offered each year at this time a short course for teachers.

During the two months of the short course, the professors and instructors in the different departments of the university offered each year special courses for the teachers of the state who wished to avail themselves of this opportunity to receive some university training. These courses were designed to meet the needs of the schools of the state. The department <sup>of education</sup> offered three courses, the first and second of which were well adapted to the needs of the class of teachers that were most likely to be found in the short courses.

As these courses were offered before the city schools were closed in the spring, the 326 teachers that were in attendance during the years that these courses were offered, came from the smaller schools of the state. By this method the university

was each year extending its influence to more rural districts of the state. While the number of teachers that attended were small, yet the influence exerted by the university through their contact with it was another connecting link between it and the common schools of the state.

Cat. U. of M. 1898-9 p. 2. In the fall of 1898 Professor Blanton resigned the deanship of the Normal Department; and, during the months of November and December of that year, the work of the department was carried on by two students of the university. In December, 1898, the board of curators elected Professor J.M.White to fill the place made vacant by the resignation of Professor Blanton.\*

Cat.U. of M.1899-1900. pp.98-99. While the work of the department was continued along the general plan as outlined by Professor Blanton, some important changes were made, among which were the following:

Cf. App. p. 99. 1.The Elementary Course was now intended to prepare teachers for the "public schools." By the term "public school" is understood the elementary schools of the state as is seen by the term used in the next section (2).

2. The Advanced Course was intended to prepare teachers for the "secondary schools" of the state.

3. The requirements for the certificate, valid for life,

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\* At the time of the election of Professor J.M.White as dean of the department he was Inspector of Schools for the University. He is now Supt. of the Carthage Schools, Carthage, Mo.

to teach in the State were (1) the completion of the requirements for some academic degree, (2) the completion of not less than twelve hours of Advanced Pedagogy, and (3) in addition to what was required for an academic degree, the completion of at least six hours in "Agriculture, or Horticulture, or Household Economics, or Shopwork, or Drawing."

Cat. U. of M. 1903-4, p. 2. This was the condition when, in 1903, Dr. Albert Ross Hill\* was elected by the Board of Curators "As Head of the Department of Education." Dr. Hill accepted the position to which he was elected by the Board of Curators in 1903 with the understanding that the Department of Education should be expanded into a school for teachers.

Cat. U. of M., 1903-4, p.125. According to the terms upon which Dr. Hill accepted the deanship of the Department of Education, it was, in 1904, expanded into the Teachers' College. Before this expansion, the Department of Education was rather an appendage of the Academic Department, but by this expansion the Teachers' College became a college of the university co-ordinate in rank with that of the other colleges, such as the College of Agriculture.

Among the changes made by the establishment of the Teachers' College, the following were the most important:

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\* Dr. Hill at the time of his election to the position of Dean of the Department of Education in 1903 was a member of the Faculty of the University of Nebraska. He is now (1910) President of the University of Missouri.

Cat. U. of I. The faculty of the Teachers' College consists of:  
M. 1904-5, (1). A Dean of the College.  
p. 8. (2). A Staff in Education consisting of (a) a Professor of Psychology, (b) a Professor of History and Principles of Education, (c) a Professor of Theory and Practice Teaching, and (d) a Professor of School Organization and Management.  
Ibid. p.15. (3). A number of other members of the faculty selected from other schools of the university who were to teach their respective subjects in the Teachers' College. These members were selected on account of their teaching ability and interest in public school problems.

Cat. U. of II. The requirements for graduation were stated as follows:  
M., 1903-4, (1). "In order to secure the degree of Bachelor of Science (B.S.) in Education the student must fulfill the following conditions:  
pp. 126-127.

\$ Cf. p. "1. He must be regularly admitted to the department. See  
43, Ibid. page 43.

"2. He must complete work in Education to the amount of twenty-four (24) hours, including Practice Teaching (3 to 9 hours credit) and Educational Psychology.

"3. He must complete a course in General Psychology with at least three (3) hours credit. This course must be completed before the junior year.

"Additional work in Psychology, or work in Ethics or in Sociology, may be required by the instructor in charge of any

course in Education.

Ibid. pp. "4. All Freshmen in the Teachers' College must take English  
94-5, 133. 1.

Ibid. p. "Additional work in English may be required of any student  
127. who, in the judgement of his instructors, does not have a reason-  
ably good command of the English language.

"5. Other specific requirements depend upon the particular  
form of Teachers' Certificate which the student seeks.

"6. The total requirement for graduation is one hundred and  
twenty (120) hours."

Cat. U. of III. Three classes of certificates were granted as follows:  
M., 1903-4, A. A life certificate to teach in the schools of the  
pp. 127-28. State of Missouri. To secure this certificate, candidates  
were required to meet the following requirements:

"1. Candidates for this certificate must meet the require-  
ments for the Bachelor's degree from this institution or one of  
similar standing.

"2. They must complete work in Education and Psychology  
equivalent to that required for the degree of Bachelor of Science  
(B.S.) in Education from this institution.

"3. They must complete at least eighteen (18) hours in each  
subject in which the certificate is sought, unless excused for  
good reasons by the instructor in charge of the subject, with  
the consent of the Dean.

"Candidates for this Certificate must also take the Teach-  
ers' Course in each subject in which the Certificate is sought,

unless excused for good reasons by the Dean; but as much as six (6) hours of the credit thus gained may be counted as Education in reckoning toward the Certificate or degree.

"The above certificate may be taken not only in any of the standard subjects of high school instruction but also in such subjects as Agriculture, Horticulture, Manual Training, Physical Training, Physical Geography and Physiology."

Ibid. p.  
128.

B. A life certificate to teach in the elementary schools of Missouri. To secure this certificate the candidates were required to meet the following requirements:

"1. Candidates for this Certificate must complete work in Education and Psychology equivalent to the requirements for the Bachelor of Science (B.S.) in Education from this institution.

"2. They must complete eighteen (18) hours in Agriculture and Horticulture, Freehand Drawing, Manual Training, and Music.

"3. They must complete enough work to make a total of sixty (60) hours of college credit."

Ibid.

C. The Two Years Certificate. To secure this certificate candidates were required to meet the following requirements:

"Upon the completion of not less than three-fourths of the total work required for any of the certificates above mentioned, including at least one-half of the requirements in Education and Psychology, that Certificate may be granted to a teacher for a period of two years. Such Certificate will not be renewed, but if in the course of two years the remaining require-

ments are made up the Life Certificate may be conferred."

While any of the certificates thus granted by the Teachers' College were certificates specifying certain subjects which the holder was qualified to teach; they were in effect blanket certificates authorizing the holder to teach in the schools of the state.

Ibid. p.

129.

IV. The Teachers' College offered two graduate degrees, the Master of Arts (A.M.) and the Doctor of Philosophy (Ph.D.).

V. There was organized in connection with the Teachers' College a training school, in which the observation and practice teaching required in the special requirements for the certificates granted could be done.

The purpose of the Teachers' College is stated in the catalogue of the university in the following language:- "The purpose of the Teachers' College is to train efficient teachers for all grades of school work, but is especially equipped for the training of city superintendents, high school teachers, principals, and persons wishing to prepare themselves to become supervisors in Drawing, Manual Training, and Music."

Compiled from catalogues of U. of M. from 1903-4 to 1907-8.

During the period from 1904 to the close of the regular session of 1908, there were granted by the Teachers' College 58 Two Years' Certificates, 10 Special Life Certificates to Teach in the Elementary Schools, and 109 Life Certificates to Teach in the Secondary Schools; thus making a total of 177 certificates granted during this period. There were also 105 de-

degrees granted by the Teachers' College during this period.

In 1909 the Teachers' College was changed into the School of Education. The aim of the School of Education is stated in Cat. U. of the catalogue of the university in the following language:- " The M., 1908-9, School of Education is a professional school for teachers, taking rank with the schools of Engineering, Law, Medicine and Journalism. It affords to advanced students opportunities for specialization in all phases of educational work, including preparation for college and normal school instructorship in Education; and for work as superintendents and principals of schools, heads of academic departments in normal and high schools. It also affords professional training, both theoretical and practical, for teachers in high schools, and elementary schools; and for special teachers in such technical subjects as Drawing, Manual Training, Home Economics and Physical Education."

Ibid.

"The distinctive feature of the work offered by the School of Education consists in the courses offered in Educational Psychology, History of Education, Theory and Practice of Teaching, etc." " A number of courses is also provided in Agriculture, Theory and Practice of Art, Manual Training and other technical subjects. In addition, all work offered by the College of Arts and Science is open to the students of the School of Education, and many courses in the College of Agriculture and other schools of this University may be elected in partial fulfillment of the requirements for the degree of Bachelor of



Science in Education.

Although the change of the Teachers' College into the School of Education was largely a change of Administration, yet there were some important changes as follows:

I. Requirements for Admission.

Cat. U. of M., 1908-9, p. 66. "The satisfactory completion of (1) a four years' high school course or its equivalent, and (2) the first two years' work in the College of Arts and Science of the University of Missouri or its equivalent."

Ibid. p. 250. II. Requirements for graduation:- "In order to secure the degree of Bachelor of Science (B.S.) in Education, the candidate must fulfill the following conditions:

"1. Must be regularly admitted to the School of Education.

"2. He must complete (a) a major of 24 hours in Education, including 3 hours of Educational Psychology, 4 hours of History of Education, 3 hours of Theory of Teaching, and 3 hours of School Economy; and (b) a minor of 12 hours chosen, with the consent of the Dean, in subjects related to Education.

"3. He must complete a total of at least 72 hours."

III. The Courses were arranged by this change so as to form a sequence of courses in Education, thus they were arranged so as to give a logical arrangement of all of the required work in Education.

Ibid. p. 252. IV. Advisers:- "The advisers named in connection with the subject is a member of the School of Education faculty, who will assist students in the selection of courses in the subjects."

Ibid.p.251. V. Teachers Certificates :- "The School of Education under the authority of the legislature granted two certificates as follows:

A. The Life Certificate authorizing the holder to teach in the public schools of the state.

Ibid.p.254. B. The Two Years' Certificate, which was a state certificate valid for two years and was granted to candidates, "Upon the completion of not less than 36 hours of work, including 3 hours of Educational Psychology, 3 hours of Theory of Teaching, 6 hours of elective work in Education, and  $\frac{3}{4}$  of the minimum requirement in one of the subjects for specialization for the life certificate."

Ibid. pp. 248, 252-254. VI. A specified list of 20 subjects was offered from which the candidate for a certificate to teach was permitted to select the subject or subjects in which he wished to specialize. In addition to these courses offered in standard high school subjects, there were also provided courses in the following subjects: - Drawing, Music, Manual Training, Home Economics, Nature Study and Agriculture, and Physical Education.

By this arrangement the School of Education was the first school of the university to require two years of college work for entrance. By such arrangement it became more professional in its work than was the Teachers' College, and thus were the opportunities for specialization along the different educational lines

increased .

As stated concerning the changes made in changing the Teachers' College to the School of Education, that the principal change was administrative; yet there were three important changes that effected the students of the School of Education. These were:

Cf.p. 45.

1. Three hours of School Economy was required of all graduates of the School of Education.

Ibid.

2. A minor of 12 hours was required in work allied to the work in Education.

Ibid.

3. Instead of 120 hours being the fulfillment for graduation, 132 were required beyond the completion of a high school course, i.e. two years work was required in the College of Arts and Science for entrance to the School of Education and 72 hours instead of 60 hours were required from this school; thus making 12 hours more work than was required in the Teachers' College.

This last change while adding 12 hours to the requirements for graduation, effected very few of the students as most of them took both the B.S. and A.B. degrees and in doing this they took at least the 12 extra hours required for graduation in the School of Education.

Chapter 4.

The Accrediting System of the University.

Outline.

I. Preparatory Department of the University.

(I). Its origin.

(1) a. Prior to 1855.

b. The primary school - 1855.

c. The school of preparation - 1872.

2. The Accrediting System - 1889.

(I). Origin of the system.

a. Source of the movement for the system.

b. When it was adopted. Why?

c. Plan of the system.

(a). Original plan.

(b). Changes made.

3. Results of the System upon the Educational Activities of the State as seen in:

(1). Growth of the high schools of the state.

(2). Raising of educational standards.

a. Through entrance requirements.

b. Unifying of aim.

c. Broadening of course.

(3). Effect upon the elementary schools.

(4). Effect upon the university.

a. Through the growth of the university.

b. Through a closer relation of the university and the common schools of the state.

### The Accrediting System of the University.

In the last chapter were traced those influences exerted by the university upon the educational activities of the state, through the different efforts the university has made, since 1857, to train teachers for the common schools. In this chapter will be traced those influences which the university has exerted upon the educational activities of the state through its methods of admitting pupils from the common schools, and the result of these upon the growth of high schools of the state; upon the growth of the university, and the unification of the high school curriculum.

Cf. pp. 17-19. In 1843, that portion of the Guyer Act, as relating to the Ses. Acts the establishment of a system<sup>of</sup> schools which were to be preparatory schools for the university, was repealed. This left the university to depend upon the private schools of the state for its students, or to do its own preparatory work; hence it began to offer preparatory courses in connection with the regular work of the university. Students could enter these courses who were not far enough advanced to enter the university and could prepare for the regular university courses. By this method they would avoid the entrance examinations of the university required of those coming from other schools.

Rev. Stat. This department continued to increase in importance, until in 1855, when the General Assembly passed an act authorizing the Board of Curators to establish in connection with the

of Mo. 1855, II, p. 1505.

Cat. U.of university a Primary School. The purpose of this school was  
 M. 1857, to meet the needs of students too young ( under 15 years of age)  
 p. 12. or those not far enough advanced to enter the university. The  
 act further provided that the president and the faculty of the  
 university should make out a suitable course of study for this  
 department, and from time to time make all needful changes in  
 the course or discipline of the school. This made it, to all  
 purposes, a regular department of the university.

Snow- Higher In 1872, when the university was reorganized upon the plan  
 Ed. in Mo. recommended by Dr. Read, the primary school became the "school  
 p.27. of preparation for the other departments" in general and a fea-  
 Cf.p.31. ture of the normal school in particular. That the preparatory  
 Cat. U.of department was important at this time is evident, for there were  
 M. 1871, 118 students enrolled in it. This was 41.4% of the entire en-  
 pp.10, 40. rollment of the university at the time of its reorganization.

Under the educational conditions existing in the state at  
 Ses. Acts that time, the preparatory department was a necessity. The first  
 of Mo. act providing for the establishment of high schools, was passed  
 1866, p. in 1866. It permitted the towns or villages to establish cen-  
 175. tral or high schools. The curriculum prescribed for these schools  
 Rept.U.S. by this act was very poor as it did not provide for either  
 Com. of Ed. science or foreign languages, but stated that whenever the twon-  
 1892-93,p. ship board of education deemed it advisable to offer any modern  
 1349. languages in these schools, it could be done. Under such condi-  
 tions, the preparatory department served to connect the common  
 schools and the university in so far as it offered an opportun-

ity for some of the pupils from the high schools, that might be established under this act, to enter the university through the preparatory department. The growth of the high schools under these conditions was very slow, for in 1890, twenty-four years after the passage of the act of 1866, permitting their establishment, there were in the state but 73 high schools.

✓ From the time of the reorganization of the university, in 1872, until the present, the entrance requirements have been raised from time to time to meet the educational conditions in the state, though very slowly at first, but as the public high school became more prominent each year and their number increased, they became more efficient and offered more courses of study; thus giving better preparation for college work. Their growth under such conditions became more rapid than that of the university, which was dependent upon its preparatory department or the entrance examinations for its students.

Many of those interested in education in the state had watched the growth of the high schools in other states, where the plan of conducting a preparatory department in connection with the university had been abolished, and when the results in these states were compared with the results in Missouri, they led to the conclusion that it was better to abolish the preparatory department and let the university depend upon the high schools to prepare its students, as this would (1) bring the two closer together, (2) increase the growth and usefulness of the university by opening its doors alike to all of the boys

and girls of the state who were prepared to do university work,  
 (3) increase the growth of the high schools by erecting standards of work and fixing an end toward which all could work,  
 (4) help to unify the different educational activities of the state.

By 1888 the university and the common schools were both very well organized, but they were not connected. The preparatory department, which was as Dr. Read said in 1867, "A necessity in the present conditions of education in the state", had ceased to be a necessity and had become a hinderance to the interests of both the university and the common schools, because (1) it compelled the university to enter the field of secondary education and compete with the public high schools and the private academies of the state, which were able to do this work; and (2) it thus became a barrier to the closer relations of the university and the common schools by not permitting the university to open its doors to all pupils from the common schools and academies, who were prepared to enter, and thus make these schools a means by which the university could be reached, instead of the preparatory department or the entrance examinations.

The Alumni Association of the university was the first to become interested in a movement to bring the university into a broader field of service to the state by making it the head of a state system of public schools. The first step toward the accomplishment of this they believed to be the abolishment of



the preparatory department of the university and the second step the articulation of the high schools of the state. Accordingly Cat. U. of in 1889 the association petitioned the Board of Curators to abolish the preparatory department. The curators did not have the power to do this, as the department had been established in 1855 by an act of the General Assembly, and had never been repealed; but they took immediate steps to accomplish this (1) by adopting a system of accrediting high schools and academies of the state, thereby entering their graduates without examination; and (2) by raising the entrance requirements to the preparatory department.

The Board of Curators of the university wished to have the preparatory department abolished and the university and the high schools articulated. Hon. G.F. Rothwell, president of the Board, said in his report to Governor David R. Francis in 1891, "It is objected to that the university does preparatory work. But it is not of choice: it is required by statute. In 1889 the Board of Curators, on petition of the Alumni Association, considered this matter, and not being able to wholly abolish this feature, did nevertheless, raise the standard of admission to the highest degree possible to not violate the law. In this way many preparatory students who applied for admission were denied. We could do no more. But we think that the law should be so amended as to relieve the university of preparatory work altogether."

Ibid. "It is equally evident that the university is too much is-

olated from the lower schools. It seems to stand alone in the state. Constitutionally and legally, it is a part of the school system, but in fact it is unsupported by the system. There is no organic influence impelling public attention or even encouraging public patronage. The public schools receive support from an endowment of ten million dollars. Yet they are legal strangers to the university. There is a great chasm between them. There is no circulation from the one to the other. Both are individually well organized, but they are too far apart. Bring them together. How? By legal bond. Make them legally serviceable to one another. Every public school should be put under legal gravitation to the university. Every public teacher should be constituted a missionary for higher education. The high school and the normal school should fill their places in the common system. The entire institute system as now constituted - county, district and state - should be arranged to minister to the 'highest organ of the State's intellectual life!! On the other hand, the various departments of the university should be set in motion, and by law compelled to shed their light and powerful influence among the other schools. Thus brought together, organized and vitalized, the whole would prove co-operative, self-supporting and self-stimulating."

Ses. Acts            The General Assembly, in 1893, passed an act providing for of Mo. 1893, the abolishment of the preparatory department of the university p. 264, as follows:- "All of the youths resident of the State of Missouri sec. 8731.

over the age of 16 years, shall be admitted to the scientific and literary courses of the university, upon the payment of an annual entrance fee, in lieu of all charges of tuition, and which shall not exceed ten dollars: Provided each applicant for admission therein shall possess such scholastic attainments, and mental and moral qualifications, as shall be prescribed in the rules adopted and established by the board of curators."

Cat. U. of The Board of Curators took advantage of this at once. In M. 1893-4, p. the fall of 1893 the first year of the preparatory department 9. Ibid. was abolished, by not admitting students to the first year's 1894-5 p. 11. work and by not offering these courses. The second year's work Jesse, R.H. was abolished the next year, thus relieving the university of Influence doing preparatory work and compelling it to depend upon the of State high schools of the state and the private academies to furnish Univers. its students.

sities on The dependence of the university upon the public and pri- Public vate secondary schools of the state for its students, required Schools. the adoption of some uniform system of admission. The plan adopt- Sch. Review ed was that of accrediting schools. These schools were placed VIII, p. 466. upon the accredited list of the university, and the graduates from these schools were admitted to the university without examination upon the presentation to the entrance committee of the university of a properly filled and signed certificate from the principal or superintendent in charge of the school. A plan similar to this had been used in Michigan, where it was

McLaughlin, introduced in 1870 by Dr. Frieze.

Higher Ed. The plan of accrediting schools as adopted by the Board  
in Mich.p. of Curators of the university provided:

70. I. For the examination of schools by a committee of the university faculty. Any school wishing to be accredited with the university notified the examining committee of this. The committee would then visit the school and examine its work. If the committee was satisfied with the work, the school was accredited, if not the school authorities were informed as to what steps were necessary to meet the requirements for accrediting the school.

Cat. U. of 2. When the plan was first adopted, the schools were affiliated with different departments of the university as the Law  
M.1897-8 school or the School of Medicine, etc., and separate lists of  
pp.28-33. these schools were published in the catalogue. Some times a school would be affiliated with two or more departments of the university or with two or more courses. This part of the plan has been changed and to-day there are two lists of accredited schools:

(I). The fully accredited schools which (a) offer a four years' high school course, (b) maintain a nine months school each year, (c) have at least three teachers who devote all of their time to teaching in the high school,\* (d) offer fifteen

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\* The superintendent may be one of the three high school teachers.

Circular units of approved work, (e) offer at least one approved unit in of Inform- science, with laboratory equipment sufficient to do efficient mation for work, and (f) and maintain a library with the requisite amount Accredited of reference works for efficient work in history and English. Schools, (2). A number of partially accredited schools are also 1906-7, p.7-8. affiliated with the university. These schools do not meet all ( Cf. also of the requirements ~~of the requirements~~ of the fully accredited pp.30-68) schools. Such schools must offer at least thirteen units of approved work.\* A school of this class may have the required number of teachers and a nine months' term of school each year, but fail to give an approved unit in science, and thus fail to meet the requirements, or it may meet the requirements by having the required number of teachers and the laboratories and libraries, but have only eight months of school each year, and thus fail to satisfy the requirements for a fully accredited school. Though a school offer as many as eighteen or twenty approved units, including an approved unit in science, and had the teaching force to do efficient work, but maintained but an eight months' school, it would not be fully accredited.

3. When the accrediting system was adopted by the Board of Curators of the university, it was proposed to have the registrar send each accredited school that had students enrolled in the university the record made by these students during their

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\* Twelve units were required until 1909-1910.

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Cf. App. . first year in the university. This was to aid in the work of  
 p. 96. inspecting schools, by throwing the responsibility of thorough  
 Letter preparation upon the schools, and thus preventing them from be-  
 from Dr. coming negligent of their work after they were accredited. This  
 Loeb, Dec. part of the plan was abolished, but in 1908 it was revived and  
 7, 1908. Dr. is now a part of the work of the Committee on Accredited Schools.  
 Loeb was The Committee on Entrance sends a transcript of all grades made  
 then Acting by students from accredited schools to the Committee on Accred-  
 Dean of T.C. ited Schools, this Committee sends these to the different accred-  
 ited schools that have these students enrolled in the university.

4. The work of examining schools became so great as to re-  
 quire more time than the committee of the faculty could devote  
 to it, hence the plan was abolished and on September 29, 1894,  
 an Inspector of Schools\* was appointed, who was to devote his  
 entire time to the inspection of high schools. Any school wish-  
 ing to be accredited notifies the Chairman of the Committee on  
 Accredited Schools of this and asks that the school be inspected.  
 If the Committee believed that the school could meet the require-  
 ments for either a fully or partially accredited school it was  
 placed on the visiting list of the Inspector. \*\* The Inspector  
 visited the schools placed on the visiting list, inspected their  
 work, consulted and advised with the school authorities as to

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\*Mr. J.H. Coons, a graduate of the university and a teacher  
 of experience, was appointed to be the first Examiner of schools.  
 The title has been changed to Inspector of Schools.

the conditions of the school. He then made a report on a specially prepared blank to the Committee on Accredited Schools. This committee acted upon the report of the Inspector and, if favorable the school was placed upon the list. If not favorable, the school was notified of the changes necessary to meet the requirements.

Thus by the time the preparatory department of the university had been abolished, the accrediting system had been pretty thoroughly worked out as it is to-day. The university through its committee of the faculty for examining schools and through its inspector of schools had been brought into closer touch with the educational problems of the common schools, and was becoming better prepared to aid these schools in their work.

Ses. Acts      While the first act providing for the establishment of high of Mo. 1866, schools was passed in 1866, St. Louis had established the first p. 175.      high school in the state in 1853. From 1 high school in 1853, Cf. pp. 50-1 the number had increased to 73 in 1890. From 73 high schools in Rept. U.S. 1890 the number increased to 234 in 1900; an increase of 161 Com. of Ed. schools in ten years <sup>as</sup> against an increase of 72 such schools in 1892-93, p. the preceding ~~thirty~~ <sup>thirty</sup>-seven years. During the next six years, from 1349. 1900 to 1906, the growth of the high schools was even more rapid than during the period from 1890 to 1900. In 1906 there were 358

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\*\*Sometimes a school is placed upon the visiting list when it is not able to meet the conditions for either of the accredited lists, but a visit from the inspector may help the conditions.

(60)

high schools, which was an increase of 124 schools.

While this rapid growth of the high schools from 1890 to 1906 was not entirely due to the adoption of the accrediting system of the university, after the abolishment of the preparatory department; yet the stimulus given to the high school movement by thus fixing a definite standard toward which these schools could work, did much to increase their growth.

A second method by which the influence of the university upon the growth of the high schools of the state may be measured is to compare the enrollment of the high schools at different periods of their growth and the growth of the accredited high schools and their enrollment with the growth of the university.

Rept. U.S. Com. of Ed. Vol. II. 1890. Ibid. Vol. II, p. 1915. 1900. Ibid. 1907, p. 615. Rept. State Supt.

I. In 1890 there were enrolled in the 73 high schools of the state 7,243 pupils. Ten years <sup>later</sup> this number had increased to 20,606 enrolled in the 234 high schools of the state reporting to the United States Commissioner of Education. During the next six years the number of high schools increased 124 making 358 high schools with an enrollment of 30,233 pupils. While there was an increase in the enrollment of 317%, there was an increase of 390% in the number of high schools established in the state during this period. The enrollment shows a less per cent of increase than the growth of the schools, owing to the fact that the greater number of high schools were being established in the smaller towns of the state. There were but 20 high schools in the state in the cities of 8,000 or more population, thus leaving 95% of all of the high schools of the state in the towns of



of Schools, less than 8,000 population. In the towns of from 4,000 to 8,000 of Mo. 1907, there were 21 high schools thus leaving 317 high schools of the p. 118. state in the towns and villages of the state with less than 4,000 population.

When the accrediting system of the university was adopted, but a small per cent of the high schools of the state were able to meet the requirements for either the fully or accredited lists of schools.\* But the fact that there were accredited schools made the smaller high schools do more efficient work and helped to increase the interest in education in these communities where high schools were established. The accrediting of schools fixed a definite end toward which these small high schools could work. This helped to unify their aims and by a better organization helped to lessen the waste involved.

Cat. U. of 2. The first high schools accredited were in 1889. The M. 1891, next year, 1890, there were 18 accredited high schools, which p. 67. was 22½% of the total number of high schools in the state. In 1900 there were 234 high schools in the state, 67 of which were accredited with the university. This was 28.6% of all of the high schools of the state, and an increase of 6.1% in ten years in the number of accredited schools. From 1900 to 1907,\*\*

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\* Of the 126 accredited high schools in 1907, 87 were in towns of less than 4,000 population.

\*\* The year 1890 is taken instead of 1889 to begin

(62)

Rept. U.S. the number of high schools of the state increased from 234 to Com. of Ed. 360, while the number of accredited schools of the university 1906-1907, had increased 59, making 126. This was an increase of 6.4% in p. 1053. seven years and made a total of 35% of all of the high schools of the state<sup>which</sup> had become affiliated with the university. Thus in 16 years 35% of all of the high schools of the<sup>state</sup> had been accredited. The meaning of this becomes more significant when we compare the enrollment of the high schools of the state with the enrollment of the accredited schools.

Report of In 1905-1906 there were enrolled in the high schools of the Supt. of state 28,345 pupils, 22,730 of these were enrolled in the accredited high schools.\* This was 80.2% of all of the high school 1905-06, pupils of the state. Thus four-fifths of all of the high school p. 51 enrollement of the state was in the accredited high schools.

Letter Two years later, 1907-1908, the total high school enrollment of from Prof. the state was 32,166, while for the same year 28,180 pupils were J.D. Elliff, enrolled in the 133 accredited high schools of the state. This Inspector was a total enrollment of 90.7% of all of the high school pupils of Schools. of the state in the accredited schools.

From the above comparison it will be seen that 69% of all of the high schools accredited by the university are in the

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the comparison, because it is the first year in which the U.S. Commissioner of Education published this data. The State Supt. of the Mo. Schools does not give this data in his reports.

\*By accredited schools is meant both the partially and

towns and villages of less than 4,000 population. This large percent of these schools is scattered over the state and some of them are in the rural districts and have articulated with them many of the district schools of the surrounding country. These district schools send most of their graduates, who wish to do secondary school work in order to enter college, to these accredited high schools. Thus by accrediting high schools in the smaller towns, the university indirectly exerts its influence upon the elementary schools.\* Thus the accrediting of high schools brought the university into closer touch with the elementary schools. The elementary schools, when in a system with an articulated high school, had to prepare its pupils for the high school. This did not mean a change in its course of study, but it meant that the elementary work must be thorough; that thorough

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fully accredited high schools of the university.

\* Three instances of this work has come under the writer's observation during the last six years. <sup>of</sup> Two of these schools he had charge of, one of which is now fully accredited and the other one partially accredited. By becoming affiliated with the university these schools have become stronger educational centers in the communities. In one of these schools this year, two boys who had left school some years ago, were graduated. Both of these boys say that they came back to school because the school was affiliated with the university and thus gave them an oppor-

training in the elementary subjects must be done in these schools, as the high schools were not to give their time to these subjects, but was to do secondary work. This meant the doing away with the overlapping of the work of the elementary school and the high school in this particular. This was a saving of both time and money, and also helped to correlate the work.

Again the curriculum of the elementary school was enriched by the addition of some work in manual training and a better planned course of supplementary reading. What was true of the elementary schools of the towns and cities is becoming true of many of the rural schools, because they are coming under influences of the centralizing influence of the university through its accrediting system.

The entrance requirements fixed by the university from time to time has helped to unify the educational activities of the state by (1) raising the educational standards, (2) unifying the aim of the high schools, and (3) broadening and enriching the high school curriculum.

Cat. U. of      In 1845 the following <sup>was the</sup> course of study of the preparatory  
M. 1845,      department: — Geography, arithmetic, Latin lessons, Caesar and  
p. 6.      Virgil, Greek lessons, Greek Testament, and English grammar.  
This was a two years' preparatory course and included but three subjects that were taught in the common schools, viz.; English grammar, geography and arithmetic.

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tunity to continue without examination their work after leaving

To meet the educational conditions of the state these re-  
 Cat. U. of quirements were changed from time to time, until in 1876 the  
 M. 1876, university offered seven different courses in the preparatory  
 table op- department, each leading to a simialr course in the university.  
 posite p.60. Seven and one-half units were required at this time for entrance,  
 Cf. App. while fourteen and one-half units were offered. This arrange-  
 p. 100. ment gave the student some electives in selecting a course of  
 study, and some of the subjects offered had a practical value,  
 and consequently worth while if on completing the course the  
 student did not enter the university.

Cat. U. of In 1891, two years after the adoption of the accrediting  
 M. 1891- system, the university offered three groups of studies from  
 1892, p. which the accredited schools could select their units for en-  
 58. trance. While the number of required units remained the same  
 as in 1876, seven and one-half, the requirements were more  
 definite as to the amount of time required for each subject.  
 More units in history and science were offered. The require-  
 ments for entrance by being made more definite helped to make  
 the high school curriculum of the state more uniform.

The rapid growth of the high schools of the state led the  
 Missouri State Teachers' Association, at its regular session,  
 June 1895, to appoint a committee of nine to consider (I) the

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high school. Both now intend to enter college. The other school  
 is in a small town of 1200 and is an approved high school in  
 which 50% of the enrollment is non-resident.

classification of the colleges of the state, (2) the proper requirements for admission to college, and (3) to suggest courses of study for secondary schools.\*

This committee made the following report the next June, 1896:

"B Minimum requirements for admission."

"Defining a period as a time of instruction of from 35 to 45 minutes, and a point as five periods a week for one year of nine months in a subject, the minimum requirement for admission to college should be as follows: Satisfactory evidence of three points in English, two points in history and mythology ( Classic course one point in history and mythology), three points in mathematics, and four more points to be chosen from the following subjects ( but if a foreign language be offered at least two points will be required):— Zoology, Botany, Physics, Chemistry, Latin, Greek, German or French, or an additional year's work in English, or History and Mythology or one additional year in Mathematics."

" Of the three points required in English, at least two should be devoted to the reading and study of master pieces of American and English Literature, written exercises being required of each pupil at least twice a month throughout the

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\* The committee was known as the Committee of Nine, and was composed of Dr. R.H.Jesse, President of the University of

three years. In History the first point should be Greek and Roman History and Mythology. The second point and the third, when taken, should be chosen from the following: Mediaeval and Modern History, English History and Civil Government, American History and Civil Government. The three points in Mathematics should cover Algebra and Plane Geometry as given in standard high school text books on these subjects. If a fourth point in Mathematics is offered it should be solid Geometry and Plane Trigonometry. In Science a point should be a year's laboratory work in one of the following: Zoology, Botany, Chemistry or Physics."

"The two points in Latin, when offered, should cover the introductory book and the reading of three books of Caesar, or its equivalent in other Latin prose and Latin composition. The third point in Latin should cover six orations in Cicero with composition, the fourth point should cover four books of Virgil, prosody and mythology and composition."

"The two points in Greek, when offered, should cover the mastery of an introductory book, Greek composition, and the reading of three books of the Anabasis or an equivalent in other Attic prose."

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Missouri, Professor G.L.Osborne, Pres. of Warrensburg State Normal, Dr. W.H.Black, Pres. of Missouri Valley College, Hon. J.R. Kirk, State. Supt., Professor J.D.Wilson, Prin. Sedalia High School, W.S.Chaplin, W.T.Carrington, L.J.Hall and A.Fleet.

Cat. U. of  
M.1896-7,  
p. 3.

"The two points in German, when offered, should be the ability to read ordinary German prose at sight, and to translate simple English sentences into German, and should include the correct pronounciation of the language, and some facility in conversation."

"The two points in French, when offered, should be the ability to read ordinary French prose at sight, and translate simple English sentences into French, and should include the correct pronounciation of the language, and some facility in conversation."

"It is the opinion of the committee that all post-graduate work should be left to the universities and should not be attempted by the colleges."

"The committee interprets the term "Secondary Schools", as <sup>in</sup> used <sup>in</sup> these recommendations, to include the public high schools, academies and schools preparatory to colleges."

In 1896-1897 the university raised its entrance requirements one unit. This compelled each accredited school to offer 12 units for entrance. This change was made to meet the recommendations of the Committee of Nine. This change caused some complaint in some parts of the state, but caused no serious hinderance to the growth of the accredited schools, as one school was added to the accredited list that year and ten the next year, making an increase of 26% in the number of accredited schools in the two years following the change in the entrance requirements of 1896-1897. This showed conclusively that



the entrance requirements were not too high and that the high schools of the state were prepared to meet these requirements.

Cat. U. of            The entrance requirements remained 12 units until 1903-  
 M., 1903-4           1904, when they were raised to 13 units. One unit was added  
 p. 43.                each year after 1903-1904 until 1906-1907, thus making 15 units  
 Ibid., 1904-5,       the requirements for entrance to all departments of the univer-  
 p. 49.                sity after 1906, except the Law Department. The effect upon  
 Ibid., 1905-6,       the growth and articulation of the high schools of the state  
 p. 60.                by the raise in the entrance requirements from 12 to 15 was  
                       similar to that of 1896-1897. One school was added to the ac-  
                       credited list in 1904, seven schools in 1905 and twelve schools  
                       in 1906. The next year, 1907, twenty-one schools were added to  
                       the list of accredited schools.

The changes in the number of units required for entrance to the university had not retarded the growth of the high schools nor the growth of the accredited high schools; but it had accomplished two important things for the educational movements of the state.

1. While the university required a greater number of units for entrance, it had to offer a greater number of subjects from which these could be selected. By this method it could fix a number of constants, and also broaden and enrich the high school curriculum of the state.

2. The entrance requirement as fixed by the university helped to unify the course of study of the high schools by fixing a definite amount of work to be done and the minimum and

maximum amount of credits in each of the subjects which a high school could offer for entrance. Thus the greater number of half year subjects offered by many high schools was dropped, and instead of a half year in such subjects as physics, chemistry, astronomy, geology, etc., these subjects were entirely dropped from the course or changed so as to meet the requirements, by being changed to whole year subjects. Other subjects as general history, election, etc., were generally dropped from the course.

These changes gave a broader and richer high school curriculum. The pupils prepared in the high schools were now better prepared for either entrance to college or to take up some occupation by which to gain a livelihood.

The accrediting system increased the growth of the university. The rapid growth of the high schools of the state has been followed by a rapid growth of the university. In 1879 there were 515 students enrolled in the university, 444 at Columbia and 71 at Rolla. Ten years later, 1889, the enrollment had increased to 130, there being 645 students enrolled that year, 580 at Columbia and 65 at Rolla. This was an increase of 25% in ten years.\* During the next ten years, from 1889 to 1899, the enrollment increased from 645 to 940, or an increase of 45% in the ten years. The next ten years the enrollment increased from 940 to 2855 in 1909. This was an increase of 1915 students, or an increase of 203% in ten years.

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\*This is the year of the adoption of the accrediting system.

203.7% in ten years. Thus it will be seen that the growth of the university and the high schools of the state are closely related to each other.

The adoption of the accrediting ~~the accrediting~~ system has brought the university into closer touch with the common schools of the state. By means of this system the university has been able to exert a unifying influence over the educational activities of the high schools by fixing certain standards toward which these could work, thus bringing about a more uniform course of study and by this method of organization to avoid some of the waste due to lack of uniformity of these schools, and through these accredited schools the university has been able to indirectly influence the elementary schools of the state and to bring them into closer relations with the secondary schools.

Through the accrediting system the university has been brought into direct contact with 35% of all of the high schools of the state, these schools enrolling 90% of all of the high school pupils of the state.

The entrance requirements fixed by the university<sup>is</sup> is the standard being accepted by the small high schools, and thus their work is becoming of a better character and more uniform. By these methods these schools are becoming better articulated with the better schools of the state and the school work of the state is thus better organized.

Thus through its accrediting system, the university has  
been able to

been exercising a great influence as a centralizing factor in the educational activities of the state. It is reaching every class of schools, from the lowest to the highest, and in all of these the same results are manifested, viz.:- a closer correlation of the different schools, uniform requirements, more efficient work and less waste.

Chapter 5.

Summer Schools and Extension Work of the University.

Outline.

A. The Summer School.

I. The Origin of the Summer School of the University.

(1). Courses offered by Dr. M.M.Fisher.

(2). Courses offered in 1890.

(3). Summer school work by 1894.

a. Purpose of.

b. Work of.

2. The Summer School of Science.

(1). Organization of the Summer School of Science.

a. Purpose of the school.

b. Work of the school.

3. The Summer School of Language.

(1). A continuation of the former summer school.

4. Union of the Summer School of Language and the Summer School Science.

5. Branch Summer Schools.

6. Changes made in the Summer School in 1904.

(1). Length of session.

(2). Recitation periods.

(3). Credit for work.

(4). Courses in education.



7. Analysis of the Enrollment since 1901.

B. The Extension Work.

I. The First Extension Courses Offered.

(1). Courses offered at the request of the Kansas City Society for University Extension.

2. Reorganization of the Extension Movement.

(1). Beginning of the work in 1905.

a. Work given at different points in the state.

(2). The announcement of the extension work in the catalogue of 1908-1909.

a. The aim of the work.

b. Credit for the work.

c. Courses offered.

d. Centers established.

e. Committee for extension work.

Chapter 5.

The Summer School and Extension Work of the University.

A. The Summer School.

Another centralizing influence of the university is the summer school work done at the university. The first summer A Cir. an- school work done at the university was in 1880, when Dr. M.M. nouncing Fisher offered courses in Latin and Archaeology.\* This summer courses of-school was a private enterprise conducted by a member of the fered in university faculty, but it established a precedent for such work. 1880 is in Other members of the faculty followed Dr. Fishers example and State His- by 1890 these courses in the summer were a fixed practice. Thus torical in 1890 courses were offered in Greek and comparative Philology Society, by Dr. J.C.Jones,\*\* in English and Anglo-Saxon by Dr. E.A.Allen, Columbia, in German, French, Hebrew and Sanskrit by Dr. L.S.Blackwell, Mo. and in Biology by Dr. G.D.Purinton. The announcement was made in connection with the course in Biology that university credit would be given for the courses completed in this subject. This directly connected the summer school work with the regular work of the university, as it gave university credit for the summer school work in some subjects.

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\* The circular announcing the courses offered in 1880 is to be found in the State Historical Society room at Columbia in connection with the catalogues of the university.

\*\* Dr. J.C.Jones is now Dean of the College of Arts and

The demand for summer courses at the university increased, Cat. U. of until in 1894 an announcement of the work was given in the cat-  
M. 1893-4 alogue under the heading of The University Summer School. During  
pp. 135-38, this summer the following courses were offered:- English, 3  
courses; Latin, 3 courses; Greek, 2 courses; Modern Languages,  
3 courses; Mathematics, 9 courses; Physics, 3 courses; Chemistry,  
2 courses; and Biology, 3 courses. Thus in fourteen years the  
number of summer school courses offered at the university by  
different members of the faculty had increased from two to  
twenty-eight, and embraced courses in science, language and  
mathematics.

Cat. U. of The purpose of the summer school at this time is given in  
M. 1893-4, the catalogue as follows:- "These courses are offered with  
p. 135. special reference to the following classes of students: 1. Teach-  
ers. 2. Those who are preparing to enter the university. 3. Those  
who desire to make up conditions imposed at entrance examinations  
4. Those not candidates for a degree, who desire to pursue some  
special line of investigation."

These courses were not intended to aid students in making  
up their work for a degree, except in instances where they had  
failed to pass a subject in the university or had been condition-  
ed at entrance. And to receive university credit for any course  
taken, the work had to be done in a subject or subjects approv-  
ed by the professor of such subject or subjects, and had to be

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Science of the University of Missouri.



confined to one line of work.

Ibid. 1893-4 As all of the courses offered in the summer school were  
p. 135. private enterprises, the amount of tuition, in each case, was  
Ibid. 1894- fixed by the instructor who offered the courses. When universi-  
1895, p. ty supplies were used, they had to be paid for by those using  
155. them at the same rate as in the regular session.

As a result of the summer school work at the university and the interest aroused over the state by the summer school movement aided by the desire of the university to improve the science teaching of the high schools of the state, the General Ses. Acts of Mo., Assembly, in 1895, appropriated \$4,000 for the purpose of conducting a summer school of science at the university during the I895, p. 20. Cat. U. of years of 1895 and 1896.

M. 1894-5 . The purpose of the Summer School of Science was stated  
II-12, in the announcement given in the catalogue as follows:- "The  
I52-53. courses of instruction are designed to prepare teachers to give instruction in those branches in the high school of the state, and especially these schools articulated and asking articulation with the university." \*

"The work will be entirely for the benefit of those who are teachers in Missouri, or who expect to be. None of the work done by any of the pupils in any of these classes will be recognized as leading to a degree in the University; but successful work done in any of these laboratories by any student will be recognized as satisfying the conditions of admission to the

~~Practical~~-----

\* Courses in Physics, Biology and Chemistry.

Freshman class of the university. It will be the aim of the instructors to give such laboratory courses as are best fitted to the needs and resources of the secondary schools of the State. Special attention therefore will be given to the practical details of laboratory equipment, the purchase of supplies, the care of apparatus, how laboratories may be fitted up at a minimum cost, and how to do work with simple and inexpensive apparatus; in other words, so to prepare the students that as teachers of science they may make the best use of the means and appliances at their disposal."

The Summer School of Science as organized in 1895 was Cf. p. 77. primarily for the training of teachers for the secondary schools Cat. U. of of the state who were preparing themselves for the teaching of M., 1896- science. During the summer of 1895 there were 30 students enrolled in this school and the next year the enrollment reached 80 students. 97, p.V.

The summer school as announced in the catalogue of 1894, was continued during the summer of 1895 as a Summer School of Language. It was not a part of the Summer School of Science, but was conducted as a private enterprise until 1898, and was conducted along the general plan of its first announcement in 1894. As the first object of the Summer School of Language was to give an opportunity for teachers to secure better preparation, it helped to increase the enrollment in the Summer School of Science, as many teachers attended the summer school of the

university in order to take work in both science and language, and by this means also to come into touch with the university and university ideas.

Cat. U. of In 1897 the Summer School of Science increased the number  
 M. 1896-7, of courses offered so as to embrace courses in shopwork and  
 pp. 175-80. Horticulture. The next year it was expanded so as to embrace  
 the Summer School of Language, thus doing away with the Summer  
 School of Language as a private enterprise and putting all of  
 the summer school work on the same basis, and thereby making  
 the summer school work truly a summer school of the university.  
 The following statement was made in the catalogue about the  
 Cat. U. of change:- "The Summer School of Science, which has been success-  
 M. 1897-8, fully maintained for three summers and has also been free to  
 p. 3. teachers, has been expanded to embrace courses in language,  
 mathematics and shopwork, and during the coming summer will be  
 in session from June 6 to August 27. Students will receive due  
 credit upon the books of the University for all work done that  
 is required in any of the established courses. It is hoped that  
 in the near future many other courses may be added to those now  
 offered."

Fifteen courses were offered during this first summer of  
 the union of the two summer schools. These courses were of two  
 Ibid. p. kinds :- "(1) Those planned to meet the wants of the teachers  
 199. in the High Schools and Academies. (2) Those planned for teach-  
 ers and others who desire to spend a portion of the vacation

period in systematic work."

Cat. U. of M. 1894-5 pp. 142, 152. Ibid. 1895-1896, p. 173.

By this organization of the summer school the aims of both the Summer School of Science, which was especially designed to prepare teachers of science for the secondary schools, and the Summer School of Language, which was to offer teachers in district and secondary schools the opportunity of reviewing subjects that they teach, and of gaining suggestions for new methods. Under such an organization the summer school was enabled to offer (1) more courses to the teachers of the state and (2) more opportunities for all classes of teachers who desired to continue their work. This brought the summer school into reach of a greater number of the teachers and the university into contract with a larger number of schools; and by giving university credit for the work done in the regular courses offered in the summer school, many teachers who desired university training and were not in a position to give up their schools and enter the university for a regular session, entered the summer school and made credits toward a degree.\*

In order to meet the increasing demand for summer schools over the state, the university, during the summer of 1901, conducted branch summer schools at Bethany and Ava. 155 teachers

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\* One superintendent of the schools in a city of 5,000 population, through the summer school alone has completed the work and received the B.S. and A.B. degrees.

Cat. U. of were enrolled in these two branch schools. The next year, 1902, M. 1902-3, the university conducted a summer school at Mountain Grove, in p. 5. which 68 teachers were enrolled. In 1903 summer schools were Ibid. 1903- conducted by the university at St. Joseph, Joplin and Houston. 194, p.7. There were 142 teachers enrolled in these schools during the summer. Thus 365 teachers were enrolled in these different summer schools mer^ of the university conducted at different points in the state during these three years.

With the expansion of the Department of Education into the Teachers' College in 1904, the university and the normal schools of the state agreed not to conduct a summer school, except on their own campuses, as it was believed greater good would result from work done in resident at one of the state institutions than if taken in a branch school at some other point in the state. Such a plan enabled the institutions to concentrate their efforts and thus offer more courses and have better equipment.

Such an arrangement also brought all of the summer school students of the university to Columbia, and this in many instances created a desire to spend more time in the university pursuing some special line of work. The desire for better preparation on the part of teachers coming under the influence of the university, through the summer school, was communicated by these teachers to others in various parts of the state, thus widening the university's influence and strengthening its efforts for better school work in the state.

Cat. U. of Four important changes were made in 1904, in the summer  
 1904-5, p. school work of the university. 1. The length of the term was  
 16. changed from two sessions of 6 weeks to one session of 8 weeks,  
 exclusive of examinations and registration. 2. The recitation  
 periods which had been one and one-half hours long, were reduced  
 to one hour. 3. All of the courses offered in the summer ses-  
 sion were of college rank and counted toward a degree in either  
 the College of Arts and Science or in the Teachers' College or  
 in both. 4. The courses included more professional subjects for  
 the various classes of teachers. In 1903 two courses in educa-  
 Cat. U. of tion were offered, one in Pedagogy and one in Psychology, but  
 M. 1903-4, in 1904, there were 61 courses offered in the summer school, 10  
 pp. 288-89, of which were in education. These courses in education were ar-  
 ranged so as to meet the needs of every class of teachers in the  
 state.

The influence the university is exercising upon the educa-  
 tional activities of the state through its summer school is seen  
 from a study of the enrollment in the summer school since 1901.  
 Cf. App. From 1901 to 1909 there were enrolled in the summer school of  
 p. 94. the university 4144 students. Of this number 2885 were teachers.  
 Compiled The different classes of teachers enrolled in these schools  
 from the were as follows:- 386 district teachers, 113 primary teachers,  
 Study 665 grade teachers ( other than primary teachers ), 522 high  
 cards school teachers, 500 principals and superintendents, 119 college  
 from 1901 and normal teachers and 560 other teachers whose position was  
 1909.

not given on the study cards from which the statistics were compiled.

Thus since 1901 every class of schools of the state has been directly reached through the summer schools of the university, as there has been from time to time teachers from these schools enrolled.

Rept.U.S.  
Com. of  
Ed. 1909,  
Vol. II,  
p.II27.

There are to-day ( 1909) 1,335 teachers employed in the high schools of the state, and during the past 9 years there has been 1,022 high school teachers and superintendents and principals enrolled in the summer schools of the university.\* About 25% of this number have been enrolled for more than one summer, thus leaving about 75% of the 1,022 that were enrolled during this period, or more than 50% of the entire corps of the high schools of the state have had training in the university. Each one of these teachers who has taken work in these summer schools has become a factor in the work of centralization of the school activities of the state that is being accomplished by the university.

Through the district teachers and the grade teachers that have attended during this period, the university has been able to extend its influence directly to the different elementary schools of the state. Thus the summer school has become an important channel through which the university is exercising its influence for centralization of the educational activities.

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\*Practically every superintendent enrolled did some teaching in the high school where employed.

B. The Extension Work of the University.

The extension movement is another plan which has been organized by the university, through which it is acting in the centralizing of the school activities of the state.

Cat. U. of        The first extension courses of the university were offered  
M.1891-2        in 1891-92 at the invitation of the Kansas City Society for Uni-  
p. 113.        versity Extension. During that year several courses were offer-  
Ibid.192-3,ed, and the next year at the invitation of the same society 12  
p. 75.        courses were offered, including courses in English and Electri-  
city, which were called for and 12 lectures in each given by  
Dr. E.A.Allen and Professor Wm.Shrade.

Cat. U. of        Nothing more was done toward offering extension courses  
M.1905-6,        until 1905-1906, when the university organized a university ex-  
p. 377.        tension center in Kansas City. The next year centers were also  
Ibid.1906-7,,organized in St. Louis, St. Joseph, Joplin and Webb City. Dur-  
pp.390-92, ing the year 246 students were enrolled in these five centers.  
394.        In addition to the 30 regular students enrolled at St. Joseph,  
Ibid.p.391.there were also 139 students enrolled as hearers. The next year  
Ibid. pp.        the centers at St. Joseph and Webb City were discontinued and  
449-453.        centers for the year organized at Clinton and Mexico. This was  
the continuation of five centers and at these there were en-  
rolled 134 students.

Cat. U. of        The first regular announcement of the extension work that  
M. 1908-9,        appeared in the catalogue of the university was in 1908-1909.



P. 90-91. The announcement of the extension work was given in the following language:- "The University of Missouri ~~is~~ prepared to give a limited number of Extension Courses in different centers of the State, such work to count for credit toward degrees in the College of Arts and Sciences and in the School of Education. The subjects in which it is possible to provide extension courses are Economics, Education, English, History and Political Science and Sociology."

During 1908-1909 the following centers were maintained and courses offered;- St. Louis, Sociology; Kansas City, English, Political Science and Sociology; St. Joseph, Political Science; Joplin, European History; Carlsbad, Nevada and Mexico, American History.

All extension work in connection with the College of Arts and Science and the School of Education is under a joint committee composed of Dr. A. Ross Hill, President of the University; Dr. J.C. Jones, Dean of the College of Arts and Science; Dr. Isidor Loeb, Acting Dean of the School of Education; Dr. H. M. Belden, College of Arts and Science; Dr. J.H. Coursault, School of Education; and Dr. N.M. Trenholme, College of Arts and Science and Chairman of the Committee on University Extension Work.

Through the extension work, the university is establishing centers of activity in various parts of the state, and through these it is exercising an influence upon the different

(86)

educational movements of the state.

## Conclusion.

In concluding this paper, will sum up the movements that have originated in the university and have exerted a centralizing influence upon the educational activities of the state since its organization.

Ses. Acts, 1. The first act was that which provided for the appointment Me., 1849, of students to the university by the county courts of the state, p. 130. who were to be educated for teachers in the public schools of the Cf. pp. 24- state. The same session of the General Assembly provided for the 26. establishment and maintenance of a normal professorship in the Cat. U. of university to prepare these students as teachers for the common M., 1867, p. schools.

27. 2. In 1867 the General Assembly created a "Chair of Theory Cat. U. of and Practice of Teaching" in the university, which "was the M., 1904-5, first chair of Education established in any university of America." In the establishment of this department was offered an opportunity for those desiring to prepare themselves for teaching, Cf. pp. 28- and through this department was exercised an influence upon the 29. educational activities of the state by fixing a professional standard.

Cat. U. of 3. The enlargement of this "Chair of Theory and Practice of M., 1904-5, Teaching" into the Department of Education, and later into the p. 15. Teachers' College and School of Education, increased the opportunities for the study of the various educational problems of Cf. pp. 34, the state and for the efficient training of teachers for all of 35, 39, 44.

Cat. U. of the various classes of public schools of the state. Thus the M., 1891-2, university was extending its influence to every class of schools pp. 84-85. through its department for the training of teachers. It was al- Ibid. 1903- so exercising a centralizing influence upon the educational 1904, pp. activities of the state through these efforts to train teachers 2, 125. by erecting definite standards of teaching, which though not Cf.App. p. reached by all of the educational institution of the state, never 94. the-less influenced them.

Cf. pp. 53, 4. A fourth and strong centralizing influence of the univer- 54 and the sity upon the educational activities of the state has been exert- foot note ed through its accrediting system, which was adopted in 1889. The on p. 63. The adoption of this system has exercised a strong centralizing influence (1) by classifying the high schools ; (2) by fixing a definite end toward which the secondary schools would work, and thus unifying their aims and saving much of the waste that had resulted from the lack of a definite aim in their work toward which all could work; (3) by this accrediting of high schools the elementary schools were reached and their work more thorough- ly accomplished and these schools brought into closer contact with the high schools, thus saving much of the waste that resulte- ed from their effort cover a broader field; and (4) by demanding certain equipment in the high schools for articulation the work has been made more thorough, the curricula more uniform and the correlation of the different classes of public schools much bet- ter, thus saving part of the waste that resulted from a lack of

system, which is resulting in more of the pupils completing public school.

Cf. pp. 65- 5. The entrance requirements of the university have been a  
69; prominent factor in the establishment of uniformity in the high  
Cf. App. school curriculum. While it has from time to time increased the  
pp. 100- number of units required for entrance to its different depart-  
103. ments, (1) it has required certain constants in the requirements  
that have helped to unify the aims of the high schools and (2)  
has increased the number of courses and subjects from which  
these requirements could be selected, thus better fitting the  
graduates of these schools for citizen-ship.

Ef. App. 6. Through its summer schools the university is helping to  
p.94. shape the educational activities of the state as it is thus  
Cf. pp. 82, reaching every class of schools. Most of the teachers found in  
83. these sessions are from the smaller cities and towns and from  
the rural schools of the state, thus carrying with them to their  
work the university's influence.

Cf. pp. 7. Through the extension movement which has lately origin-  
84-86. ated in the university, there are being established over the  
state extension centers that are bringing the university into  
closer contact with the people and conditions in the state and  
thus aiding in the shaping of the educational activities.

Thus the university has, since the establishment of the  
normal professorship in 1857, become one of the leading factors  
in the movement for the organization of the different classes of

public schools of the state into a definite system, and thus save the waste that must naturally result from a lack of an organized and centralized system.

## Appendix.

Exhibit A

The Public High Schools of Missouri since 1890 with  
the Enrollment.

Compiled from the Reports of the United States Com- missioner of Education for the years from 1890-91 to to 1905-'06	Year.	No. of H. Schools.	Total En- rollment.	No. of Graduates.	Percent of the Enroll- ment grad- ing.	Percent of Graduates preparing for College.
	1890-1.	73	7,243	822	11	30
	1891-2	80	7,896	855	10	36
	1892-3	67	7,931	888	11	28
	1893-4	120	10,517	1,381	13	26
	1894-5	151	12,895	1,297	10	24
	1895-6	169	15,224	1,567	10	32
	1896-7	189	16,820	1,846	10	31
	1897-8	201	17,143	1,893	11	21
	1898-9	211	19,524	2,065	10	15
	1899-0	234	20,606	2,142	10	29
	1900-1	237	20,261	2,392	11	31
	1901-2	263	21,168	2,248	10	25
	1902-3	294	23,544	2,405	10	30
	1903-4	306	26,242	2,534	9	30
	1904-5	337	27,358	3,011	11	27
	1905-6	358	30,233	3,315	10	21

Exhibit B.

## Approved High Schools and Academies

Compiled  
from the  
Catalogues  
of the Uni-  
versity  
of Missouri  
from 1889  
to 1908

Year	Mo. High Schools	Mo. Aca- demies	Other High Schools	Other Acad- emies	Total Mo. Schools	Total Approved Schools.
1889-0	19	4			23	23
1890-1	18	5			23	23
1891-2	32	11	1		43	44
1892-3	44	14	1		58	59
1893-4	49	14	1		63	64
1894-5	39	12	1		51	52
1895-6	37	13	1	1	50	52
1896-7	38	11	1	2	49	52
1897-8	48	14	3	2	62	67
1898-9	61	19	7	4	80	91
1899-0	67	22	10	4	89	103
1900-1	71	22	12	4	93	109
1901-2	69	17	16	4	86	106
1902-3	75	15	17	4	90	111
1903-4	76	15	17	4	91	112
1904-5	88	17	17	4	105	126
1905-6	95	14	17	4	109	130
1906-7	126	19	19	4	140	163
1907-8	133	12	12	2	148	162



Exhibit C.

## Enrollment of the University from 1889 to 1909.

Compiled  
from the  
Catalogues  
of the Uni-  
versity of  
Missouri  
from 1889  
to 1909 in-  
clusive.

Year	Normal Depart- ment	Other Depart- ments	Total Enroll- ment
1889		645	645
1890		497	497
1891	40	527	567
1892	124	590	714
1893	84	630	714
1894	112	600	712
1895	69	562	631
1896	95	658	753
1897	57	748	805
1898	65	731	816
1899	116	820	940
1900	71	1,135	1,206
1901	93	1,388	1,481
1902	178	1,493	1,671
1903	141	1,508	1,649
1904	98	1,319	1,417
1905	181 49	1,657	1,838
1906	282 125	1,610	1,892
1907	338 151	1,954	2,292
1908	318 150	2,218	2,536
1909	363 177	2,492	2,855

1911

91

1912

207

*Exhibit 19* Enrollment of the Summer Schools from 1901 to 1909 Inclusive. \*\*\*

Year	District Teachers	Primary Teachers	Grade Teachers	High Teachers	Supts. Prins.	College Normal Teachers	Other Teachers	Total Students
1901	72	26	26	60	52	4	1	394
1902	104	15	86	42	51	11	22	480
1903	80	10	168	51	36	9	8	642
1904	16	9	44	28	30	6	28	255
1905	14	11	63	43	57	9	161	391
1906	7	13	68	49	51	19	67	407
1907	19	9	67	93	56	28	60	451
1908	22	14	83	81	70	14	61	505*
1909	32	6	62	75	97	19	93	549**

\* Three students enrolled and did not stay for the session

\*\* Registrar's count was 552.

\*\*\* Compiled from the studyyears of the summer sessions of the university from 1901 to 1909.

*Exhibit 2* Private Secondary Schools of Missouri and the Enrollment.

Compiled  
from the  
Reports of  
the United  
States Com-  
missioner  
of Educa-  
tion from  
1890 to  
1906 in-  
clusive.

Year	No. of Schools	Total En- rollment	No. of Graduates	Percent Preparing for Col- lege	Percent of Enrollment Graduating
1890-1	64	3,986	226	54	5
1891-2	57	4,015	266	98	6
1892-3	55	4,636	331	85	7
1893-4	78	4,939	398	44	7
1894-5	85	4,238	446	32	4-
1895-6	87	4,363	449	30	10
1896-7	88	4,766	479	45	10
1897-8	80	4,466	441	45	9
1898-9	74	4,669	408	37	8
1899-0	75	4,508	431	38	9
1900-1	72	4,584	466	39	10
1901-2	70	3,679	333	34	9
1902-3	69	3,621	307	26	8
1903-4	64	3,710	404	22	10
1904-5	59	3,454	377	17	10
1905-6	51	3,206	337	24	10

(96),  
Exhibit 7.

Columbia, Mo., Dec. 7, 1908.

Supt. James I. Malett,

Bolivar, Mo.

Dear Sir:

Absence from Columbia delayed my response to your favor of the 1st inst. In reply to your request I beg to state that Mr. J.H. Coons, a graduate of the University, who had experience as a teacher, was the first examiner of schools, having been appointed on September 29, 1894. Previous to this appointment the examination of schools had been conducted by a committee of the faculty. The growth of the number of schools rendered it impossible to continue this plan, hence a special examiner was appointed to give his entire attention to the work. Since the appointment of this examiner, the plan has been for schools desiring to be placed on the accredited list to communicate with the Chairman of the Committee on Accredited Schools. If it appears that there is some possibility of the school's meeting the requirements, it is placed upon the visiting list and is visited by the examiner at the earliest opportunity. Some schools which cannot meet the requirements are, nevertheless, where they desire advice regarding the steps to be taken in order <sup>to</sup> raise their standards. The examiner <sup>makes</sup> a full report on specially prepared blanks to the Committee on Accredited Schools. The Committee acts upon the report of the examiner, and if satisfactory the school is placed upon the list. As you know, we have two lists - a partially accredited

list and a fully accredited list.

It was the original plan for the registrar to furnish each school with a statement of the records made by the students from such school. This plan was not carried out. Last year the plan was revived. The Committee on Entrance makes a transcript of the records made by students entering from accredited schools and a report is made each year to the Committee on Accredited Schools and this Committee will notify each school of the record made by its students during the preceding year. The Committee has recognized from the beginning that such a method is essential to supplement the work of the Inspector of Schools. I may note here that the title of the examiner has been changed to that of Inspector of Schools.

The following are the statistics of the students entering from the accredited schools from June 1, 1907 to June 1, 1908.

Graduates of Fully Accredited Schools.....	375.
Graduates of Partially " ".....	26.
Undergraduates of " " .....	<u>44.</u>
Total.....	445.

In reference to the admission of undergraduates I will state it is the policy of this institution to discourage the admission of such students. Accordingly, students in general are admitted subject to a condition on one or two units, this privilege is not extended to undergraduates of accredited schools. In some

cases, however, such students are able to present units, though they fail for some reason to graduate. If the principal recommends their admission such students are accepted.

With reference to the statistics for the present session I will state that they are not compiled until the end of the session. If it is important that you should have the figures now I will be glad to have them collected for you, though it will take some time, as the cards are not at present arranged according to the different classes of schools.

( Signed)    Very truly yours,

Isidor Loeb.

( Copy)

\* Dr. Loeb was at this time Acting Dean of the Teachers College of the University of Missouri.

(99)

*Exhibit 9.*

Carthage, Mo., Sept. 24, 1908.

Mr. James I. Malott,

Superintendent of Schools,

Belivar, Missouri.

Dear Sir:

Let me try to answer your questions consecutively,-

(1). I was not the first inspector of high schools, but the second. Mr. Coons now practicing law in Palmyra was the first.

(2). All of the work of inspection fell on me.

(3). The Committee on Accredited Schools passed upon all of my reports. In the great majority of cases my recommendations were adopted.

(4). My name appeared on the faculty list, but I did no teaching.

(5). I was Professor of Education from Jan. 1899 to Sept. 1903.

(6). I was the only teacher in this department.

(7). The work in the department consisted of;

(a). Practical Pedagogy.

(1). Methods of Teaching.

(2). School Management.

(b). History of Education.

(c). The Science or Principle of Education.

These subjects were given 3 times a week for a year. They were subdivided into first and second semester assignments, lectures, text book work, etc.

(8). The department was called "The Department of Education."

(Signed) Very truly,

( Copy )

J. M. White.

(100)

*See Report H.*

Entrance Requirements in 1876.

Compiled  
from the  
Catalogue  
of the Uni-  
versity of  
Missouri,  
1876,  
table op-  
posite p.  
60.

Subjects.	Minimum Requirements.	Subjects.	Minimum Requirements.
Arithmetic.	1.	Analysis-Elocution.	$\frac{1}{2}$ .
Algebra-Geometry.	$1\frac{1}{2}$ .	Physical Geography.	$\frac{1}{2}$ .
Latin.	2.	Hygiene.	$\frac{1}{2}$ .
Greek.	2.	Penmanship-book- keeping.	$\frac{1}{2}$ .
Geography.	$\frac{1}{2}$ .	Natural Philosophy.	$\frac{1}{2}$ .
Rhetoric-Elocution.	$\frac{1}{2}$ .	Elementary Chemistry.	$\frac{1}{2}$ .
English Grammar.	$\frac{1}{2}$ .	German.	$1\frac{1}{2}$ .
Drawing.	1.	French.	$\frac{1}{2}$ .
English Analysis.	$\frac{1}{2}$ .		



(101)

*Exhibit II*

Entrance Requirements in 1891-1892.

Compiled  
from Cat.  
U. of M.,  
1891-92,  
p. 58.

First year's Course.						
Group I. (A.B.)		Group II. (B.L.)		Group III. (S.B.)		
Subjects.	Periods per week.	Sub.	Per. per week.	Sub.	Per.	Per. per week.
Mathematics.....5.		Same work as required in group I.		Same work as required in Groups I. and II.		
Latin.....5						
Civil Government.3						
Physiology and hygiene.....4						
Military Science or						
Bookkeeping.....3						
Zoology.....3						
Second half of the first year's course.						
Mathematics.....5		Same work as required in Group I.		Same work as required in Groups I. and II., except that German or French may be substi- tuted for Latin.		
Botany.....3						
English.....5						
Latin.....5						
Military Science or						
Bookkeeping.....3						

Continued on next page.

## Entrance Requirements in 1891-92.

Ibid.

Second Year's Course.					
Group I. (A.B.)		Group II. (B.L.)		Group III. (S.B.)	
Subjects.	Periods per week.	Sub.	Pers. per week.	Sub.	Pers. per week.
Greek.....	5	Same as Group I, except Physics and Zoology 3 periods per week instead of Greek.		Same as Group II, except French may be given instead of Latin.	
Latin.....	5				
Mathematics.....	5				
English.....	5				
Second half of the second year's course.					
Greek.....	5	Same as Group I, except United States History for Greek.		Same as Group II, except German or French for Latin.	
Latin.....	5				
Mathematics.....	5				
Physical Geog- raphy.....	5				

*inhibit J*

Courses offered in Education in the Spring or Short

Courses offered for Teachers in the University.

"I. A consideration of (1) the subjects of instruction in the common-school curriculum to determine their relative value from the practical and cultural standpoints; (2) the position of the instrumentary branches in school and their educative value; (3) the communication of 'real' knowledge as a part of school work, including the knowledge necessary for the welfare of the individual citizen.

"II. The Art of Teaching - The characteristics of teaching will be considered as they effect the subject matter of instruction, its arrangement, the mode of communicating it, the language employed and the teachers personal manner. The ordinary mistakes in teaching will be pointed out.

"III. The History of Education - The course will conclude with ten lectures on the history of educational theories, in which the following subjects will be discussed: Influence of the Introduction of Christianity on Education - Education in the Early Church - The Renaissance - The Reformation - Luther and Melancthon - Ratich and Comenius - Rabelais and Montaigne, Milton, Locke, Rousseau and Pestalozzi."

Abbreviations Used in References.

Cat. U. of M.	Catalogue of the University of Missouri.
Rept. U.S. Com. of Ed.	Reports of United States Commissioner of Education.
Rept. State Supt. Mo.	Reports of the State Superintendent of Missouri Schools.
Fed. and State Aid to H. Ed. in U.S. - Blackmar.	Federal and State Aid to Higher Education in the United States - F.W. Blackmar.
Snow- Higher (H) Ed. in Mo.	History of Higher Education in Missouri - M.S.Snow.
Rev. Sch. Laws of Mo. 1909.	Revised School Laws of Missouri, 1909.
U.S. Stat. at Large.	United States Statutes at Large.
An. of Con.	Annals of Congress of the United States.
Stat. of Mo.	Statutes of Missouri.
Laws of Mo.	Laws of Missouri.
Cons. of Mo., 1821.	Constitution of the State of Missouri, 1821.
Ter. Laws of Mo.	Territorial Laws of the State of Missouri.
Ses. Acts of Mo.	Session Acts of the legislature of the State of Missouri.
Guyer Act.	Guyer Act, Session of the Missouri General Assembly, 1839

Cons. of Mo.	Constitution of Missouri, 1865.
Cf. App.	Appendix.
Sp. Bulletin in	Special Bulletin announcing the change of
State Hist. Se-	the Department of Education in 1904 into
ciety.	Teachers' College.
Sch. Review.	The School Review.
McLaughlin, High-	History of Higher Education in Michigan-
er Ed. in Mich.	A.C. McLaughlin.
A Cir. announcing	A Circular announcing the courses offered
courses offered in	in the summer school of the University of
in 1880 is in	Missouri in the summer of 1880. It is now
State Historical	with the Catalogues of the University in
Society, Columbia,	the State Historical Society at Columbia.
Mo.	

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