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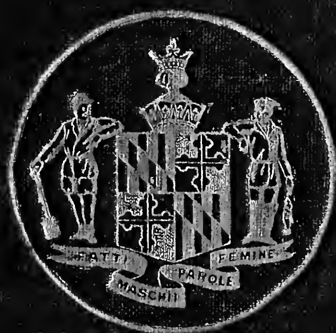

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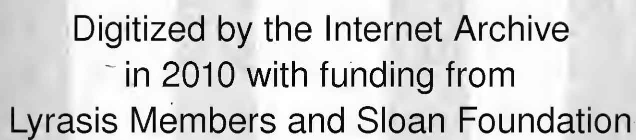

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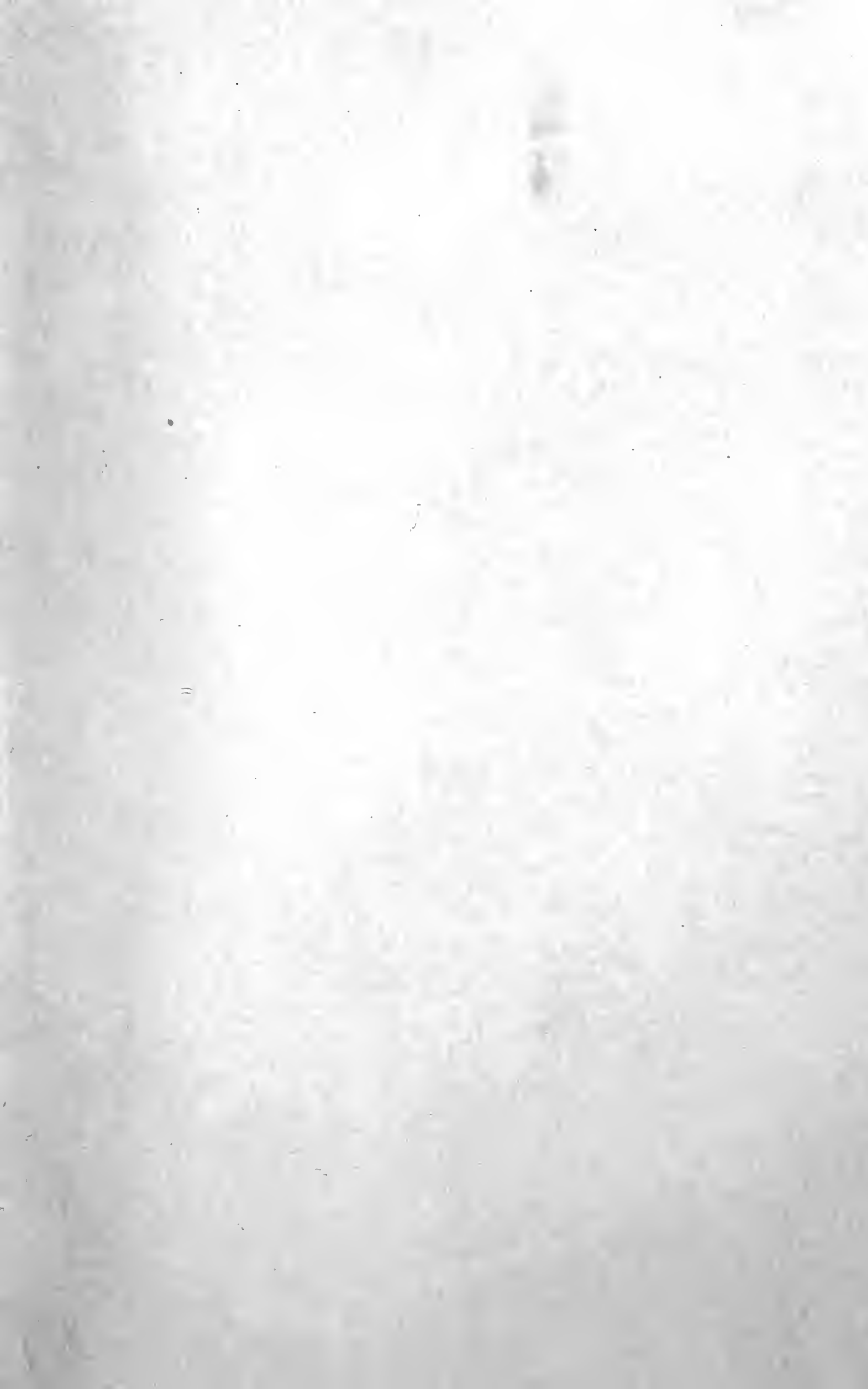


Administration Building
State Teachers College, Towson, Maryland

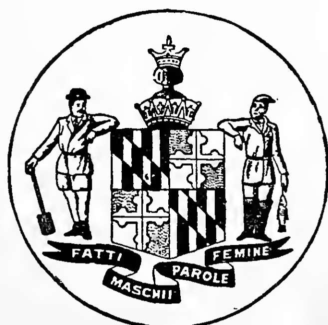
SEVENTY-FIVE YEARS OF
TEACHER EDUCATION

by

A COMMITTEE OF THE ALUMNI

of the

STATE TEACHERS COLLEGE
AT TOWSON, MARYLAND



TOWSON, MARYLAND

THE ALUMNI ASSOCIATION

1941

TO

MARY HUDSON SCARBOROUGH

FIELD SECRETARY OF THE ALUMNI ASSOCIATION

STATE TEACHERS COLLEGE

TOWSON, MARYLAND

FOREWORD

ON this Seventy-Fifth Anniversary of the State Teachers College at Towson, we pause to take account of the passing years and to observe their effect upon this institution. A college on its seventy-fifth birthday is not like a man who has passed his three score and ten years. Instead of a decline and loss of power, a school at that age has just passed its adolescence, put aside its growing pains and braced itself in its strength of maturity to stand up to the world. Happy indeed it is, if in those rapidly growing years it has developed a foundation of tolerance, of idealism and of high educational achievement. Such a youth promises to adult life a final and permanent fixation upon the best the time can offer. The state today entrusts with confidence to the graduates of this college its most treasured possession —the children.

The adaptation of the school to external and internal changes—times of war, of depression, of social change, of prosperity, of changes in faculty, enrollment, curriculum, and housing—this history reveals. It is a very human document. Because the school is still expanding its sphere of influence and evolving each year a better form of adaptation, we might call this compilation of memories and opinions a biography, so strong is the living, human element.

Many precious things have been stored away in its seventy-five years of life. Hundreds of people as students or as members of its staff have given to it their best thoughts and their most arduous efforts for achievement and for honor. These contributions of mind, heart, and hand form an aura about the college. Long hours of study; adolescent gropings to find the good, the just, the true; days of gay companionship, of youthful merriment; and the aura breaks in memory from the sombre to the brilliant colors of the spectrum. All the world of youth is here and has been from the beginning and shall be as long as young people work together to give the finest expression to each personality. Here indeed might Ponce de Leon have found his Fountain of Youth.

Among its faculty many received their training here, went out but to return with greater wisdom and make the contribution of their maturity to their Alma Mater.

Many others have kept verdant over a life time the memories of their schooling and return often, loyal alumni who give both their time and their means to further the interests of the college.

Throughout the state efficient teachers recall the instruction received here, and by their splendid contribution to the educational program prove the value of their training.

From many of these staunch friends have come the documents which comprise this history. They searched state records and personal memory books to contribute to this complete picture of the life of the school. Within the life time of many still living this institution has grown from meagre beginnings to a teacher training center recognized throughout the country as one of the best. As we who have been part of that growth regard it today and review the dramatic events of its life, we feel that a miracle has taken place. It is not in science alone but in social and educational growth that we would say, as did Samuel Morse when he sent the first message upon the telegraph,

"What hath God wrought!"

PREFACE

Several years ago Dr. Lida Lee Tall, as principal of the Maryland State Normal School at Towson, called together the Alumni Members of the faculty, together with others who had long been associated with the school and raised the question, "Should not a history of the school be written?" At that time, some tentative committees were formed, and the collection of data was begun. However, since no immediate necessity existed to focus these good intentions and to bring them to a conclusion, the project lagged.

In 1939, the approach of the college's seventy-fifth birthday proved the touchstone needed to stimulate definitive action. Accordingly, Dr. M. Theresa Wiedefeld, President of the now matured college, collaborating with the Alumni Association, created two groups of qualified alumni members and intrusted to them the task of bringing together a history of the first seventy-five years of the institution. There was first of all, a small group of twelve members who were asked actually to write the history. A large and more loosely constituted group was given the function of collecting material of all kinds pertinent to the history of the school and of passing it on to the editorial committee.

Originally, the Editorial Group consisted of Lucetta Sisk, Elsie Hichew Wilson, Margaret Coe, Maria Briscoe Croker, Kathryn Schnorrenberg, Irene M. Steele, E. Irene Little, William C. Bader, Lena C. Van Bibber, Janet Bassett Johnson, Harold Manakee and Catherine McHale. Mr. Manakee, in response to notification of his appointment to the committee, wrote his regrets, stating that a night school assignment would render active service impossible. In his letter he made several suggestions which were later embodied in the final plan of organization. Dr. Johnson attended the first group conference, suggested a number of constructive ideas, and undertook to locate sources of information in libraries. Later she also wrote that night school teaching would occupy all of her energy, but sent a most valuable résumé of the result of her researches. Miss McHale, finding that her plan of working for a doctorate at Columbia University in New York, had been accepted by the Board, was relieved of active duty with the committee. She was, however, able to continue to render to the committee some assistance.

To the original committee were added Margery Willis Harriss, Mary Hudson Scarborough, and Lida Lee Tall, the latter two from the Reporter Group. Miss Scarborough's long, active and varied connection with all phases of the school's life, her intimate connection with the Alumni and especially with the Alumni Association, and her accurate recollection of past conditions and events made her essential to the committee's consultations. Dr. Tall's eighteen years of leadership, as principal and first president,

together with her vision and ability to interpret situations, made her contributions to the history uniquely valuable.

The committee began its labor in September and continued to work until the end of April. Tribute must be paid to the earnestness, industry, intelligence, and loyalty with which each member handled his assignment. The first undertaking of the conference was to make a broad survey of college histories in general, and of the scope of our particular undertaking; the second, to agree to a plan of action; the third, to allocate the work to each person; the fourth, to gather the whole together.

The plan of work accepted by all was this: The first six chapters were to be devoted to a chronological survey of the development of the school; the next four, to a consideration of certain aspects of that development; and the final chapter, to a consideration of the educational implications of the past seventy-five years with a glance forward to future needs and possibilities. In all eleven chapters were planned and each member of the committee undertook the responsibility and authorship for a chapter, part of a chapter, or for several chapters.

The group's efforts, pursued under pressure and interrupted by daily responsibilities, brought forth the present volume. Under these circumstances it necessarily has been impossible to make a complete or finished history of seventy-five years. However, it is hoped that at some future day this larger task will be undertaken.

The Editorial Group wishes to acknowledge its indebtedness to all those whose courtesy and collaboration have added greatly to the worth and to the style of this book. To Dr. Anita S. Dowell, to Miss M. Clarice Bersch, and to Mrs. E. G. Stapleton, of the State Teachers College at Towson, gratitude is particularly due for arduous and careful labor in reading the manuscript, and for helpful suggestions toward its improvement. To the office force and to the librarians of the State Teachers College tribute must be paid for the cheerful and careful work they have contributed to the success of the undertaking. To Mary Wellham, appreciation should be given for her artistic skill with which she prepared many of the illustrations sketched for the book.

To many of the college alumni acknowledgments should be made for their contributions. Especial thanks go to Miss Minnie Lee Davis, Mrs. Belle Newell Pratt, Miss Miriam Chambers, Miss Kate A. Ricker, and Mrs. Blanche Corderman Wolfkill, and to members of the Kappa Delta Pi Fraternity. Other generous responses to appeals must not be forgotten, such as those given by Mrs. George Ward, Mrs. Ernest Race, Reverend Forrest J. Prettyman, Professor J. Montgomery Gambrill of Teachers College, Columbia University, New York City, and Mr. L. H. Dielman of Peabody Institute, Baltimore.

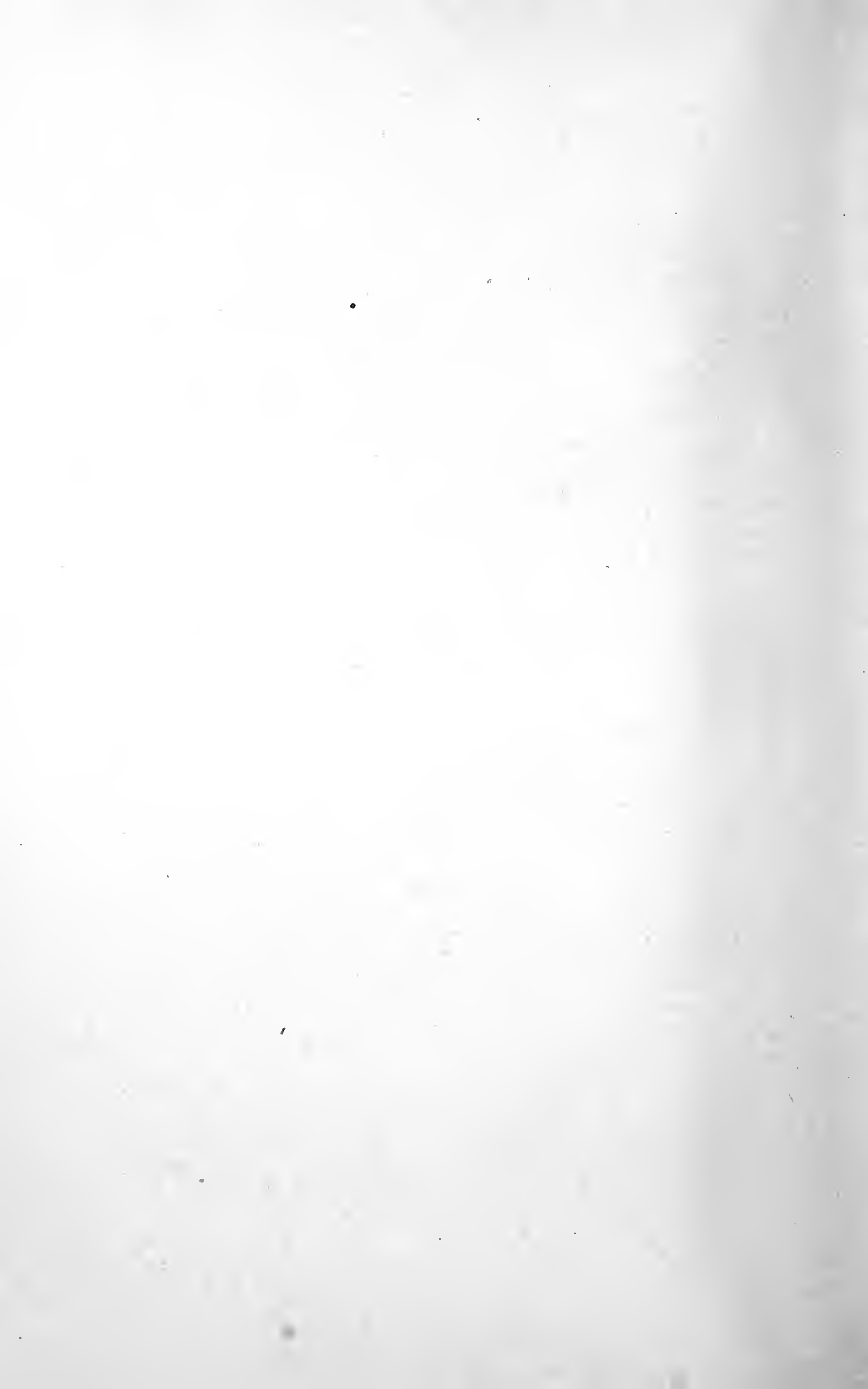
Finally we wish especially to give grateful recognition for the courtesies and services rendered to the committee by the Enoch Pratt Library, the

Library of the Maryland Historical Society and the Library of the Peabody Institute.

LENA C. VAN BIBBER,
Chairman of Editorial Committee.

All who have taken part in the research and writing preliminary to the publication of this history, wish to express their admiration of the work of Miss Lena C. Van Bibber. Through her skill in organization, her vision of the desired outcome, her wise guidance, and her untiring efforts, this history has come into being. Like Sarah E. Richmond, her esteemed personal friend, Lena C. Van Bibber is a graduate of the school and for many years a most honored member of the staff. Her work upon this history is just another expression of her loyalty and devotion to this institution.

THE COMMITTEE ON HISTORY.



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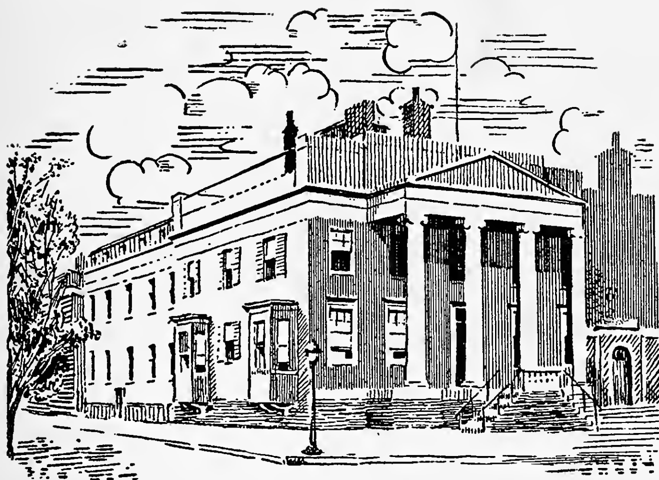


CHAPTER I

Beginnings: The First Ten Years

LUCETTA SISK AND ELSIE HICHEW WILSON

The act of 1865 of the General Assembly of Maryland providing a "uniform system of free public schools for the State of Maryland" and authorizing the establishment of a normal college for the training of public school teachers was the culmination of repeated demands over a period of forty-five years for better trained teachers and better educational facilities for the state. The act made it necessary for the State Board of Education to organize a state normal school. This school opened on January 15, 1866, in a building known as Red Men's Hall, at 24 N. Paca Street, Baltimore, Maryland. There were eleven students present on the opening day—all of them but one from Baltimore City—and four faculty members—the principal and teachers of drawing, music, and calisthenics.

The accommodations were extremely meager and inappropriate, for they consisted only of one large "hall," seventy by twenty-eight feet, and two small ante-rooms which did double duty as cloak and recitation rooms. M. A. Newell, in his first

report to the State Department of Education, Dec. 31, 1866, said: "Such a number (one hundred anticipated before the close of the school year) can be seated comfortably in our hall, but they cannot be taught as efficiently as if we had access to three or four quiet and well-arranged classrooms."[1] A model school, to be used primarily as a training center for the prospective teachers, was located in a rented house on Broadway, more than two miles away—a very serious inconvenience when there had to be daily communication between the two buildings. But the faculty and students accepted the discomforts and inconveniences, and looked forward to better days.

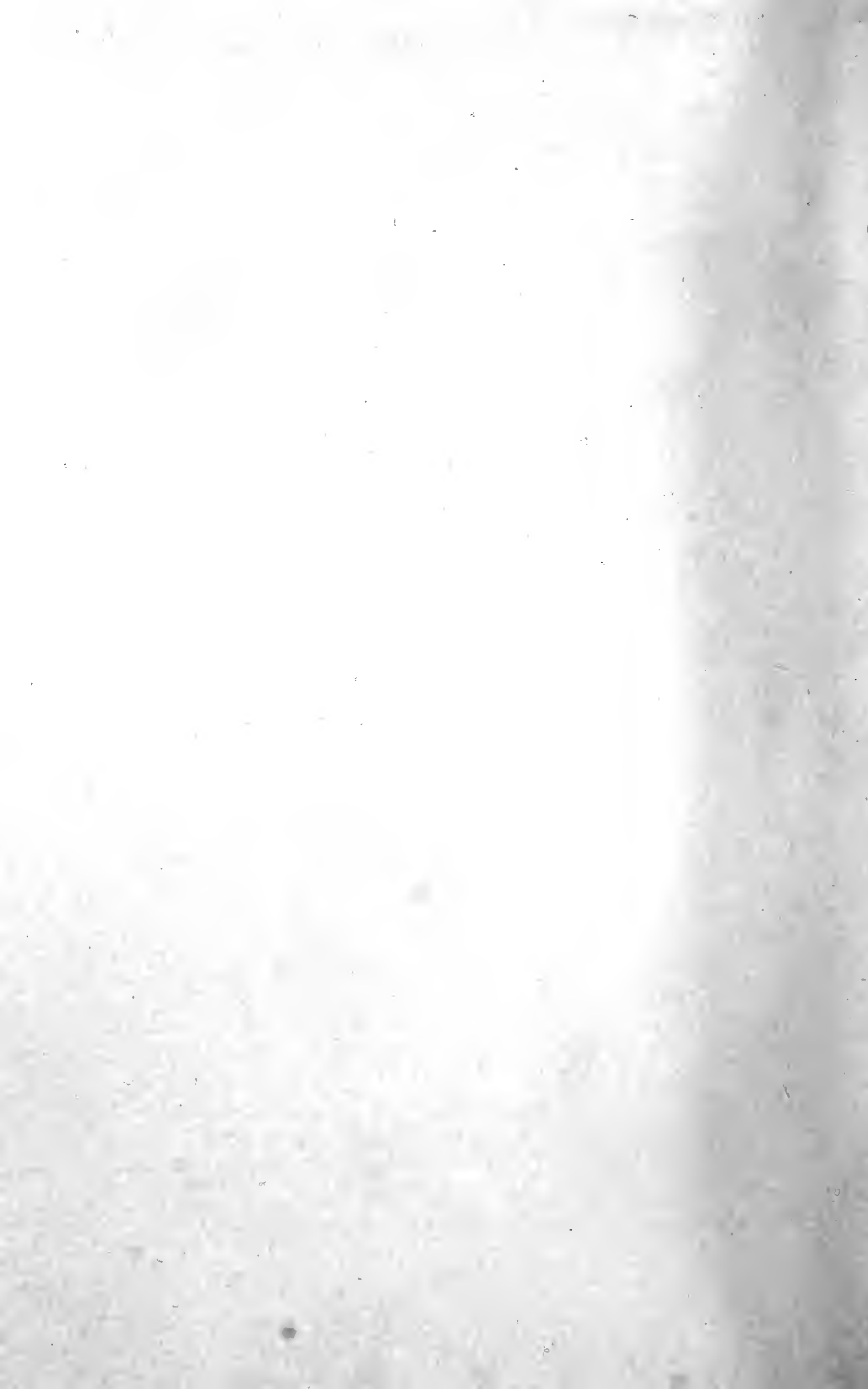
By the close of the year, June 8, 1866, there were forty-eight students on roll, one third of them from the counties; and there were sixteen graduates at the first commencement, four of them receiving diplomas as teachers of the grammar schools and twelve as teachers of the primary schools. Miss Sarah E. Richmond, beloved and honored for over half a century by teachers in the state, was one of these sixteen graduates. The diplomas were presented "in the presence of a large and highly respectable audience,"[2] by Dr. Libertus Van Bokkelen, D.D., then State Superintendent of Education; addresses were delivered by John H. B. Latrobe, Esq., and the Hon. John M. Frazier of the State Board of Education.

In September, 1866, three new members were added to the faculty: Miss Sarah E. Richmond became the vice-principal; Mrs. Mary Borgman was appointed principal of the Girls' Model School and director of practice teaching; and Dr. A. Snowden Piggot became professor of the natural sciences. Before the Christmas holidays of '66 the enrollment had risen from forty-eight to seventy-one, and Prof. Newell correctly prophesied that it would reach almost the one hundred mark by spring. The school closed with ninety-three pupils on roll.

Prof. Newell's annual reports to the State Department of Education, which are incorporated in the published reports of that body and may be read in the Maryland Room at the Enoch Pratt Free Library, are full of interesting and important facts about the growth of the school from year to year, the steady increase in enrollment, the changes and additions to the curric-

[1] *First Annual Report of the State Supt. of Public Instruction,* June 30, 1866, p. 26.
[2] *Ibid.,* p. 22.

McFadden Alexander Newell
Principal, 1866-1890



ula, the additions to the faculty, and the plans for the future. But more than this they are a revelation of the ability and genius of the man himself, and of his enthusiasm and broad, genuine interest in public education. From those who knew Prof. Newell, and from these reports and other writings, we must conclude that he was a man of fine, scholarly attainments and keen, analytical mind, who infused a new life into the educational system of the state. He brought to his work an ardent love of public education, thorough scholarship, and a knowledge of public school needs. Being a man of well-balanced judgment, he welcomed new ideas and methods in education but never let himself be carried away by fads or by ephemeral theories. A brief account of his personal background will convince the reader of his fitness for the task which he was to undertake as principal of the new Normal School.

McFadden Alexander Newell was born in Belfast, Ireland, September 7, 1824. His father, John Newell, was a distinguished Irish educator; his mother, Agnes Johnson, was the daughter of a farmer in comfortable circumstances. He received his education successively in his father's school, in the private school of one Thomas Blaire (or Blaine), at Queen's College in Belfast, and finally at Trinity College in Dublin, where he was graduated at the age of twenty-two.[3] At school he taught others and so helped to pay his tuition. For two years following his graduation at Trinity he taught at Mechanics Institute, Liverpool, England, and in 1846 married Miss Susanna Rippard of Liverpool.

In 1848 he took his wife and child and embarked on one of his father-in-law's [4] vessels for a visit in America with relatives, intending to return to Liverpool in a few months. But after he arrived in this country he changed his mind and located in Baltimore, where he accepted a position as teacher of natural sciences in Central High School, now the Baltimore City College. Later he resigned this position for a professorship [5] in Madison College at Uniontown, Pennsylvania, but after a brief interim returned to Baltimore. He then became, successively, associate principal of a large business college, principal of one

[3] One of the references gave his age as twenty-one.

[4] The father of Mrs. Newell was a shipper whose vessels plied between Liverpool and New York.

[5] After holding this position he was known as Professor Newell.

of Baltimore's largest grammar schools for boys, and an associate of his cousin's in the management of a private school in Pittsburgh. During these latter years the Civil War was in progress and so many students were leaving school to join the army that Prof. Newell was compelled to leave one position and seek another. Such are the fortunes of war. However, in 1865 he was named principal of the new Normal School recently provided by the Act of General Assembly; and he held this position for twenty-five years. He retired in 1890 and died at Havre de Grace, Maryland, on August 14, 1893. Of the impress he made on the Normal School and on the educational system of the state more will be said later.

At the beginning in the Normal School there were two courses of instruction: an Academic Course for the preparatory and "junior" classes, and a Professional Course for the advanced students. In the former, there was a rapid review of such elementary subjects as spelling, reading, handwriting, arithmetic, geography, grammar, and history; and at first seniors studied (in addition to professional subjects) algebra, geometry, rhetoric, English literature, and the natural sciences. In the latter—the Professional Course—were included the following subjects: (1) a history of public schools and popular education; (2) the philosophy of mind; (3) teaching as an art; (4) methods of instruction; (5) classification, government, and discipline; (6) the School Law of Maryland. Entrance requirements were flexible, and necessarily had to be so, since the standards of the district schools from which the Normal School drew its students varied. Prof. Newell's wisdom and his practical common sense are demonstrated no better anywhere than in this matter of admission of students. He felt that while it was desirable to *have* entrance requirements, it would defeat the very purpose for which the Normal School was established to insist upon them too rigidly. If the district schools had done their best, then the Normal School must accept what they sent and do *its* best. Prof. Newell felt that as the teachers trained at the Normal School went back into the public school system, the standards would gradually be raised, and entrance requirements standards to the professional school would automatically be improved also. He looked forward, of

course, to the time when the school would be able to devote itself exclusively to professional training and would discontinue the "review" courses.

There were three sessions—a fall session which ran from the opening of school in September to Christmas holidays; a winter session from the Christmas holidays to spring; and a summer session (of the preparatory class only), beginning in April and ending in June.

Prof. Newell's aggressive advocacy of improved educational facilities for the professional training of public school teachers in the state began as soon as he was elected principal of the Normal School and never ceased during the twenty-six years he was connected with the public school system in the state. His very first annual report to the State Board of Education called the attention of that body to the urgency of better accommodations; and his appeals were repeated each year with more and more vigor. In the first report, submitted to Dr. Van Bokkelen, the State Superintendent of Education, on December 31, 1866, Prof. Newell says: "It would be useless to say what the school needs now; for judging from the past, we have a right to presume that every session will make larger demands until the limit contemplated by the Law is reached; and this limit will probably be attained in less than two years. It will be better to say at once what is needed for such a school as the law designs. The Normal School proper will require a study room with 234 desks; a lecture room capable of seating 500 persons (the students of the Normal School and the scholars of the Model School); an exercise hall; eight classrooms; an apparatus room; a library and an office. The Model and experimental schools will require two study rooms and ten classrooms." [6]

Two years later we find these words in Dr. Newell's annual report: "Nothing is needed but an adequate building to make that success (the success of the Normal School) as permanent as it has been rapid. It remains for the Legislature to determine whether by a liberal and judicious support of the Normal School they will provide *Maryland* teachers for Maryland

[6] *First Annual Report of the State Superintendent of Public Instruction,* June 30, 1866, p. 26.

Schools or whether they will make it necessary for young persons to go to other states for the requisite professional instruction. Normal School teaching the people will have: the only question is, shall it be obtained within the state or outside of it?"[7]

But it was not only the inadequacy and discomfort of the classroom accommodations at the Normal School that irritated and distressed Prof. Newell: the *living* accommodations of the boarding students disturbed him even more. He recognized the human needs of the students and he wanted a permanent building erected for them where they could feel at home. During the first years, students were placed in boarding homes at from \$3.00 to \$5.00 a week, where they studied amid the distractions of a common family sitting room, with resulting handicaps in their studies. Prof. Newell felt that students away from home needed the sympathy and understanding which their teachers could give them. So along with the agitation for better accommodations for the school he began agitation for dormitory accommodations for the students from the counties, suggesting the practicability of a "coöperative" house under the supervision of the school where an experienced matron would be put in charge and the students could form one family, with proper facilities for reading and study, and with appropriate and wholesome recreation. He suggested that at the rate of \$3.50 a week the establishment could be self-supporting, provided the state paid the rent for the house. It should be recorded here that while Prof. Newell did not live to see dormitories erected to accommodate the out-of-town students, he was able within two years to remove the Girls Model School from Broadway to Fayette Street just around the corner from the Normal School and there, the rooms not suitable for school rooms were furnished as lodgings for students who were unable to find suitable accommodations elsewhere. Nine students thus found a comfortable home at an expense of \$4.00 a week, and with much more friendly and suitable surroundings.

In addition to his recognition of such physical needs as those just described, Prof. Newell reveals in these annual reports his sound understanding of the educational needs of the state, his

[7] *Second Annual Report of the State Superintendent of Public Instruction,* June 30, 1867, p. 22.

plans for their realization, and the energy with which he pursued goals he set up. All kinds of educational problems—the need for enlarging the opportunities of the Model School as a practice center for teachers in training; the progressive development of the curriculum, with more emphasis gradually on the professional curriculum and less on the academic; in-service training of teachers throughout the state through a series of teachers' institutes; the dearth of young men at the Normal School (and some what might now be considered quaint and interesting reflections on the preponderance of women in teaching); the urgency of larger appropriations both for the expansion of opportunities at the Normal School and for the improvement of the public school system of the state; teachers' salaries; the raising of professional standards—all these problems and more are discussed in the annual reports which Prof. Newell made as principal of the Normal School even after he also became State Superintendent of Education and wrote a report in a second official capacity. As one goes from report to report over the years between 1866 and 1890 he sees these goals gradually realized; not the next year, perhaps, or even the year after, but eventually. Prof. Newell had a persistence that kept him pounding away until he got what he asked for; and each achievement represented another step forward in the state's educational progress.

His determination to establish teachers' institutes over the state are a case in point. In the annual reports which he made after 1869 as state superintendent as well as in those which he made before as principal of the Normal School, we read the accounts of some of these institutes, held often in opposition to the wishes of prominent citizens, who couldn't see their value. But Prof. Newell, convinced that no better means for stimulating the zeal and efficiency of teachers could be devised, believed that they ought to be held, "even if popular opinion is against them. The best means is to hold the Institute and let the people see what it is and what it does. The teachers are the tools which the various Boards use in working out the education of the people; and the tools must be kept sharp and bright else time will be wasted and the work badly done." [8]

[8] *First Annual Report of the State Superintendent of Public Instruction,* p. 30.

By 1871 Prof. Newell had succeeded in getting two model schools—one for boys and one for girls—both of them connected with the Normal School and used for practice teaching; but "their influence is seriously impaired by the necessity of holding them in two separate houses, one of them more than half a mile from the Normal School." [9]

Between January, 1866, and June, 1872, the State Normal School had commissioned sixty-nine graduates of the highest grade, that is, graduates who would receive first grade certificates. For, while Prof. Newell recognized the importance of high professional standards, he knew they would have to be attained gradually; and so, for four years, diplomas of a lower grade were issued, as well as diplomas corresponding to the two grades of teachers' certificates authorized by the State. In 1870, it was thought advisable to issue diplomas to none but first-grade teachers. The number of graduates was diminished, but Prof. Newell felt that the resulting elevation of the standards was sufficient compensation. He advocated at the same time that county boards of education aid worthy and promising students who could not pay their own board by advancing part of the money for defraying expenses and taking the students' obligations to teach in the county for not less than two years following graduation. Anne Arundel County "in the exercise of a wise forethought" instituted two *free* scholarships at the Normal School—one to young women and the other to young men—on the basis of scholarship merit; and other counties in the state provided various means for worthy and promising students to continue their professional studies.

But whatever other reforms in education Prof. Newell advocated in his annual reports, he never failed to emphasize the necessity for better accommodations for the Normal School and the Model Schools. Finally, after seven years, his effort bore fruit; for the schools were removed to a more commodious building at Franklin and Charles Street—a colonial mansion known afterward as the Athenaeum Club Home. Though this building had not been intended originally for such purposes, it was a great improvement over the Paca Street quarters; for it had three large halls, parlors, a library, a sun porch, hat

[9] *Annual Report of the State Board of Education,* 1871, p. 17.

and cloak rooms, and several rooms that could be used as classrooms. By this time the school had an enrollment of 162 students and a faculty of nine teachers. It received a state donation of $9,500; tuition for non-scholarship students was $75.00 a year and board $20.00 a month. So, for the first time, in 1873, the Normal School, the Model Schools (one for girls and one for boys), and the office of the State Board of Education were under one roof. And as Prof. Newell was for so many years both principal of the Normal School and State Superintendent of Education, the convenience thus provided in the more commodious accommodations can be imagined.

The General Assembly of 1874 placed $100,000 in the hands of the Board of Public Works for the purpose of erecting a building for the Normal School; and in his report for the year ending September 30, 1875, Prof. Newell notes that "the State Normal School will probably take possession of the new building in the spring." This building was the one erected at the corner of Carrollton and Lafayette Avenues. It represented the culmination of *ten* years of persistent agitation for suitable quarters, and was a monument largely to the energy and vision of the principal himself.

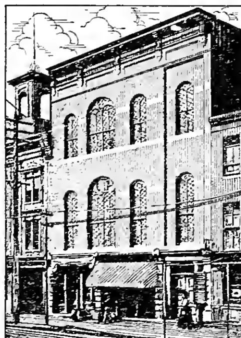
If there were space, one could enumerate other services which Prof. Newell rendered to education in the State of Maryland. One other thing should certainly be mentioned; he was one of the first men in the state to urge introduction of manual training in the public schools. He prepared public sentiment for this step and convinced people that public money could rightfully be used for this purpose. "The people must be made to feel and know that against organized idleness and vice there is but one sure protection—the organization of skilled and honorable labor. The common school can no longer save us unless it is supplemented by the common workshop." [10] The necessity of manual education, however, was not fully admitted in 1879, and Prof. Newell had to wait before this next step was taken. He did, however, introduce such courses into the Normal School.

His personal qualities won him many friends, official and otherwise. Affable, warm-hearted, and possessing a keen, quick

[10] Quoted from a paper read before the Industrial Department of the N. E. A. in August, 1879, by M. A. Newell, State Superintendent of Maryland.

sense of humor he easily won the admiration and confidence of those with whom he was associated. It is said he had rare ability in story-telling, and a wit that never deserted him. His was a rare personality—versatile, genial, full of warm, human sympathies. He was connected with many educational projects; was a member of the Board of Managers of the Maryland Institute; president of the National Teachers Association. Probably no one in the State of Maryland has left such a deep impression on the educational policy of the state or made such great contribution to the state's educational advancement.[11]

[11] *The Annual Report of the State Board of Education,* July 31, 1893, contains a resolution of the Maryland Association of School Commissioners, par. lxxvii which sums up Dr. Newell's services to the state.



CHAPTER II

Development: The School at Carrollton Avenue

MARGARET COE AND MARY HUDSON SCARBOROUGH

With great rejoicing, ten faculty members and 206 students moved on February 29, 1876, into the new building "at once handsome, simple, and convenient, promising a maximum of convenience for a minimum of cost." [1] Crowded conditions and a sad state of disrepair had combined to make the Franklin Street building thoroughly inadequate. Testimony to this effect is contained in the "Reminiscences" of Miss Minnie Lee Davis of the Class of 1877: "Of course we were crowded. Sometimes we sat three across in a desk intended for two. This arrangement presented difficulties when the student in the center had to get out for recitation. We were forced to move to the new building at Carrollton Avenue and Lafayette sooner than was anticipated because a ceiling of the old house fell one day as the students were leaving the room, and the building was condemned. I do not remember in which month we moved, but I recall very well that we had lessons one day in the old building, and on the next, without any loss of time,

[1] Report of Principal of State Normal School to State Board of Education, Jan. 14, 1873.

continued our work in the new. Of course, we were delighted with our spacious new quarters, and took the greatest interest in decorating the rooms."

When the erection of a building had been seriously considered in 1872, there had arisen a difference of opinion as to a suitable location; indeed, inability to agree upon a site caused approval and passage of the bill to be delayed until April 11, 1874. However, enthusiasm seemed genuine and universal about the choice of a spot in a pleasant, healthful section of the city, at the corner of Carrollton and Lafayette Avenues, opposite the northwest corner of Lafayette Square.

To the Board of Public Works had been entrusted the purchase of the site, the adoption of the plans, and the placing of the contract. A bond issue was authorized, to yield 6%, redeemable in not less than ten and not more than fifteen years. Frank I. Davis designed an L-shaped building, "105 feet on Lafayette Avenue, and 120 feet on Carrollton Avenue, with a tower 125 feet high on the corner."[2] Contained in the building were ten classrooms, a reception room, an assembly room, an apparatus room, a laboratory, a library, a cabinet, gymnasium, cloak and retiring rooms, an office for the State Board of Education, and a residence for the principal. It is recorded that the "attractive appearance of the building is noted by all."[3] The building was not formally delivered to the State Board until June 2.

The rigors of the winter tested severely the adequacy of the heating plant. It was found possible to burn enough fuel to heat comfortably every room except the assembly room. To insure comfortable temperature in this room, the contractors, Messrs. T. C. Bashor & Co., found it necessary to add to the heating apparatus; it was thought advisable, too, for reasons of safety, efficiency, and cleanliness, to move the boilers from the cellar to a position underground outside of the main building. Great care had been given to the matter of ventilation, for the complete success of which minor adjustments had to be made in certain flues. From the state came an annual appropriation of $10,500, providing books and tuition for two

[2] Report of Principal of State Normal School to State Board of Education, Sept. 30, 1875.
[3] Report of Principal of State Normal School to State Board of Education, Sept. 30, 1876.

Elijah Barrett Prettyman
Principal, 1890-1905

hundred pupils. By this time, the Model School was paying its own way, with a surplus.

Previous to the move to Carrollton and Lafayette Avenues, all library needs had been generously cared for by the Peaboby Library. Mention is made of the courteous attention of the Librarian, Mr. Uhler, and his assistants, who made the students welcome at all times. The need for library books now became imperative, as did the need for apparatus for the teaching of physical science. Throughout the state there was a clamor for retrenchment; but, said Professor Newell, "We must give better education for the same money." [4]

Comprising the faculty of eleven, besides the Principal, Professor M. A. Newell, were Sarah E. Richmond, Vice-Principal; George L. Smith, Physics, Chemistry, Natural History; Mary C. Newell, Teacher of Middle Class; Maggie B. Smyth, Assistant, Junior Class; Emil Kett, Drawing; Mary Borgman, Principal of Girls' Model School; V. Marion Conser, Teacher of Junior Class; Jennie L. Rippard, Instructor of Music; Rosa Stoll, Teacher of Kindergarten.

The student group was comprised dominantly of young women. Through the early years the proportion of men had never exceeded seventeen per cent. The proposal had been advanced that St. John's College serve as a normal school for men, and the State Normal School be open exclusively to women. The much larger appropriation granted by the State to St. John's than to the Normal School had led to the comment: "If we believe that woman needs education as much as man, that she is as capable of receiving it, and will make as good use of it, it will be hard to explain the reason why the State has done so much for the education of men and so little for the education of women." [5]

Through this period, as subsequently, the question of qualifications for admission was given much consideration. In 1878 it was recommended that only those be accepted "who are in good health, and who possess preparation, and at least average intellectual abilities." [6] Sixteen years was considered the minimum age for insuring sufficient maturity. Great variation of

[4] Report of Principal of State Normal School to State Board of Education, Sept. 30, 1875.
[5] Report of Principal of State Normal School to State Board of Education, May 31, 1873.
[6] Report of Principal of State Normal School to State Board of Education, 1878.

preparation prevailed, showing a wide range in the quality of education throughout the State. For each of its representatives in the General Assembly, each county was entitled to send two scholarship students to the school.

The matter of curriculum received thoughtful attention. Two years of study led to graduation. A longer course than this was felt to be impossible, because the students came from families of moderate means, and because the salaries in prospect were not large. In 1878 the record was as follows: 30% were graduated, 15% went out to teach on certificate, 20% were unable to pay expenses longer than one year, and 35% were unable to maintain scholastic standing. Withal, one notes with gratification that graduates of the school were sought, and that unmistakably they were diffusing the newer education throughout the state. For those who entered upon teaching without graduating, a summer session was arranged extending from May 1 until June 15. "Better," observes Prof. Newell, "to have the 3 R's taught by a zealous, intelligent, sympathetic teacher who would bring his mind into contact with the minds of his pupils, and develop a 'living fire of thought,' than a whole cyclopedia taught by a stupid bookworm or a rigid pedagogue of the lesson-hearing school." [7] By 1881, the demand for teachers with some training was so great that a number of students were allowed to withdraw in order to take positions.

At the time of the founding of the school, there was proposed a plan to have members of the faculty teach a half-year at the Normal School and spend the other half at institutes held in the various counties. The system actually put into operation, however, was that of having the faculty teach for nine months at the school, and give instruction at institutes during June. This practice continued for some years.

The curriculum content consisted of English composition, English literature, English grammar, algebra, bookkeeping, arithmetic, geometry, music, drawing, military drill (for men), chemistry, physiology, Latin, theory of teaching, and observation and practice of teaching. Periods were forty minutes in length, with a ten-minute rest at ten-thirty, and

[7] Report of Principal of State Normal School to State Board of Education, 1879.

a half-hour for lunch at twelve-thirty. Calisthenic exercises were provided for at the close of some period each day. From time to time, minor changes had been made in the course of study, but fundamentally it followed the plan set up in the very early years of the school.

Reference has already been made to the growing attention being given to manual training. The value of manual work in the kindergarten was being recognized, and from this fact came its introduction into the grade schools. The call for it was made upon education before education itself was quite prepared to meet that call. Through the efforts of Professor Wm. A. C. Hammel, the State Normal School made provision for instruction in this subject, having equipped in 1895 a Sloyd room for work in paper, cardboard, and wood. The aim was stated in no vague terms: "To make the pupil systematic and thorough in his work, to train his judgment and executive faculty, and better fit him to meet the practical side of life." [8] Originally, the woodwork was intended for the men students, while sewing was correspondingly offered to the women. Later, manual training became a required course for all.

About this same time, or a bit earlier, came a realization of the place teachers were playing in the rural life of the state, and of the demands agriculture was entitled to make upon education. Accordingly, in 1888 by enactment the Legislature made possible the teaching of the science of agriculture in the Normal School—said teaching to be done at the discretion of the State Board of Education. As there is no record of these deliberations, the matter could not have been given serious consideration, and was evidently lost sight of altogether until the early 1900's, when for a year or two a course in agriculture became part of the science department. At that time it was stated: "The school should teach youth both the importance and the attractiveness of the farm." [9]

By 1886 the growth of the student body to 250 was causing the building, new and spacious a decade before, to seem crowded and inadequate. Eighty additional desks had been provided in this length of time. Repairing had been done as needed, but enlargement could not be delayed much longer.

[8] Report of Principal of State Normal School to State Board of Education, 1901.
[9] Report of Principal of State Normal School to State Board of Education, 1906.

In 1894 an appropriation of $40,000 was made, for an addition to the building, and for metal ceilings and other repairs. A new laboratory was also made possible.

From the beginning of the school generous provision had always been made for science. Credit for this is due not only to those who planned the curriculum, but to the presence in those years of an instructor who was recognized as outstanding in the field, and who at the same time presented the subject with great vitality to the pupils. This was Professor George LaTour Smith, who was associated with the school from those years preceding the move to Carrollton Avenue, until 1892. At the same time he was actively engaged in work for the Maryland Academy of Sciences. To quote from resolutions adopted by the State Board in 1893, "His brilliant ability, his untiring energy, his peerless professional spirit, and great love for work, not only had won him the universal esteem and admiration of his fellow laborers, but also placed him in the front rank of teachers." [10] His career was brought to a sudden and tragic end by his being fatally injured in a train wreck, in June, 1892, when returning to New York after speaking at the Talbot County Teachers' Institute.

Others followed who through their qualifications in various fields of science and their ability to teach, opened up much of lasting value to their students. Professor Herbert A. Austin, besides teaching, wrote articles on science, a number of which appeared in the *Atlantic Education Journal*. Ella V. Ricker too, lent great vitality not only to the department of science, but to the entire school. Joining the faculty in 1889, she soon became responsible for the history as well as the botany and physiology. Vigorous, unassuming, high in her standards for both herself and her students, Miss Ricker taught with a sincerity and a thoroughness which were worthy of a teacher of teachers.

But buildings and curricula do not make a school, any more than do stone walls, a prison. The throb of purpose, the quality of thinking, the vitality of living, the interplay of human personalities give entity and substance and sparkle which can not be derived from physical appointments or well-calculated

[10] Resolutions presented by Alex. Chaplain, Examiner of Talbot County, to the State Board of Education, Nov., 1893.

plans alone. We know from statement and implication that this period was suffused with such values. Radiating from the leader of the group, Dr. E. B. Prettyman, were such spirit and educational aspirations as made him both beloved as a man and respected as an educator. He was born in Williamsport, Pennsylvania, February 20, 1830. His father was a Methodist minister, and the influences which dominated the home were religious. In 1848 young Prettyman was graduated from Dickinson College, where he later received the degree of Doctor of Laws. After graduation, Mr. Prettyman took charge of a school at West River, Maryland; in 1852 he accepted a position in a state endowed academy at Brookeville, Maryland. This connection ended when he was elected Clerk of the Circuit Court of Montgomery County. After twenty-two years he became Chief Clerk of the Maryland House of Representatives. In four years, came an appointment as Deputy Naval Officer of the Port of Baltimore. From this office, Dr. Prettyman came to the principalship of the Normal School in 1891. Those were the days, still, when the principal also served as State Superintendent of Education—a combined responsibility which Dr. Prettyman felt was too heavy, but from which he was not released until 1896, when Dr. M. Bates Stephens took over the latter responsibility as a separate office. Creation of fine living, concern for practical affairs, and clear ideas about the essence of education characterized Dr. Prettyman's fourteen years at the Normal School. The regard in which he was held was such that a change of political parties at Annapolis and three changes of Governor did not affect his appointment.

At the close of his association with the school, the students' yearbook was dedicated to him as follows: "As a boy he was a leader, for he was frank, courteous, generous, and brave. To these splendid virtues of love, truth and courage were added in manhood the graces of a piety as simple, as serious, and a faith as genuine as unpretending. As Principal of the Normal School, Professor Prettyman has been very successful, and is loved and respected by all those who have an interest therein."

At the time of his death, there was entered in the faculty minutes an appreciation of his character as a man and a teacher, and of his work at the Normal School. School was

closed on the day of his funeral in Rockville, in order that the faculty might attend in a body.

Into the Lafayette Avenue school came many interested and interesting visitors, President Gilman and Professor Gildersleeve of the Johns Hopkins University, warm friends of Professor Newell's, visited upon several occasions, as did Professor Remsen, a friend of Professor Smith's. It was a very rich opportunity for the school that many visiting lecturers at the university accepted invitations to come to the Normal School. Elizabeth Peabody was a visitor in the Newell home, and spoke to the kindergarten training class taught by Professor Newell himself. The visit of James Russell Lowell in 1877, also a guest in the Newell home, is clearly recalled by Mrs. Belle Newell Pratt. It is an event which the school remembers pleasantly and proudly. Upon another occasion, came Princess Winnemucca, last of the Pinto Indian tribe. One day, came an unidentified, elderly gentleman, whom Miss Richmond received and showed through the school; not until the newspaper reported his presence in the city was his identity discovered; he was Don Pedro of Brazil.

Other guests brought widely varied messages. Dr. Fred Gould, of London, gave typical lessons for teaching moral traits. Dr. Samuel Schmucker[11] spoke on "Habits of Birds." Reverend Hugh L. Birckhead addressed the school on one Peace Day. Among the travel talks given was one by Reverend H. P. McCormick on "Mexico and the Mexicans." Governors of the state came rather frequently, and as often as possible were prevailed upon to speak to the students. The story of a visit of Governor Jackson is recalled clearly by Mrs. Marie Briscoe Croker, a student at the time. The Governor, who spoke with neither ease nor pleasure, addressed the students very briefly, and concluded his remarks abruptly by saying that the speed with which the hands of the clock were traveling told him it was time for him to stop, and for them to return to classes. The clock, Mrs. Croker adds, had been out of order and not running for several days.

The changes and growth characterizing the curriculum are noteworthy. Constant thought and study are evidenced in

[11] Dr. Schmucker was Professor of Biological Sciences at West Chester (Pennsylvania) Normal School.

revisions and refinements made from time to time. One wonders how a faculty which until 1900 never exceeded sixteen in number could do the amount and variety of teaching involved. Too, since varying lengths of time were needed by different students in order to complete the course, considerable effort must have been required to give to individuals proper arrangement of studies. This effort to plan individual courses around individual ability and background and in relation to sound professional preparation is arresting for its excellence and convincing for its sincerity. As early as 1882 one teacher in six throughout Maryland had had training at the Normal School, and it is recorded that the school was "giving tone, color, and life to education throughout the State." [12] Raising of standards, however, only served to inspire effort toward creating and achieving better standards.

By this time, the curriculum arrangement was definitely for three years, divided into first and second terms. More and more students were remaining to complete the course; those who did so received a diploma, and, after one year of successful teaching, the seal of Maryland was affixed to the diploma. This was, in substance, a life certificate.

It should be noted that through these years not only the amount and variety of teaching done by the faculty were outstanding, but the quality of their work showed the result of effort in taking outside courses and in reading widely. What could have been more indicative of professional earnestness and aspiration than the fact that Miss Richmond and Miss Ricker studied Latin in the 90's from a graduate student at the Johns Hopkins University?

In selecting teachers for the Normal School, the State Board of Education looked frequently to its own graduates for suitable candidates. In this way, young, able teachers were invited and brought to the staff of their Alma Mater: Belle A. Newell, Minnie C. Henkle, Minnie L. Davis, Mary H. Scarborough, and Hannah M. Coale. Later came M. Theresa Wiedefeld, Lucetta Sisk, and Elsie Hichew. These and others took their places among those who "gladly teach." With other backgrounds of training there came to the school Fritz Gaul, William H. Wil-

[12] Report of Principal of State Normal School to State Board of Education, 1892.

cox, LeRoy Haslup, Thomas L. Gibson, Ernest E. Race, and Florence A. Snyder. Increasingly, it became the wish and the policy of the State Board and the head of the school that the faculty should possess the background of a liberal arts college. This, too, was, of course, a forward-looking step.

Meanwhile, the needs of the school had been recognized in a practical way by the State Assembly. From $10,500 the appropriation was advanced to $12,875, and finally, in 1898 to $20,000. Concern was growing for raising the standard of teaching, for which such financial support was one essential factor.

Coincidentally, two significant changes were in process in the set-up of the school. It was on the way to becoming a four-year school, and the courses of instruction were about to be set up in departments. Elevation of standard was hoped for as an outcome, and those responsible for the change were not disappointed. In his commencement address in June, 1901, Clayton Purnell, of the State Board, spoke of "a judicious admixture of professional and scholastic work extending through the whole course." [13]

Thirty years before 1901, "as was to be anticipated, much doubt and hesitation were felt by the Board of Education of Baltimore County as to the propriety of establishing a class of schools entirely new to the school system of the county." [14] Nevertheless, in response to petitions, three of these new schools —high schools they were—were put into operation, at Towsontown, Waverly, and Woodberry. During the next three decades, however, the high school had come to be an integral part of the educational system of most counties, which fact was making increasingly possible the entrance into the Junior class of young people with maturity and good academic backgrounds. In 1906 Dr. Ward, appointed principal the preceding year, predicted that "with raising of the High School training to the standard four-year course in Maryland, there will disappear the necessity for more information courses in the Maryland State Normal School." Furthermore, he adds, giving a long look into the future, "would it not be economical for the State to advance a sum of money sufficient to establish this

[13] Report of Principal of State Normal School to State Board of Education, 1901.
[14] Report of Principal of State Normal School to State Board of Education, 1873.

school in the suburbs of Baltimore, with suitable dormitory and campus facilities?"[15]

In 1905, a committee had been appointed to prepare a course of study which could be adopted by the State Board as a uniform normal school curriculum. A four-year school was definitely set up. Two years of academic work were offered to students who had finished the work of the elementary grades only; following, were two years of professional courses, upon which graduates of high schools were qualified to enter, and for which students in the academic department were prepared. The principal and Miss Richmond represented the Maryland State Normal School. Their ideas were incorporated as they were tried out in the Baltimore school. Amplification was worked out through the following recently created departments: Pedagogy, English, History, Science, Mathematics. In addition were the following courses, not listed under departments: Latin, voice culture, art, manual training, physical training, and vocal training. A library of between four and five thousand volumes was being continuously added to, though a librarian was not added to the staff until 1909.

The broadening nature of teacher training is clearly indicated by the introduction of such courses as, the art of teaching, history of pedagogy; school management and school hygiene, and practice teaching. The Department of English was amplified to include: history of English literature; American literature; world classics; stories, mythology, and folklore. The Department of History was made to include the full sweep of man's story from the civilizations of Greece and Rome to the history of America and Maryland. Civil government, too, was provided for, which included study of the Constitutions of the United States and of Maryland, and school law. The Department of Science, always rich, comprised botany, zoology, physiology, physical geography, physics, chemistry, nature study, and geography. In this connection, reference is made to the value of excursions. The Department of Mathematics included algebra, plane and solid geometry, and arithmetic.

In June, 1908, this course of study was adopted by the State Board. The work of both Junior and Senior students included,

[15] Report of Principal of State Normal School to State Board of Education, 1906.

English, history, science, and art. Observation in the Model School and practice teaching were of major importance. The latter had been long delayed, partly because of the poor preparation of students from certain counties. Recommended as a guide to reading were:

Charters, *Methods of Teaching.*

Dearborn, *The Psychology of Reading.*

Dewey, *Ethical Principles underlying Education, School and Society.*

Kirkpatrick, *Fundamentals of Child Study.*

Thorough scholarship was of tremendous significance to Dr. Ward. Nearly two decades of studying and teaching in liberal arts colleges prior to his coming to the Normal School had confirmed his scholarly attitudes and outlook. Born in Howard County in 1867, George W. Ward had attended the county schools, and at eighteen had accepted a teaching position. Even before the age of eighteen, he was serving as superintendent of a Sunday School in the county. After a year or two of teaching, he took and passed successfully a competitive examination for Western Maryland College. Upon graduation four years later, he was offered and accepted a position in the preparatory school of the College; following this experience, he became a member of the college faculty. Dr. Ward's subjects were history and economics. The lure of further study took him for a year to the Johns Hopkins University. Then came a time of combined studying and teaching, followed by a second year of work in residence at the University, leading to his receiving his doctorate. Again he returned to Western Maryland College, as professor and dean. From this post he was invited in 1905 to the principalship of the State Normal School—a position which he filled for four years.

Meantime, on every hand were evidences of professional growth of teachers. Of the several channels through which this was encouraged, none perhaps was more important than the State Reading Circle. Organized largely through the efforts of Professor Austin and State Superintendent M. Bates Stephens, it was wholeheartedly supported and guided by the faculty of the Normal School. The trend of education for a

George W. Ward
Principal, 1905-1909

dozen years is clearly discernible in the Circle's successive choices of the book of the year to be used for study purposes.

1901- 2 Hinsdale, *The Art of Study.*
1902- 3 White, *The Art of Teaching.*
1903- 4 Shaw, *School Hygiene.*
1904- 5 McMurry, *The Method of the Recitation.*
1905- 6 James, *Talks to Teachers.*
1906- 7 Seeley, *History of Education.*
1907- 8 O'Shea, *Dynamic Factors in Education.*
1908- 9 Bagley, *Classroom Management.*
1909-10 Bagley, *The Educative Process.*
1910-11 McMurry, *How to Study and Teaching How to Study.*
1911-12 Briggs and Coffman, *Reading in the Public Schools.*
or
Kirkpatrick, *Fundamentals of Child Study.*
1912-13 Strayer, *A Brief Course in The Teaching Process.*
1913-14 Gilbert, *What Children Study and Why.*

A second means of broadening the horizons of teachers and of advancing the cause of public education in the state was conceived of, and came into being as the *Maryland School Journal,* later called the *Atlantic Educational Journal.* Lesson plans, articles on professional topics, information about science, book reviews, and educational news filled its pages. Numerous and interesting are lesson plans and articles by Lida Lee Tall, then of the Baltimore Training School.

The educational challenge stirring everywhere was felt by the faculty. In October, 1906, regular bi-weekly faculty meetings were begun. At the first meeting, attention was directed to O'Shea's *Dynamic Factors in Education.* At the second meeting, Dr. Ward led a discussion on education from the sociological point of view. The newer educational philosophy and practices were just beginning to take form, and claimed the kind of consideration which such meetings afford.

The fullness of time brings about much. In 1909, Miss Sarah E. Richmond was appointed principal, crowning her years of association with the Normal School as student, teacher, and vice-principal—an association dating from the founding of

the school. These had been tremendously rich and fruitful years. Vitally concerned as she was with every present need and circumstance of the school—curriculum, quality of work, physical features, soundness of purpose and procedure, calibre of students and their welfare—Miss Richmond was at the same time looking forward with vision and faith to the time when a cherished dream would come true. The spacious building of forty years before had become outmoded. Not without thought and labor did the dream approach reality; during the six years following her appointment as head of the school Miss Richmond, with imagination stirred and effort inspired, helped translate the idea into brick and mortar. The commencement of 1915 was the last of forty to be held in this spot. Not only were faces turned toward Towson, but footsteps went, once more with rejoicing, over the threshold of new and beautiful buildings, leaving the building on Carrollton Avenue as an outgrown shell in the unresting sea of education.

CHAPTER III

Expansion: The Campus at Towson

E. IRENE LITTLE

The elevation of Sarah E. Richmond to the principalship in 1909 brought to a culmination her long connection with the school, and was a deserved recognition of her sincere devotion to the school's interests. It also focused attention on the desire, expressed by both Prof. Newell and Dr. Ward, of moving the institution into the country. This purpose had long been cherished by Miss Richmond, and there was no doubt in any one's mind that she would now use the advantages of her new position to further the cause.

The building and location at Carrollton and Lafayette, once heralded as ideal for the purpose of training teachers, had undergone various steps in deterioration. Originally, the building had been ample, but with the lapse of years, increases in enrollment and expansion in curricula, no longer was there enough space. Furthermore, a different arrangement of rooms, dictated by the newer emphasis on the individual, was indicated. In the Carrollton Avenue building a few large lecture halls had been provided; now it was felt necessary to employ more and smaller classrooms. Miss Richmond, in speaking of the need for changes, remarked that at the time of the move to Carrollton Avenue the chief aim in public education had been economy;

classes were large and teachers were few. Now, happily, public education was receiving more adequate support, and it was becoming possible to concentrate on improved designs and better practices.

The site of the building in 1876 had been in the very desirable West End section of Baltimore, but in the subsequent years the neighborhood had undergone very undesirable changes, and had become noisy and dirty. The street cars were now running along Carrollton Avenue and the traffic was very heavy so that, as Miss Richmond reports, it necessitated "at times the suspension of class exercises, while the dust which rose from the traffic was hurtful to books, and a source of danger to the students who breathed it." [1] Originally the building had been so planned as to allow for open out-door space. But later it was necessary to erect new buildings, and Miss Richmond explains that this space "once a beautiful lawn, left as an opening for air and sunlight, has been used for additional buildings" which have "cut off the light from some of the class rooms. The steep roof with its towers and projecting walls has proved a water trough whose constant repair modifies bad conditions, but never permanently removes them. The building once so beautiful and complete" was now badly lighted and badly ventilated. "Its corridors," she says elsewhere "are not sufficiently lighted and are narrow enough to be avenues of danger should the necessity arise for a hurried passage through them. Figuratively speaking, the building is suffering from 'general debility.' " [2]

With all these conditions in mind, Miss Richmond, ardently supported by the Alumni Association, began a campaign for the removal of the school to a more desirable location. She writes that "the friends of the school had long desired to see it located in a suburban district surrounded by enough land to allow for the required school buildings, including dormitories; a large campus; a garden of several acres to provide for future contingencies."

Other considerations there were which pointed to the erection of an improved and enlarged plant. There was more and more a real need for additional trained teachers in the schools.

[1] *Annual Report of the State Board of Education,* 1916, p. 122.
[2] *Ibid.,* p. 123.

Sarah E. Richmond
Principal, 1909-1917

The graduates of the Normal School were far too few to supply the many public schools of the state. School officials throughout Maryland often were obliged to employ inexperienced and unprepared teachers. The State Department of Education reported the need annually for 350 new teachers, while the Normal School was graduating less than a hundred each year. The Carrollton Avenue school was constructed to accommodate only 226 students, the number then required by law. Hence it was evident that "a condition and not a theory" existed, which called for immediate action.

However, the strongest argument advanced by Miss Richmond was the protective need of young inexperienced girls coming from country homes for their first adventure. In the earlier days there had been many desirable boarding homes near Carrollton and Lafayette Avenues. But now the neighborhood had undergone a decided change and few homes were at this time open to the students. Increasingly it was felt that the chief reason for locating the school out of town was that dormitories could be built where students could secure a comfortable home at a minimum cost, and at the same time be under the careful supervision of the school at all hours. The health of students in cheap boarding homes could not always be guarded. School authorities found it impossible to see that good, sufficient, nutritious food was always provided. Proper exercise and adequate rest were too frequently neglected.

It must also be remembered that with the growth of Baltimore and with her business expansion, had come many cheap entertainments and amusements. This development created a new situation around the school in the form of distractions and allurements unknown in the days when the quiet West End had been chosen as a desirable location for the school. Conditions conducive to serious study no longer existed and frequently parents were unwilling to send young people to an environment which might prove too great a temptation in years when characters were yet in the formative stage.

It was at the commencement in 1910 that Miss Richmond, after commending Governor Crothers for his excellent road-building program, suggested that he turn his attention to some educational needs in Maryland, and more specifically to the

need for new buildings for the Normal School. Thus was opened a "drive" for legislative action, and the Alumni Association and other "friends of the school" set to work with a will.

Shortly thereafter the General Assembly, keenly alive to the best interests of the school, and appreciating the fact that those who were to teach in the public schools should be trained under the most favorable conditions, passed an act creating a commission to be known as the Maryland State Normal School Building Commission, said Commission to consist of the Governor of the State, the Comptroller of the Treasury, the State Treasurer, the State Superintendent of Education, the Principal of the Maryland State Normal School, J. Charles Linthicum, John S. Biddison, J. Mitchell Diggs, Carville D. Benson, and B. K. Purdum, Secretary and Treasurer.[3]

This act provided that "the said members remain in office until the work for which it was established shall have been completed." The commission was empowered to select the site, and to prepare tentative "plans and estimates for the necessary buildings for a new Normal School." [4] Thus empowered, the Building Commission set to work with all energy to carry out the purposes of the act. As the first task was to discover a proper location for the school, the Commission let it be known through the public press that land was being sought for this purpose. The result was that more than three hundred sites were offered, and more than a hundred of these were actually visited. It was early decided that the chosen site must contain not less than seventy-five acres; must be near a trolley line, easily accessible to Baltimore; on or near a railroad, to facilitate the delivery of supplies; and near a town having churches of all leading religious denominations, stores, physicians, and so on—in other words, that the plant should be so located that its needs as a school group could be cared for conveniently, and also that the nearby population be numerous enough to furnish children for the practice school.

A report of the preliminary activities of the Building Commission was prepared by the Secretary, B. K. Purdum, and presented to the Legislature of 1912. With the report was a

[3] *Report of the Maryland State Normal School Building Commission*, 1915, p. 16.
[4] *Ibid.*, p. 17.

map showing the location of the most desirable sites which had been offered, and also tentative plans of proposed buildings. Hearings were held; a bill was proposed providing for a $600,-000 bond issue[5] and empowering the Commission with all necessary authority;[6] the Alumni and friends of the school started a vigorous campaign throughout the state. Governor Goldsborough came out for the bill, which passed on April 7, 1912, with surprisingly little opposition. On the day of its passage Miss Richmond and her friends came to Annapolis to witness this triumph for the cause of education.[7]

With funds now actually available the Commission went to work with renewed energy. By August the present site, near Towson, seeming to fulfill all requirements, had been selected. The next undertaking, the inspection of outstanding Normal School plants, was put into the hands of several committees of which Miss Richmond was an enthusiastic member. Normal Schools at Charleston and Macomb in Illinois; Greensboro and Greenville in North Carolina; and Montclair in New Jersey were a few of those visited.[8] Finally the Commission studied the reports of these committees of visitors, and after consulting with a number of architects and receiving many competitive bids, decided on plans and awarded the contract to the architectural firm of Parker, Thomas and Rice of Baltimore and Boston. Charles L. Reeder was selected as consulting engineer, and the preparation of plans and specifications began at once.

The undertaking was a large and unprecedented one in Maryland, and the Building Commission appears to have performed its task with deliberation, no doubt to some degree impeded by political considerations. At any rate, the plant was not ready for use until September, 1915, by which time Miss Richmond had accomplished the stupendous task of evacuating the plant which had been occupied for forty years. In her annual report submitted to the Board in June, 1916, the Principal writes tersely that "the removal to the present site was not unattended with difficulties. . . . The adjustment to a larger plant, with power house, laundry, dormitory, and administration

[5] The Legislature of 1914 appropriated an additional $225,000.

[6] During the course of the passage of the bill, the Commission was enlarged by the addition of Andrew J. Cummings, Peter J. Campbell, and Albert M. Sproesser.

[7] *Report of the Maryland State Normal School Building Commission,* 1915, pp. 15, 16.

[8] *Ibid.,* p. 16.

buildings, with the increased force of employees was not an easy task." [9]

The site chosen was beautiful, commodious and picturesque, in the wooded, rolling hills, characteristic of Baltimore County. The location of the Administration building, with its beautiful clock tower on a commanding eminence surrounded by grassy slopes, was excellently chosen. The Building Commission is to be commended for its work in consummating their undertaking and providing for the state this fine group of buildings, dignified, modern, and well equipped. The original group has—in addition to the Administration Building, with its class rooms, offices, libraries, laboratories, auditorium, wide corridors and locker space,—a dormitory,[10] Newell Hall; a power house; a laundry; a handsome residence for the principal; and also a home [11] for the farmer. The architectural style employed is Middle English of fire proof concrete construction, faced with a dull red brick.

The move from city to country was a great achievement. Those forces devoted to bringing about this forward step in Maryland's educational history must not be forgotten. Years of preparatory work laid the foundation and made it possible for the undertaking to advance with surprisingly little friction, so that we can today commend rather than deprecate the rather long period stretching out from the first expressed hope of Professor Newell in 1869 to the bold plea made by Miss Richmond from the commencement platform in 1910, to the selection of the site in 1912, to the final move to the Towson Normal School plant in 1915. In those years of effort many forces were at work bringing to fruition the dream of years. The Alumni Association, especially such faithful, devoted members as William Love, Robert Fawcett, Samuel Webb, J. Charles Linthicum, and Frank Purdum, did untiring yeoman service for the school and their leader, Miss Richmond. Miss Richmond felt a deep debt of gratitude to the able assistance of B. K. Purdum, secretary and treasurer of the Building Commission. Mr. Purdum was constant in his scrutiny of

[9] *Annual Report of the State Board of Education,* 1915, p. 118.

[10] In September, 1924, in Dr. Tall's administration a second dormitory, Richmond Hall, was built; and still later an elementary school erected back of the Administration Building.

[11] The principal's and farmer's homes were already on the estate when it was purchased by the state.

the work on the school during its building, advising, urging forward, and making suggestions. Thus coöperation, well performed, brought about excellent results.

It must be remembered that the move from city to country created a difficult transition period for the students and faculty. It took years to iron out the numerous unforeseen problems that were reflected in the reports sent by Miss Richmond to the Board in 1916 and 1917. New conditions were developing at that time, too. For instance, by a ruling of the State Board of Education it was made obligatory for all students entering the school to have the equivalent of a two years' course at a high school, or to show by examination that they were qualified to take up the work of the first year class. "The effect," reports the principal in July, 1916, "of this ruling was to cut out about sixty applicants." [12]

There were, however, many more bright than dark spots in Miss Richmond's picture of conditions in the new plant. She reported "improvement . . . in the health, conduct and general bearing of the student body. Fewer numbers of withdrawals, fewer absences through sickness have been recorded." She also rejoiced at the sight of the elementary children "digging, hoeing, spading and planting with all the enthusiasm and happiness of doing something useful." [13]

On November 19, 1915, the new buildings and grounds were formally turned over by the Commission to the State Board of Education. "The dedication exercises," wrote Miss Richmond, "were simple—but impressive." Dr. M. Bates Stevens, State Superintendent, in accepting the new group of buildings, sounded a key note for expansion. "This school," he said, "will not fill its proper niche in our State school system until it shall furnish annually 200 graduates."

Miss Richmond had wanted above everything to see the school in a rural setting. She felt that since the school was preparing teachers chiefly to go out into the small towns and country districts, it was fitting that they should be trained in country surroundings. She was proud and happy that she had herself been in a position to promote this cause. In speaking

[12] *Annual Report of the State Board of Education,* 1915, p. 117.
[13] *Annual Report of the State Board of Education,* 1916, p. 90.

as principal at the dedicating services, Miss Richmond gave a résumé of her connection with the school thus: "In appearing before you today I occupy the unique position of being not only one of the parts that have made this dedication a fact, but I am also the link 'which runs through all and doth all unite,' being a student of the school from its beginning, an alumna, a member of the faculty, a principal, and through the office of principal a member of the State Board, and through the courtesy of the General Assembly a member of the Building Commission." [14]

Miss Richmond served as principal one year and a half after the dedication. Her place in the educational system of Maryland was unique, not only for the reasons she herself gave, but also because of her character and spirit. In the funeral services held for her in March, 1921, a brief address was delivered in which the preacher made this penetrating comment: "Sarah E. Richmond has achieved an undoubted immortality. It was her privilege so to impress upon students coming under her influence her own conceptions of devotion to duty, of a sense of justice, of a belief in the high nature of the calling of teacher that while that spirit lives, she can never die."

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[14] *Report of the Maryland State Normal School Building Commission,* Annapolis, 1915, p. 26.

CHAPTER IV

Crisis: The School and the World War

LENA C. VAN BIBBER

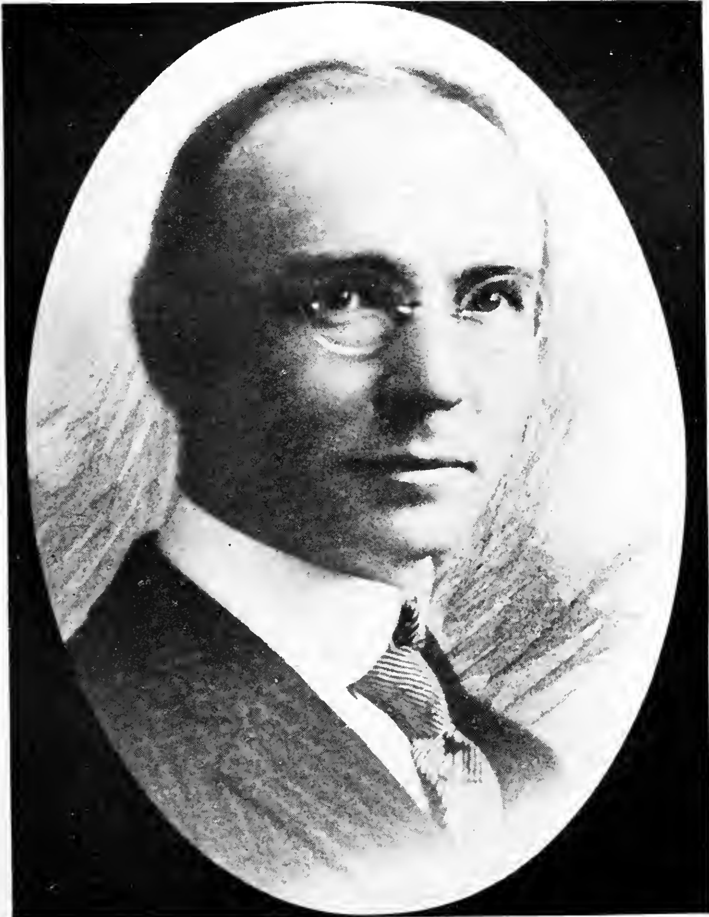
In the last pages of her annual report to the State Board Miss Richmond included a running survey of the school's history, recalling briefly its small beginnings and paying tribute to the sincerity, intelligence and earnestness of its founders. As one reads these words today, it seems significant that they should have been written, and written by Miss Richmond, herself, the final exponent of the philosophy and method of the early period of the school's history. Indeed, the school, saying farewell to that period, was about to see the dawn of a new day.

The final words of the retiring principal were these, "I desire . . . to congratulate the Board upon securing as the future head of the school one whose past career is the prophecy of a happy and successful administration."[1] The "head" referred to was Dr. Henry S. West. Dr. West, a native of Maryland, received his early education in the public schools of his home city, Baltimore, graduating in June, 1890 with honors from City College. In the same year, he graduated from the Maryland Institute, also with honors and a Peabody prize. Thus equipped he began his teaching career, and at the same time his studies at Johns Hopkins University, where he took a B. A. degree in 1893, and a Ph.D. in 1899. Although still interested in art and in teaching art, Dr. West soon made English his main work. By 1901 his ability was recognized by an appointment to the principalship of Western High School. He was further honored by being made Assistant Superintendent of Baltimore Schools in 1906. In 1912 he left Baltimore for Cincinnati whither he had been called to become Professor of Education in The School of Education of the University of Cincinnati. He was serving in this capacity when he was appointed principal of the State Normal School at Towson in 1917.

[1] *Annual Report of the State Board of Education,* 1917, p. 181.

Thus he was well fitted for the position he was about to fill. Furthermore, he brought to his task personality traits of the highest type; he was preeminently alert, intelligent, analytical, poised, and resourceful. He possessed a creative imagination, ability to organize, an interest in education, and above all, integrity, self-control, courage, and a sense of humor. Every one of the above enumerated qualities and abilities was to be called into action in the many sided and difficult task Dr. West was about to tackle. For this task involved not only management of a number of people of varied interests, but also the running of eighty-eight acres of land, part of it under cultivation. It had become not merely a day-time position, but one that filled twenty-four crowded hours each day. It was not just looking after the educational needs of young people, but also attending to their physical and social and spiritual wants as well. Suddenly the newly appointed principal was called upon to fulfill the duties of both parents and to comfort the homesick, to encourage the timid, to control the wayward, to inspire the gifted!

To estimate this period of the school's history, the three short but difficult years of Dr. West's régime, it seems necessary to review briefly some of the reasons for the stresses through which the school was called upon to pass. Not only was it necessary for this mature, established city institution to make the adjustment incident to its migration to the country, but it was obliged to do this at a most trying time—in the fateful year of 1914. As time goes on, there will most likely be a general agreement that in 1914 one historical period ended and a new one began. However that may be, it must be recognized that the forces that eventuated so tragically in the First World War had long been gathering. Such crises, indeed, are not sudden; they brew slowly. As has been many times pointed out, culture as a whole progresses with varying difficulty, and while some aspects of culture, such as mechanical invention in the eighteenth and nineteenth centuries, undergo rapid and spectacular changes, other aspects, such as courts of law, remain for an indefinite time comparatively stationary, or "lag." Thus it happens that when the resulting maladjustments become unbearably numerous and painful, there occur violent



Henry Skinner West
Principal, 1917-1920

upheavals—moral earthquakes—and all phases of life are shaken up with great destruction and loss. The World War which broke out in 1914, though unforeseen by most people, had had a long, long preparation, and the various disruptive elements which evolved slowly and imperceptibly were psychological as well as physical.

Now these gradual permeating changes in daily life, in thought, in communications, in human contacts, in international relations, had necessarily affected every community, large and small. The Maryland State Normal School, its personnel, the community in which it found itself, the many communities from which its student body came, and the many communities which it served, all had been tremendously affected. Furthermore, all education in nearby states was changing as all ideas and customs were being shaken by the evolution of society. Dr. West's appointment came at the very peak of this movement. The new régime was foredoomed to be one of peculiar upheavals, and *ergo* of especial interest. The social and educational cauldron seethed and bubbled; serenity and steadiness of growth were out of the question.

Some of this urgency had already pressed upon Miss Richmond, and had given meaning and force to the voices of those who worked to move the school "from the dust and noise of the city to the quiet and wholesome air of the country." [2] However, the stresses that had sped the departure of the Normal School from the home on Carrollton Avenue could not be escaped by a mere change of residence. In this connection Miss Richmond remarks, in an annual report, that "the removal to our present location was not accomplished without difficulty." Naturally these difficulties had not all been resolved in the brief span of three years which had elapsed before Dr. West's arrival.

The removal from Baltimore to Towson was reflected in spasmodic enrollment changes. Prospective students and their parents were not all readily convinced that living in Towson and in a dormitory was to their liking. It took several years for the actual effects of this shake-up to be measured and appraised. In the meanwhile, many related problems sprang up

[2] *Annual Report of the State Board of Education,* 1915, p. 118.

and had to be grappled with. The war in Europe had been going on for three years and its effects were strongly felt, especially in the eastern part of the United States. Old values were challenged, and new freedoms were demanded. Educational standards already affected by new psychological developments were shifting. From another angle also problems of an economic nature were developing.

Confronted with so many and so diverse difficulties, Dr. West found himself plunged immediately into a sea of confusion. Foreseeing this, as soon as possible after his appointment, he set to work to study the school and its needs, and by September, 1917 had reached some definite decisions as to desirable changes that could be immediately effected. In doing this the new principal showed penetrating intelligence, together with ready tact and self-restraint. His first annual report recounts several innovations. First, Miss Richmond was placed in the newly created post of dean, where her wisdom and experience in dealing with young people could be capitalized, and her connection with the school continue to be recognized. Second, a new head of the department of pedagogy was appointed in the person of Mr. John L. Dunkle, thus laying the ground-work, in accordance with the trend of the times, for greater emphasis upon student practice in the training of teachers. Third, the cafeteria, where lunches for teachers, day students and elementary school children were served, was placed under the direct control of Miss Jean D. Amberson, newly appointed teacher of home economics. Fourth, the library, in which the college of today can feel just pride, was begun as an organized reality, "Miss Katharine G. Grasty," as Dr. West writes in his annual report, "entered upon her duties in a library without catalogue, without . . . classification and arrangement of books." And fifth, to relieve the principal of much routine work, a new office, of business manager, was established and Mr. C. E. Wootton appointed to the position.

The first year, even in normal times, would have tested the stamina of any man. But with the added complexities growing out of the war, the work of being principal of the Maryland State Normal School was stupendous. Every phase of American society felt the impact of the struggle, and necessarily

schools were greatly involved. The imperative speeding up of war agencies became the first objective of the government so that the less obvious educational aims lost immediacy. Dr. West was much concerned with this tendency, which was to consider education as but of secondary importance and to ignore the permanent injury that the entire system was sustaining.

On the other hand, there were undoubted advantages accruing to the individual and the community alike from the intensification of social integration growing from a realization of a common danger and a common cause. The educational opportunities thus presented were quickly seized upon by Dr. West, who offered the school to Towson and to Baltimore County groups to be used as a community center. Accordingly by the winter of 1918, the building had become a veritable beehive of activity. Students were greatly interested. They joined Red Cross units where they sewed, rolled bandages and knitted enthusiastically, working side by side with neighborhood women and faculty members. Education became highly practical. War-time economy became the subject-matter of mathematics and economics courses. History and geography assumed a reality and vividness hitherto unknown. Special courses in first aid and home nursing were introduced. Furthermore, personal virtues were stimulated, while young students forgetting their own desires, spent their money for thrift stamps, ate plain food with little grumbling, and worked diligently on soldiers' and war victims' clothing. All of this afforded invaluable opportunities for experience in coöperative action. The school was transformed. The *war,* while depleting the personnel of the schools, created compensations in morale, in enthusiasm, in spontaneity and in self-forgetfulness.

While the principal, in characteristic alert fashion, encouraged warmly these by-products of the war, he did not allow himself to forget the serious losses that education was sustaining. He realized that the children of Maryland, if deprived of good, substantial schools, manned by intelligent and well-trained teachers during the crucial years of childhood and youth, could never retrieve these losses. Children are children but once! In no way can such damage ever be repaired. With

unerring clarity of vision, Dr. West looked into the future, fearing for the results of this neglect of education on the coming generation.

Indeed, as the year 1918 progressed, the educational outlook grew darker. Prices sky-rocketed; the whole economy was thrown into confusion. In some fields wages ascended, trying to keep up with rising commodity prices and land values. The school authorities, however, were deaf to all appeals. The results were what could have been predicted. Not only was the call for war workers sounded in the name of patriotism and social service, but the remuneration offered was made to "speak louder than words." It is not to be wondered at that the schools were rapidly stripped of many of their most competent men and women, especially of promising young teachers. And, as a corollary, fewer and fewer high class, ambitious youngsters were found to enroll in normal schools and teachers colleges. Thus a new and heavy blow descended on the Towson State Normal School.

In fact, the enrollment decline was so persistent that those interested in the school and in Maryland education became seriously alarmed. Dr. West gathered statistics and began a careful study of the entire matter. Undoubtedly the emergency embodied in the "call to service" was largely responsible for the state of affairs. War-time conditions had inevitably "put the skids under" the already marked decline in young people's interest in coming to Towson, but if one examines the given table below, one will see that the decline had already been in progress prior to our entry into the war. To speak metaphorically, the patient was unquestionably ill not

Table Showing Enrollment Trend Between
1914 *and* 1918.[3]

Date at opening of school	1913	1914	1915	1916	1917	1918
Student enrollment	343	313	320	296	220	131

from a simple malady but from "complications." Dr. West's keen, analytical mind saw this clearly and he proceeded to delve into all the underlying causes of the grave malady

[3] *Annual Report of the State Board of Education*, 1919, p. 145.

that threatened to wipe out normal school education in Maryland. In his subsequent study he arrived at certain tentative conclusions, and suggested certain remedies. In this he had the warm and loyal support of the Alumni of the school, and especially that of Dr. Robert Fawcett, whose whole heart was in preventing a disaster to his beloved Alma Mater. Also, the State Board of Education, a little later, became much concerned at the enrollment decline of the Towson school, regarding it as symptomatic of the entire State School System. The State Superintendent, Dr. M. Bates Stephens, in a commencement address in June, 1919, had remarked, "This school was never better managed than now. . . . The big drop in normal school enrollment, here and elsewhere, has come about because we have been in a great war and are suffering the consequences." [4]

The Maryland schools, partly as a result of war conditions, had now established a distressing "low" in public service. In a number of schools were to be found ignorant, untrained, and inefficient teachers. This was largely because the normal schools of the state were able to supply *only* a limited number of trained candidates annually. The rest of the positions in the schools were filled by persons who had succeeded in passing a series of rather easy tests. Such examinations, of course, had little real value in testing the teaching ability of applicants. The results on education of filling positions in schools by such methods can easily be imagined.

By 1918 the State Board of Education, much disturbed by the declining school standards, decided to offer to teachers summer school courses, and to establish a system of certification and consequent promotion to those who attended accredited summer schools. By this plan the authorities hoped to improve the scholarship and teaching of those in the schools who were not graduates of normal schools or of teachers colleges, and thus to raise the general standard of the state system. Summer schools were accordingly set up at Towson, Frostburg, Ocean City, and, for colored teachers, at Bowie. Six weeks additional preparation had been for some time prescribed by law to renew second and third grade certificates. But the expense of attending

[4] *Ibid.*, p. 146

existing colleges was too high for low salaried teachers. The Board, therefore, decided to offer state supported educational opportunities, at a minimum cost to teachers obliged to renew certificates.

The first summer session at Towson was established under Dr. West in 1918. "This summer session," writes Dr. West, "was thoroughly successful, whether considered from the point of view of enrollment, quality of work accomplished, or of the expressed satisfaction of the teachers who were in attendance." [5] Such results were most gratifying to those concerned. Yet, in retrospect, it was a reflection on conditions of that day that expedients of this kind had to be resorted to. On the other hand, there was some encouragement in the mere fact that Maryland authorities at this time recognized the need for providing additional educational opportunities for their teachers. Still a long road had to be traversed before the state possessed adequate facilities for teacher education. Not till 1930 could summer sessions of this type be discontinued, because by this time most teachers had reached the standard then prescribed by law.

The first summer school at Towson presented an interesting social situation. Of the 245 enrollees, the Newell Hall Dormitory could house only about three fourths, and the remainder were obliged to find homes in Towson. Those in charge decided that such a considerable group of teachers could not be expected to be content with no prospect but work. Therefore, a carefully devised plan of social and "recreative diversion" was arranged. This covered several types of recreative diversion. Two evenings were given over to professional entertainers. Dr. West reports that these were well liked. One other evening was spent in a way characteristic of those war days. The people of Towson and environs came to "A Win the War Community Meeting" and all joined in singing patriotic and folk songs. The summer school class in "Community Singing" furnished the leadership, and the evening was culminated in an address by Professor John H. Latané entitled "America's Relation to the World War."

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[5] *Annual Report of the State Board of Education*, 1918, p. 163.

It must be admitted that all was not sweetness and light in the dormitory community life! The staff, accustomed to being quite prim in the management of immature maidens intrusted to them by anxious parents, found a large aggregation of mature teachers irked by restrictions, however well devised to promote the common good. Here, indeed, were revealed some of the fundamental difficulties of democracy.

Dr. West's second and third years confirmed him in the conviction that the progress of the school was hampered by a salary scale manifestly sub-standard. He was strengthened in this belief by the resignation of several very able members of the faculty, who realized that their development was being seriously retarded by poor pay coupled with an ever increasing cost of living. When Miss Mary Theresa Wiedefeld, Miss M. Lucetta Sisk and Miss Leah C. Watts resigned, their places could not be adequately filled because of budget restrictions. These experiences, strengthened by careful study, induced Dr. West to adopt a strong policy in recommending raises in the entire salary scale.

In the course of his investigation, Dr. West initiated a project of his own devising, which some of the graduates of 1918 may recall. He sent out to the graduates of that year questionnaires, carrying such questions as, "Where are you now living?" "What are you doing?" "If you are teaching, what salary are you getting?" "If you are otherwise employed, what is your salary?"

Of the eighty-seven who reported, seventy were teaching in the public schools, and thirteen were employed in federal or commercial positions. The salaries received by the teaching group ranged from $500 to $900. Thirty-five were receiving less than $550, and only six more than $650. As a contrast, all otherwise employed received $900 or more, with a median of $1,100. The study was, of course, too small to be conclusive, but it corresponded to more extensive surveys, and spoke eloquently of conditions in Maryland discouraging young and able students from entering normal schools. In his second report to the State Board, Dr. West expressed very strongly his growing conviction on this situation. He wrote of the difficulty Normal School graduates had of finding in rural Mary-

land teaching positions other than arduous and low-salaried ones, and in communities sure to be backward and remote. Such positions as were to be had were in most cases in one-room schools. Dr. West had by this time become quite convinced that all of these considerations were involved in the growing enrollment shortage of the Towson School and in the lowered educational standards and the growing illiteracy in Maryland. In his reports he emphasized the need to break through this vicious educational circle by prompt legislative action.

During Dr. West's third year many people joined him in concern over the dangerous educational situation. On December 10th, 1919, decisive action was taken under the auspices of a "Special Committee of the Alumni Association" and especially by Dr. Robert Fawcett. An invitation was sent to members of the State Legislature to attend a meeting to be held in the auditorium of the Administration Building at Towson. Exactly how many came to this remarkable gathering it is not possible to learn, but at any rate there were enough present to be told the purpose of the meeting, as follows: First, the assemblymen were asked to examine the physical plant, to see how much money had been expended on this property by the Maryland Legislatures in the past years. Second, attention was called to the pitiable state of Maryland schools, their run-down, miserably equipped buildings, their inadequately prepared and poorly paid teachers; their neglected pupils, poorly taught in every way, knowing little arithmetic, little spelling and having little ability to write even a correct letter. And third, having made clear the actual situation in Maryland, the legislators were asked to consider a three point program, which the Special Alumni Committee proposed to urge upon the Assembly. This program was: (1) Adoption of a minimum salary of $850 for elementary teachers; (2) Appropriation of a sum sufficient to maintain the dormitory so that the students' expenses could be reduced to $100 per person; (3) Appropriation, or a bond issue, of at least $300,000 for the building of a new dormitory.

The meeting must have been effective because when the Assembly met at Annapolis in 1920 they enacted legislation pro-

viding for a minimum salary, and reducing the board for students to $100 per resident student.

It was in the last year of Dr. West's principalship that a moving picture, called "The Call of the Hour," with Miss Mary Lee, then a student at the Normal School, as heroine, was made at Towson. This significant film depicts the life of the school in an attractive way, and makes clear through appropriate titles the need for teachers in Maryland schools, and the pleasant, inexpensive way of reaching this goal. Incidentally this picture was carried through Maryland, proving popular and useful when used in high schools.

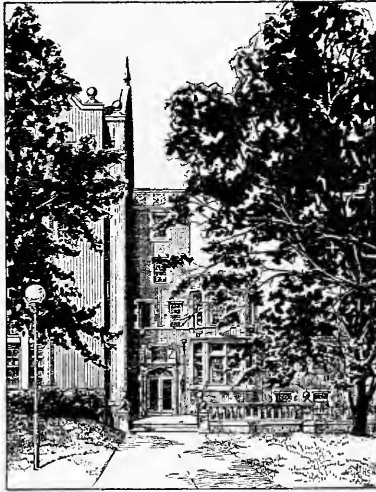
At the end of 1920, Dr. West accepted the position as Superintendent of the Baltimore Schools, and Miss Lida Lee Tall was appointed principal at Towson. In 1919-20, as Dr. West had foreseen, the enrollment reached its lowest point in the school's history in the twentieth century. However, before he retired, the turn had been made and enough pledges had been received to assure him that there would be more than two hundred enrollees in the next year. These three years had indeed been trying times, but as we look back we can see that, in spite of difficulties and discouragements, much that was useful had been undertaken during Dr. West's time. In the first place, there had been achieved a careful reorganization of the business side of the school. Second, the library had been definitely started on its way as a standardized branch of the institution. Third, much had been done to improve the professionalization of the school and to bring it in line with the educational trend of the times. The "Practice School" was put upon a more sound basis, and a closer relationship was achieved between the Normal and the Elementary School now definitely established with four rooms, each having its own critic teacher. Through the ministration of Mr. Dunkle, as head of the department of pedagogy, much closer coöperation was built up between the instructors of the latter and the critic teachers. Fourth, the school year was changed from a two semester to a three term schedule, with the senior class divided into three sections, so that each student could be scheduled for fifteen periods a week throughout one full term. This was a decided innovation, definitely marking an advance in

professionalization. Fifth, one of the most striking developments during these years was the rapid growth in numbers and prestige of the elementary school. Sixth, the introduction by aid from the Federal Government of the new "Department of Hygiene and Physical Education," aided by Federal funds.[6] Seventh, the development of increasing interest in public affairs, which came about through the use of the school for community activities; through the systematic study of current events; through bringing interesting speakers to the assembly; and through the presentation of pageants by Practice School children at commencement time. Eighth, the establishment of summer sessions, which kept the school open longer and increased its popularity. And finally, there was the enrollment campaign brought about through Dr. West's study and the coöperation of the Alumni Association and the State Department which proved to be a turning point in the school's history.

For those of us who worked with Dr. West[7] during the turbulent years from 1917 to 1920 there can be no doubt that, while enrollment fell and fell, interest and activity mounted, warm personal relationships were welded, and idealism inspired students and faculty in a fine fervor of endeavor.

[6] *Catalogue* for 55th year, 1919-1920 and *Announcement* for 56th year, 1920-1921.

[7] We, who lived through those days with Dr. West, and saw the way he met his perplexities always with resolute courage, will never forget his slogan, "It's a great life if you don't weaken!", nor his fine application of that defiant doctrine.



CHAPTER V

RECOVERY: A NEW EDUCATIONAL PROGRAM.[1]

LIDA LEE TALL

Stage Set—Change

When I was asked to write an account of my administration extending from August 15, 1920, to September 1, 1938, I knew the task would be a difficult one; for now in April, 1941, though I am but three years removed from the active scene, the aura of emotion still surrounds those eighteen years, and this attempted factual recitation of significant events is still too close or recounting and appraisal. Literally, I plunged into the work that August 15, 1920, without a day's preparation due to the fact that I was teaching at the Teachers College, Columbia University, that summer when the invitation came to me to take the Normal School principalship; and it made the situation no easier that Dr. West had left the day before to take up his new work of the superintendency of the Baltimore City schools. It was not always convenient for him to

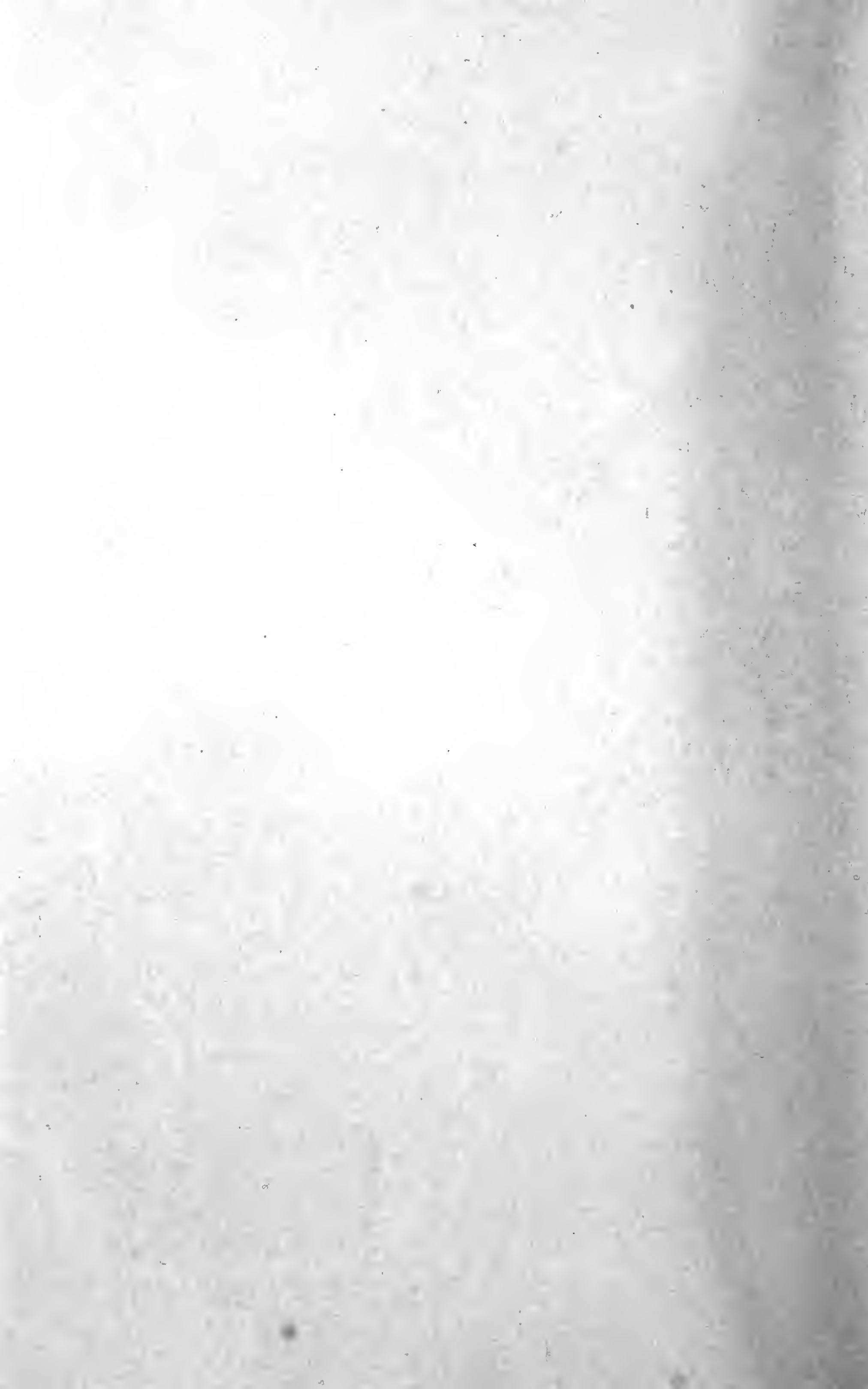
[1] In the Appendix (p. ....) will be found a Chronological Table, entitled "Cause and Effect." In it Dr. Tall reveals an interesting appraisal of the beginnings and the development of the State Teachers College at Towson as a part of the Educational history of Maryland.

—*Chairman of Editorial Committee*

find time for conferences with me,—but the class reports and records he left behind were my means of education. I have, too, to thank the generous and loyal coöperation of Sarah E. Richmond, John L. Dunkle, Mary Hudson Scarborough, Anita S. Dowell, Lena C. Van Bibber, William Burdick, Elsie Hichew, Minnie Lee Davis, and indeed all on the staff in those beginning days. They aided my orientation and to them I owe a debt of gratitude.

The setting, when I took over the principalship on August 15, 1920, was, as Miss Van Bibber has explained in her account of Dr. West's administration, the aftermath of the World War. The shortage of teachers, and the meager salary scale throughout the counties had demoralized education. Fortunately the new school law of 1916 which was the direct result of the State Survey of Education conducted by the General Education Board was beginning to bring innovations. A new governor in January, 1920, a June reorganization of the Board in May, 1920, a new state superintendent in June, 1920, and the new Normal School principal in August, 1920,—all set themselves to integrate their plans and purposes to rebuild teacher education and the state school system. The first marked change in the life of the school came in 1924 when the Training School for Teachers in Baltimore City was closed, and its students sent to Towson. Since then the elementary school teachers of Baltimore City as well as of the counties have been trained at Towson. In 1931 the course of study was increased to "at least" three years by an Act of Legislature. This was a forward-looking step. On May 25, 1934, the State Board of Education again took a most progressive step by extending the course for elementary teachers to four years with the B.S. in Education as the final award, thus making the three white normal schools into state teachers colleges. These advanced requirements for teaching assured Maryland an outstanding place in the history of education among the states. Although the State Board of Education in 1934 authorized the four-year course at the white normal schools and gave these institutions the power of granting degrees, the names of these schools were not officially changed until the spring of 1935 when Bill No. 488 was intro-

LIDA LEE TALL
Principal, 1920-1934
President, 1934-1938



duced in the State Senate, passed both Houses and was later signed by Governor Nice.

Beginning with the fall of 1934 all students entering from the counties were required to complete the four-year course and to earn the B.S. degree before being eligible to teach in the state school system. By request of the Baltimore City Board of Education the State Department granted a three-year diploma to city students who asked to withdraw at the end of the third year to teach in Baltimore City. City students had the privilege of choosing at the end of the first year either the three or the four-year curriculum. Graduates with the three-year diploma could also return for the fourth year to meet the requirements for the B. S. degree. This three-year plan and four-year plan running concurrently proved very disadvantageous to the morale of the students. The standard for the county students was obviously higher than that for the city students. County students with the B. S. degree were eligible for graduate work. City students with the three-year diploma had to look forward to at least four summer sessions in a university or a one-year course superimposed upon the three-year course which could not in any way compare with the unified four-year course in order to acquire a degree. It was a welcome step when the Baltimore City Board took action in May, 1938, to require the four-year course for all the city students.

Growth in the State Educational System

Let us now consider the improvement of general public education during this period. In 1918, according to the Ayres' Survey of all the states, Maryland was ranked educationally on the following ten measurable points:

1. Children between 5 and 18 years in average attendance.
2. Average days schools were open.
3. Average days attended by each child, 5 and under 18 years of age.
4. Percent attendance in high school.
5. Percent of boys to girls in high school.
6. Total expenditure per child in average attendance.
7. Total expenditure per child, 5 and under 18 years.

8. Total expenditure per teacher, principal, and supervisor.
9. Expenditures other than salaries per child in attendance.
10. Average monthly salary per teacher, principal, and supervisor.

Maryland's rank on these ten counts was thirty-fourth. By 1922 Maryland had brought herself up to the fifth place among the states when compared with her 1918 record. Other states, however, had brought themselves up also, so that it was not possible to determine Maryland's actual rank among the 48 states in 1922. But the concentrated effort of all the forces in the state's educational system to bring this change about within four years bears testimony to a seething mass of educational interest, ferment, and progress.

Had teacher education played an important part in this progress and was it to continue to be even more potent? That is, did the quality and personality of the teacher affect attendance in the school? Did the teacher know how to make good use of the appropriation allotted her for books and materials? Did the skillful teacher know how to use facilities at her disposal wisely? Did Maryland compare well with other states in the salaries of teachers, and are salaries a factor in attracting and holding the best teachers? Did more boys persist until high school, or more girls? Did the teacher in the upper grades know intelligently how to guide more boys and girls to continue through high school? In short did the teacher education courses in the normal schools illumine these goals for the betterment of the state school system and the upgrading of the literacy and efficiency of the citizens of the state? In the fifty-sixth annual report of the State Board of Education published in 1922 the State Superintendent of Education said, "The friends of education in Maryland . . . know, and we shall see to it that they *do not forget,* that our *main objective* during the next four years is to improve the training of our teachers and thereby improve the quality of teaching." [2] Again in that 1922 report the Superintendent promised that there would be a "continuous survey of results of teaching, and the relation of efficient administration and supervision to the improvement of education." This declaration was a challenge alike to the

[2] Annual Report of the State Board of Education, July 31, 1922, p. 10.

normal school administration, the county superintendent, the state supervisors and helping teachers, the teachers in service, and the public.

Innovations

In 1920 happy conditions were brought about when the new state superintendent, Albert S. Cook, and the new governor, Albert C. Ritchie, worked together for minimum standards and a minimum salary schedule for the teachers of the state. These conditions and resultant costs were written into a plan accepted by the Legislature of 1922 known as the Equalization Fund—and an item by that name was included in the budget of the State Department of Education for that year for the first time. Its minimum salary for an elementary school teacher, a graduate of one of the state normal schools, was $950. Here, indeed, was a talking point for the enrollment campaign. Now that the college is a full undergraduate school, the state salary schedule is really a single salary plan for elementary and high school teachers, the beginning salaries for B. S. graduates being $1,400 per annum.

The Equalization Fund was attacked in the Legislature of 1924, but nothing came of the attack. So Maryland was one of the leading states of the Union to establish early the principle that the taxation of the whole state should be used to make progress for the poorer counties as well as for the richer.

Since certification of teachers is a prime factor in any state school system this feature should be noted here. The State Department began the certification of teachers in 1916 but full statistics as a working basis were not available until September, 1921. Then of 3,500 teachers in the elementary grades and high schools, one-third were teaching on third grade certificates, one-third on second grade certificates, and one-third on first grade certificates.

Summer session at the Normal School was established in 1918 to build up certification. At Towson these summer sessions continued until 1928 when certification statistics showed the following fine record: Of all the white teachers in the elementary schools of Baltimore City and the twenty-three counties—

all the city teachers were teaching on first grade certificates, 1,826 in number; and of the 3,037 county teachers, 4% were teaching on third grade certificates, 10% on second grade certificates, and 86% on first grade certificates. By 1938 of the 2,734 elementary teachers in the twenty-three counties, 98% were holding advanced first grade certificates, Bachelor of Science degrees, or elementary principal's certificates. The lowest certification classification then was that of first grade which defined a two-year normal school course or its equivalent. Only once has the school departed from its single purpose of education for elementary school teaching to attempt special training.

In 1919-20 there existed in the offerings made by the school —a two-year teacher education course in the Normal School proper, and a one-year academic course—the equivalent of the last two years of the typical high school, for at that time four-year high schools were not fully developed in all the counties. In September, 1920, the school admitted no new students into the academic course, so that such high school work was closed with the graduation of the 1921 "Academics." There had also been a special and very popular two-year course, inaugurated in 1918, in household economics which was abandoned after the graduation of the students in 1921. On the basis of the shortage of elementary teachers, the State Board ruled that the Normal School should concentrate upon the one field, leaving the education of specialists in household arts to the more fully equipped University of Maryland and its four-year course demanded by the Smith-Hughes Bill. In passing, tribute should be paid to Miss Jean Amberson who developed the Household Arts course and who has been meeting with the graduates of the course, periodically since she left Towson in 1923.

In 1936-1937, extension courses were offered to assist again in certification. But because there was no money for additional salaries, and, therefore, no way to employ additional faculty members, the plan was abandoned. It tended to put too great a hardship upon the regular instructor to add these courses to his full program.

Enrollment

Enrollment campaigns which helped to further the educational aims of the school varied from year to year. First, as Miss Van Bibber has mentioned in a previous chapter, the movie of the school fostered by the Alumni through the initiative of Dr. Robert Fawcett under the direction of Dr. Henry S. West, was made and shown in 1920. It continued, with revisions, to be used until 1923. Other means were tried. For years selected students at the Easter vacation went back to their local high schools to speak on life at the Normal, to sing school songs, and to talk about the advantages of teacher education, and the needs of the schools. A large framed photograph of the two main buildings, the Administration Building and the Newell Hall Dormitory, was presented with appropriate ceremonies to each high school. Faculty members spoke upon invitation at high schools on college day.

In the summer of 1938 a faculty member through the month of July visited the homes of prospective students to give that personal touch so often necessary, that active, vital, human interest—to connect home, instructor, student, and school in a closer bond and understanding. But now, when all enrollment campaign techniques are taken into consideration, one wonders whether the best enrollment campaign is not inferior to a well-planned high school vocational guidance program and the use of the cumulative record of the student continuing from the elementary school.

Enrollment and Graduates at Towson

Many elements led to the fluctuation in enrollment and the number graduating. Among these the most important were the advent of the city students and the shifts from a two to a four-year school. But in spite of changes in enrollment, from 1920 to 1938 the plant expanded, changes in curricula and faculty took place, and higher requirements for entrance were established.

Maryland Public Schools 1937—Report of the State Board of Education

Year	*City*	*County*	*Graduates*
1920		184	37
1921		397	50
1922		506	114
1923		569	240
1924	518	602	239
*1925	411	513	527
1926	275	475	428
1927	268	402	353
1928	315	359	286
1929	346	368	268
1930	298	348	262
1931	348	306	248
1932	289	257	215
*1933	230	230	49
*1934	178	193	199
*1935	193	147	158
*1936	284	175	91
*1937	290	186	71
*1938			85

* These years show fluctuations in enrollment due to the establishment of the three-year course in 1931 and the four-year course in 1934.

Expansion of Facilities

From 1920 on, increasing enrollment led to necessary changes in dormitory facilities. In September, 1920, the one dormitory, Newell Hall, could accommodate all the students. In that year, the Board, on recommendation of the principal, authorized a survey to be made of the dormitory living conditions—rooms, food, service, and adequacy with a forward plan for improvements. Miss Katherine Fisher, then in the Household Economics Department of Teachers College, Columbia University, now director of Good Housekeeping Institute of Good Housekeeping Magazine, was engaged to make the study. As a consequence, a trained dietitian with an assistant was added to the staff in September, 1921, and that department has shown throughout the years a continuing permanent revision and refinement. Perhaps the greatest dormitory handicap for a few years after the war was the difficulty of finding good kitchen workers. At that time the school was employing white help most of whom had cooked or served on ships during the war. These were experiences which could not possibly act as ap-

prenticeship for the life of a dormitory. In later years the shift was made to colored cooks and waiters and this plan became eminently satisfactory.

In September, 1921, there enrolled in the school seventeen men students, the first men for several years, and more women students than could be accommodated in Newell Hall; so by September, 1922, the catalogue announced three residence halls —Newell Hall for women; the Administration Hall for women; and the Gymnasium Hall for men. The Administration Hall was the second floor of the north end of the Administration building, where several classrooms were fitted up into cubicles to house about fifty students who were in charge of a faculty member. The Gymnasium Hall was the pseudo-gymnasium, a large room for practice games, situated over the laundry. It was made into barracks in true army style to accommodate the seventeen men. By 1923 it housed about thirty-four men. After 1926 an unused cottage on the grounds was equipped to accommodate eleven women students and a faculty member.

As large numbers of students entered the school, the Administration Hall and the Gymnasium Hall were needed for classrooms and the overflow students were placed in Towson where homes were opened as extension dormitories. These homes worked in coöperation with the standards set by the college and were under the supervision of the dormitory director. The Legislature of 1922 appropriated $150,000 for a new dormitory for girls and by September, 1924, this new dormitory—named Richmond Hall for Sarah E. Richmond—was fully equipped and occupied. These conditions necessitated enlargement of the dining room in Newell Hall, and by September, 1925, two wings were added to the Newell Hall dining room, and the kitchen was greatly enlarged and renovated with up-to-date sanitary facilities. The entrance foyer was enlarged by the removal of partitions from six bedrooms on the entrance floor, thus providing a social hall for the gathering, whenever needed, of larger groups of students. Recreational activities were enthusiastically carried on under the new accommodations. Whereas the students had been served in three sittings at each meal in 1925 they were comfortably seated at one sitting with cafeteria service for breakfast and lunch and a formal

seated meal for dinner. Those faculty members who had requested accommodations in the dormitory and the students were served together—a condition which formed a part of the social education of the students leading as it did to accepted social amenities and democratic living. Who can say what influences the new spaciousness and ease exerted, or what the artistic effect of the lovely and stately Richmond Hall social room had upon the lives of the students? For that matter, what effect did the glowing beauty of the entire campus have upon them?

An unfinished room in the basement of Newell Hall, when abandoned from its temporary use as a dining room while the new dining rooms were being added, was fitted up with cubicles, and showers, and dressing rooms for the women students' athletic work. After 1924 when the men students moved out of Gymnasium Hall (The Barracks) into Towson homes, in that room were installed showers and dressing rooms for the men. Later in 1933 the locker room on the lower level of the Administration Building, after the elementary school moved into its new building, was fitted up with showers and made into a men's locker room, a rest room, and a study room. Naturally, at this point the reader will inquire—"Why was not a gymnasium included in a building planned as recently as 1914, especially when the old Carrollton Avenue building had for its day (1876) a very adequate one? The answer is—lack of money. The entire appropriation for the eighty-eight acres, and for the Administration Building and one dormitory, Newell Hall, was only $600,000. We must pause here to render thanks and appreciation to the Honorable J. Charles Linthicum, a loyal alumnus of the school, who, as chairman of the Building Commission, authorized by the Legislature, so successfully planned the spending of that $600,000. In each budget presented to the Legislature from 1920 until 1939 (there were eight such occasions) a request was made for a gymnasium, and in 1937 the architects, Smith and May, drew up the plans. It was not until 1939 that Governor O'Conor approved an appropriation of $100,000 for the gymnasium. This sum was found to be inadequate and now in 1941 the Legislature has added the $51,000 necessary to meet the costs.

Dr. Wiedefeld will have the great pleasure of seeing a dream, long dreamt, come true.

The two hubs of the wheels of the vehicle for teacher education are the elementary school facilities for the practice of student teaching, and the library.

By 1928 pressing need was felt for a new elementary school building. So great were the demands made upon the grade rooms housed as they were on the three levels of the Administration Building, and denied, thereby, the integrated life and autonomy an elementary school should present to students of education, that the Legislature of 1931 passed an appropriation for the new elementary school. Two years later in February, 1933, there was moving day for the pupils, a joyous occasion. A double set of classrooms, eight (including the kindergarten) for observation and demonstration, and eight to be used as practice centers had been desired. But this plan over-reached the appropriation and the elementary school in its new quarters housed seven grade rooms, a kindergarten room, an assembly hall, a library, and a play room. The reader may say that too much of this account so far concerns only the physical conditions, the outer shell, of a teacher-education program. True, but it is difficult to attend to the more spiritual and professional aspects of a program if conditions are not made as comfortable and adequate as possible for the children in the grades, for the students in the college, and for the faculty.

The facilities for practice in teaching are most important in teacher training. The chapter on the Campus Elementary School compiled by Miss Steele and Miss Schnorrenberg presents the evolution of that school from 1866 to the present. A brief account of the practice school conditions on the campus and off-campus shows the following facilities used from 1920 to 1938. First, the Model School (as it was then designated) provided all the observation, demonstration and teaching opportunities for the students. The students taught from one to three hours a week. By 1922 three types of specialization were offered—primary, upper grades, and rural. The senior student spent twelve full weeks in the field of his choice after trying himself out in what was called Junior Participation—samplings

of teaching really—in his second year. Twelve weeks, five hours a day, gave three hundred hours of practice.

From September, 1920, to September, 1922, a one-room ungraded class was added to the elementary school set-up to provide a substitute for a one-room rural school. But the situation was specious and in 1922 through the coöperation of the Baltimore County School Board and the County Superintendent, Mr. Clarence G. Cooper, the students were traveling daily by car or school bus to the one-room school at Ridge, the two-room schools at Timonium and Lutherville, and the graded school at Fullerton. Later, by 1926, two other counties were lending practice centers—Harford through the good offices of Mr. C. Milton Wright, the Superintendent, and Anne Arundel through the coöperation of Mr. George Fox, the Superintendent. Mention should be made also of an experiment tried with Mr. Edwin Broome in Montgomery County whereby a specially apt student was employed at a small salary to study the experimental curriculum work done by a specialist and to assist in the undertaking.

The expansion of the students' practice work into these rural fields makes an epic in itself and should be recorded in fuller detail. For this extra work on the part of the grade teacher who is designated as the Training Teacher, the Normal School budget provided an additional honorarium to the county's regular salary.

In 1924 when the enrollment was at its peak (1,120 students) Baltimore City provided practice centers in several different schools and also afforded observation in the Montebello Demonstration School. The entire expense of this arrangement was then and still is met by the Baltimore City Salary scale which provides for different salary levels in a hierarchy, as it were: From grade teacher to demonstration teacher, to training teacher, to vice-principal, to principal.

Faculty Meetings

The professional progress of the school is evidenced by the records of the faculty meetings held for a number of years twice a month, then later once a month. These were all prac-

tically study meetings, the administrative details being taken care of by notices in the faculty mail boxes. It took constant study by committees and the faculty as a whole to formulate its philosophy of education, and to keep abreast of the changing conception of education and the advance in normal school procedures. In the eighteen years the course of study was revised four times. There were three editions of the Guide to Student Teaching. By constant endeavor the catalogue issued each year reflected the actual work of the courses offered. The efforts to avoid overlapping of courses were very vigorous. It was necessary to break down isolation between courses and faculty members—to make the Normal School known to the Normal School—was a necessary objective. The total faculty approach is a method of faculty education and growth, and in a teachers college a faculty must go all the way together. Philosophy must be sound, principles defined and used, and procedures valid. The progress of the school and its recognition inside and outside of the school were made because of the quality of the men and women who composed the faculty. It was a just tribute, when, after the Survey of 1939 which has recently been published, Dr. Bagley of Teachers College, Columbia University, said to a group of educators, "Personally, I think it the best faculty in any teachers college in the country."

The Library

The library is the outcome of the efficient leadership of a trained library staff and of the recommendations of each faculty member. Each instructor keeps an up-to-date knowledge of the literature of his field and also of education. The library was brought up from a relatively small number of books in 1920 to 35,000 books on the shelves in 1938. In 1924 the appropriation for the library was a liberal one of $10,000. The library then included 25,000 volumes, 6,000 of which were bought new that year, and 7,000 textbooks. Reference books and periodicals were in addition to these figures. Thus a splendid start was made to bring the collection to a higher level of usefulness. In 1938 there were 35,000 books including duplicate textbooks and 154 periodicals. Maryland has been

a free text book state for many years and the Board extended its interpretation of free texts even to include the college level at the Normal School. Since students are not required to buy texts for their courses, it became incumbent upon the faculty to suggest ways for students to purchase texts of their own free will, and suggestions for the purchase of a five dollar collection from a ten dollar selection were made and advocated. There were heavy draughts upon the duplicate text books and heavy expenditures were necessary to replace these easily worn-out texts, so that much of the budget appropriation for supplies went into text book duplication rather than into the single reference book. In a state school the library will always loom large as a problem. Yet when the Rosenlof-study authorized by the American Association of Teachers Colleges was made of the libraries in the teachers colleges of the country, the library accessions at this college brought it up to and beyond the standard for the country. Unfortunately the library construction at Towson does not conform to the best library architecture for either attractiveness of arrangement or convenience of service. Though several attempts have been made to adjust space and arrangement and to correct deficiencies wherever possible, the results are not wholly satisfactory. A set of stacks was built in one of the two large library rooms in 1924 after the city students began to enter in such large numbers; a charging desk was improvised in the main hall between the two rooms; and a combined office for the librarian and a reference room for the students was made out of a small room adjoining the library. Since 1938 my successor, Dr. Wiedefeld, has been able to free two classrooms on the second floor over the north and western end of the library to be used as a periodical and reading room. The arrangement gives space and also the right atmosphere for the reading of periodical literature.

CHAPTER VI

Recovery: A New Educational Program (Continued)

LIDA LEE TALL

Standardizing the Institution

During all these years the school has been a member of the American Association of Teachers Colleges, the national accrediting professional association for normal schools and teachers colleges. As soon as the school inaugurated the four-year course leading to the bachelor degree, it invited the Association to make a survey and classify it as a college according to the Association's standards which cover twelve points: (1) the definition of a teachers college; (2) Requirements for admission; (3) Standards for graduation; (4) Preparation of faculty; (5) Teaching load of faculty; (6) Training School and student teaching; (7) Organization of the curriculum; (8) Student health and living conditions; (9) Library, laboratory, and shop equipment; (10) Buildings and grounds; (11) Financial support; (12) Administrative stability.

From 1934 to 1936 the catalogue cover carried the announcement that The Normal School was a four-year Teacher Training Institution granting the B. S. degree. In 1935-36 the cover read *The Maryland State Teachers College.* And the cover of 1936-39 catalogues carried the following impressive notation:

> The Maryland State Teachers College at Towson, Member of the American Association of Teachers Colleges and of The American Council of Education.

This meant that the college had worked year by year to reach the standards set for a good teachers college. By 1936 the college was accredited so that it was eligible for membership in the American Council of Education. Through this eligibility and membership the faculty members whose academic records met the requirements were eligible for admission to the National Association of University Professors. In 1922

a trained registrar became a part of the staff, but students' cumulative records were introduced when the present highly trained registrar came to the school in 1932. Her doctor's dissertation gives a full account of the use and value of these records.

Student Activities

Within the student body intellectual bent, initiative, and group interests brought about extra curricular activities. The Chi Alpha Sigma Fraternity was organized to further honor the group who excelled in scholarship, character, and achievement. Because the course covered only two years this society could not become a national organization, so in 1938 the Alpha Epsilon chapter of the National Honor Society, Kappa Delta Pi, was installed.

Other student activities include the Student Council, the Glee Club, the Orchestra, the Chimes Guild, the Men's Club, the Y. W. C. A., the League of Young Voters, the Marshals, the Psychology Club, the Rural Club, the Mummers, the Natural History Group, and the Association for Childhood Education. In a separate section the origin and development of these groups is given in some detail.

There is also a very active Alumni Association without which a college could not exist. Tribute must be paid to Mary Hudson Scarborough, the interested fieldworker of this association.

Standards for Admission

From 1920 to 1927 *all* high school graduates were eligible for admission and the Normal School set its own conditions for a probationary student. Under this plan the mortality was high.

In 1927 the Legislature passed a bill, sponsored by all the institutions of higher learning in the State, under the chairmanship of President Frank Goodenow of the Johns Hopkins University, requiring all applicants to State aided institutions in Maryland to secure the recommendation of the high school principal. The scholarship standard set by the State Board of Education for the county high school principal's recommendation was "A record in the last two years of high school

of not less than 60% A and B grades and 40% C grades. Other students might be admitted on probation after an entrance examination set by the Normal School itself."

On pages 32, 33, and 34 of the 1937-38 catalogue will be found the information about admission requirements, as they had developed by that time, under the headings: Age, Graduation from an Approved High School, Certification by High School Principal, Scholarship Requirements for both County and Baltimore City students, Admission on Probation, Health, The Status of Married Women Applicants, Admission with Advanced Standing, and The Pledge to Teach in Maryland.

This plan for selectivity was modified and refined by entrance tests which were given to all Freshmen, whether recommended or not. The tests selected by a committee of the Faculty were in the main standardized tests and from 1926 the results of the Thurstone Psychological Examination that follow give the evidence of better and better selectivity of students:

Results of Thurstone Psychological Examination Over a Period of Years

Two-Year Period—(dates represent years of entrance)

	1926	1927	1928	1929	1930
Q_1	91.54	78.1	86.39	100.86	96.32
Median	126.3	106.87	123.15	132.35	132.5
Q_3	169.28	141.7	157.39	166.3	169.9
Norm	140.0	120.0	130.0	140.0	140.0
Percent at or above Norm of college entrants	24.0	35.0	40.0	42.0	43.0

Results of Thurstone Psychological Examination since 1931

A. Three-Year Course.

	1931		1932		1933	
	Towson	*All Colleges*	*Towson*	*All Colleges*	*Towson*	*All Colleges*
Q_1	96.66	107.0	141.99	123.43	116.25	113.0
Median	133.61	147.37	174.74	163.72	151.25	155.0
Q_3	179.57	190.0	205.32	205.92	185.0	199.0

B. Four-Year Course.

	1934		1935		1936		1937	
	Towson	*All Colleges*	*Towson*	*All Colleges*	*Towson*	*All Colleges*	*Towson*	*All Colleges*
Q_1	149.0	130.0	158.61	143.12	163.45	135.89	150.71	128.67
Median	184.0	175.0	197.86	183.55	189.78	177.23	183.33	167.08
Q_3	217.0	215.0	225.83	223.43	222.29	223.74	215.71	208.87

Each year the entrants to the State Teachers College are compared with entrants to the many colleges throughout the country administering this test. The above tables show the increasing quality of entering students for the past several years. In 1926 only 24 per cent of freshmen reached the norm of college entrants. Since that time the median has steadily increased and in 1932, when entrance requirements were again raised, the median exceeded for the first time the norm of college entrants. These results are encouraging for they indicate that a superior type of student is entering the teacher-training field.

Cost to the Students

The Towson School receives no legislative scholarships. All students, however, are considered as receiving partial instructional maintenance, and all boarding students as receiving partial dormitory expense maintenance. Though the student is not asked to pay full costs he is asked to take a pledge to teach two years in the State in return for this partial maintenance. Changes in costs to the students evolved as follows: From 1918-1920 students who boarded paid $5.00 a week for room, meals, and laundry. Maryland students paid no tuition or fees. Out-of-state students paid $50.00 a year for tuition. The year included 36 weeks. In 1920 the cost for the dormitory was $100 or $2.78 a week for room, meals, and laundry. There were two fees—$1.00 for laboratory and $5.00 for breakage, the latter returnable. In 1922 the cost was $100 a year plus four fees—a $5.00 registration fee; $5.00 laboratory fee; $5.00 health fee; and a $5.00 breakage fee (later refunded).

In 1924 the cost of board was increased to $180 a year plus the four fees, and at this time an out-of-state student gave a bond for $600 which was returnable after the student's pledge to teach two years in the state had been redeemed.

By 1926 dormitory costs had risen to $180 and one extra fee was added, a $5.00 library service fee.

By September, 1933, a tuition charge of $100 for all students was put into effect, the action having been taken May 21, 1933, at the meeting of the State Board of Education and all fees

were discontinued except the $5.00 breakage fee. A new one, however, was introduced—a $5.00 student activities fee to take care of the students' costs for membership in student organizations. Dormitory living was increased to $216 a year, a rate of $6.00 a week.

The rate of board for men students living in Towson varied slightly at times from the amounts above quoted.

Since 1933 no changes have been made in the cost to students though it has been the plan of the Board to reduce rates when it is possible to do so. Whether this can be effected in the near future remains a question.

Consideration must also be given to salaries of the faculty. Though the regular instructors were receiving $1,800 only in 1920 great improvements have been made since then, but the salaries are not now adequate for college teachers of the type the administrators have been able to secure.

National Youth Administration

Since 1934 Federal funds, first under the F. E. R. A. and later under the N. Y. A., have been available for assisting students in the college. Many students, who otherwise would have had to leave college and work, have through this aid been able to complete their college course and are now in teaching positions.

Many benefits have been derived from the N. Y. A. program. The college and community agencies using the students selected for aid have been able to undertake some worthwhile projects heretofore impossible because of lack of funds. Students, in addition to the financial aid received, have profited by valuable training. Many of these projects have been correlated with the teacher-training work to increase their value for students preparing to teach.

It Pays to Borrow for an Education

To help able students, faculty, student organizations, and the Alumni, worked together constantly to augment the funds available for borrowing. By 1937 amounts available totaled $11,417.00. They accrued, year by year, and are as follows:

Loans:

Fund	Amount
The Sarah E. Richmond Loan Fund	$8,000.00
The Lillian Jackson Memorial Loan Fund	50.00
The Carpenter Memorial Loan Fund (for men only)	402.00
Class of 1925 Loan Fund	90.00
The Reese Arnold Memorial Loan Fund	100.00
The Martha Richmond Junior Loan Fund	180.00
The Normal Literary Society Loan Fund (Class of 1925)	100.00
Pestalozzi Loan Fund (Class of 1926)	100.00
General Scholarship Fund	175.00
Esther Sheel Memorial Loan Fund	500.00
Washington County Alumni Unit Loan Fund	200.00
Eunice K. Crabtree Loan Fund (Gift of Class of 1931)	200.00
1933 Gift Loan Fund of Faculty and Students	700.00
Pauline Rutledge Loan Fund (Gift of Class of 1934)	200.00
Gertrude Carley Memorial Fund	425.00

Also available annually are two tuition scholarships: The Minnie V. Medwedeff Memorial Scholarship given by Mr. Arthur Medwedeff, father of Miss Medwedeff, who died in 1935 while a member of the college faculty; and one given by the Daughters of the American Revolution.

Financing the School

By students' fees, board, and tuition, plus the state appropriations in the biennial legislative budget, the school is financed. The budget of all the teachers colleges in the state is included as a part of the budget of the State Department of Education. When one goes over the governor's entire budget book, one can realize how small a proportion of the whole budget the education of the state really costs the state, and how easy it is for the budget maker to think trivial the appropriations that a school requests so anxiously and prayerfully. The budget maker's pencil is an ominous thing to behold when it draws a line through an item in a normal school budget.

Only once or twice were appropriations made by agencies outside of the state that brought advantages to the school at Towson. During 1917-18, one of the war years, the Interdepartmental Social Hygiene Board gave $4,000 to the Normal School to introduce courses in social hygiene into the curriculum. It was intended largely to disseminate knowledge about syphilis and venereal diseases because of the conditions found in the army during the World War. Through this fund, the school was able to establish a hygiene department which included the part-time instruction of two physicians, a full-time teacher of hygiene, and later in 1920-21 a full-time physical education instructor. Once these advantages were felt, it was not difficult to persuade the Board to include the expenses in the regular budget when the Federal appropriation was later discontinued. It was through this initial start in hygiene that a full-time physician and nurse were added in 1922 to the dormitory staff.

Another Federal contribution came in 1937 for financial aid to hold worthy but impecunious students in college. This was the N. Y. A. appropriation by which students in a qualified number of high schools and colleges are given work of specific types at a salary ranging from 25 cents to 40 cents an hour.

Notable Occasions

The Towson institution is located in a rather remote suburban spot yet through these years many interesting incidents happened to connect the student group with the rest of the state, the rest of the country, and the rest of the world.

In 1925 the school won the $1,000 travel award, offered by the American Child Health Association and the Metropolitan Life Insurance Company, to the Teachers College or Normal School registered in the American Association of Normal Schools and Teachers Colleges that presented the most progressive health program. Anita S. Dowell, at that time, head of the health education department, was selected by the faculty to prepare an account of the health program operative in the school, and an essay on health teaching. These papers were

required by the terms of the contest. A joint committee composed of members of the American Child Health Association and the National Education Association judged the papers submitted. One of the conditions of the award was that the Board of Trustees of the school must be willing to give five months leave of absence to the instructor winning the award and full salary for the months spent abroad.

Miss Dowell was granted the award and spent from June to December in Europe, where she visited outstanding schools in nine different countries and studied health conditions and health programs for children and teachers.

The International Institute of Teachers College, Columbia University, is made up of students from many countries in Europe, Africa, Asia, Australia and New Zealand. The General Education Board built a fine imposing hotel on Riverside Drive in New York to house these students and finance their education in this country. These students were taken annually on tours to view schools in New England, the Middle States, and the South. At times they traveled by train, at times by specially chartered buses. For several years groups of them came to visit the school, staying for at least one day, and for a second day visiting schools in Baltimore County. On the day of the Normal School visit students acted as guides. The program for the day was mimeographed for the visitors' convenience and their choices were made for visiting the classrooms, for conferences, and for inspection of the buildings and grounds. At an assembly the visitors presented a program of brief speeches. On several occasions Dr. Del Manzo accompanied the group; again it was Dr. Ruth McMurry, Dr. Wilson, Dr. Thomas Alexander, or Miss Isabel Pratt of the Bureau of Educational Service. The number of visitors varied from time to time. The largest group numbered sixty persons representing twenty-three nationalities. The school entertained the visitors at luncheon and the plan was made to seat a visitor, a faculty member, and four students at each table so that all might benefit by the contacts made. Remembering that the Brahmin had strict dietary laws, and that the Chinese and the

Frenchmen might not find the cooking and serving to their liking, the dietitian had catering problems difficult to solve.

After luncheon there was more classroom visiting and then a discussion period with the visitors, the faculty, and some students in the President's office. Those were great occasions. Perhaps the most surprising details for the students were the splendid command of English the International group had and the evidences of culture shown.

Another group which visited frequently was composed of the students of Dr. Florence Stratemeyer, of Columbia University. These groups were small, since they were made up of students specializing in the supervision of instruction. Their chief objective was usually the practice centers. These were challenging occasions when a sound philosophy of education, and valid classroom procedures and techniques were uppermost in the discussion period which usually rounded out the visit.

In 1923 the sixth grade of the campus school grew interested in the making of marionettes through the influence of Tony Sarg's book, *The Making of Marionettes.* After they had completed their puppets for a play, they invited Tony Sarg to see it. At that time Tony Sarg was putting on two plays at the Lyric for children's programs. He was delightfully appreciative of the children's Norse play and pronounced joyously that the "ram which coughed up money" far excelled anything he had ever done. After the play he spoke to the children and the students, showing his own far famed Prince Giglio, one of his first puppets, and did chalk drawings to the great delight of those present.

Only once did the Legislature as a body visit the school. It was a red letter day for these members had come to inspect the plant and to find out for themselves whether a gymnasium was needed.

Once Governor Ritchie accepted an invitation to speak to the students. After the assembly he was entertained at a buffet luncheon in the Administration Building. The Elementary School children were delighted when he visited them in their rooms. The dormitory director, who had received her early education in England, asked: "How do you address your gov-

ernor? Do you say 'Your Excellency' "? But before anyone could reply a small child answered the question. He approached the Governor to invite him to go into the grade room, and without fear or formality, said, "Mr. Governor Ritchie, will you come to visit us?"

One evening when a contest was being waged by the two rival societies, the Normals and the Pests (members of the Pestalozzi Literary Society), to the great surprise of everyone Governor Ritchie appeared at the back of the hall. He had come to meet Mr. Raymond Tompkins and Mr. Frank Kent who were acting as judges. A student, who recognized him as the governor, passed the word along and the entire assembly warmly welcomed him.

From his inauguration in January, 1920, until he left office in January, 1935, Governor Ritchie never missed a commencement day. In person he gave diplomas to 3,529 graduates. A catalogue picture shows the first open air commencement in June, 1925, with the Governor making an address to 545 graduates, the largest class in the history of the institution.

On the shelves of the College Library is a bound typewritten volume entitled *The Weavers of the Unbroken Thread,* written in 1927 by one of the classes in the History of Education course taught by Dr. Agnes Snyder, then head of the Department of Education. It is a true piece of research and is a play, a drama, the scenes and times extending from the age of Laotsé and Confucius in China to the present. It is really the history of intellectual thought and philosophy through the ages. The students made the research, wrote the acts, used original sources, and at the end of the term's study, produced a three-hour play—beautiful, artistic and inspiring. Other departments coöperated of course—English, history, art, and elementary school. Even now, I go to that volume to check upon details of the history of education, when I need such information. The play should really be published as a progressive education plan for teaching what is ordinarily considered to be dry history of education, but which can become, as the drama shows, the romance of education. Visit the library and read for yourselves.

An Overview of the College in 1938 [2]

Between 1920 and 1938 some striking changes had taken place in the institution. Its enrollment had increased and its curriculum had undergone a number of developments involving an enlargement of faculty and staff. Especially had it enlarged its facilities for classroom practice for students. Its plant had been expanded by the addition of two fine buildings. In considering the many changes of these eighteen years, it is well to mention some circumstances that influenced the school's growth.

One important change occurring in 1924 perhaps deserves more than a passing remark. In September of that year by an arrangement between the State Board of Education and Baltimore City Board of Education, the city closed its Teachers Training School and accepted the offer of the State Board of Education to educate all of the elementary school teachers of the state including those of Baltimore City. When the Towson Normal, the logical training ground for Baltimore City, opened its doors in September, 1924, its enrollment was doubled, 602 students from the state, 522 students from Baltimore City. The change was not made without some protest on the part of the citizens of Baltimore, but the principle of the transaction had been advanced by Professor Bagley, who, in the "Strayer Survey of the Baltimore City Schools" in 1920, had charge of the teacher education phase of the study. Dr. Bagley suggested three institutions for the training of Baltimore City teachers: the Johns Hopkins University, the University of Maryland and the State Normal School at Towson. The expense involved in payment of fees to the Johns Hopkins University, a private institution, eliminated it from consideration. The expense of new buildings and equipment eliminated the University of Maryland. The school at Towson was therefore selected.

By September, 1924, ten members of the Baltimore Training School staff had accepted a one-year contract with the Towson School, and 522 students registered from the city. Necessary changes were made. The money-value estimated by Baltimore

[2] In 1938 Lida Lee Tall, who in 1920 had followed Henry S. West as principal, resigned from the presidency of the State Teachers College. There were almost four thousand graduates in her administration.

City for the equipment, books, furniture, etc., which were transferred to Towson was paid back to Baltimore City by the 1927 legislative budget of the State Department of Education. The ten instructors returned to Baltimore City in the fall of 1925 as they did not wish to lose their retirement fund rights.

Another development vitally affecting the status of Maryland public school teachers was the establishment of a good retirement system. In 1920 the state had only a small retirement fund for a few disabled and aged teachers. At the Legislature of 1927, however, a fine actuarial system for the retirement of teachers, between 60 and 70 years of age, was promoted and established. The feeling of retirement with security entered into the situation for the first time in the history of education in the state. These factors became talking points for the profession and aided the enrollment at the normal schools of the state.

These and other developments already mentioned, notably the Equalization policy, the increases in salaries, the raised entrance standard of the normal schools, the lengthening of the period of teacher education, all had played a part in the striking growth of the Towson institution. In turn, the building up of the college in standards, in morale, and in maturity was an integral part of the history since 1920 of the Maryland educational system.

The college embraced, in 1937-38, six hundred students in all four classes, freshman, sophomore, junior and senior. There was a faculty of thirty members in the Teachers College. In the Campus School were a faculty of nine members, a special consultant, expert in tests and measurements, and a student assistant for the science rooms. This staff of eleven had the responsibility of teaching and guiding the two hundred fifty children of the "laboratory school."

In addition to the facilities for practice offered by the campus school, there were practice centers in three different county schools and in twelve schools in Baltimore City. In all there were 1,466 elementary children in grades, ranging from

the first to the seventh grade, in the various centers. (See table below.) To care for this special phase of teacher education, there were two directors of student teaching, one for the county and campus centers, and one for the centers in Baltimore City.

255 pupils in the Campus School (Grades I to VII)
252 pupils in affiliated county centers (Grades I to VI)
969 pupils in affiliated urban centers (Grades I to VI)

Other members of the college staff were: four librarians; the dormitory director, the dietitian, the chef and many workers; two members of the health service department, the physician and nurse; the superintendent of buildings, the superintendent of grounds and farm and their assistants; the laundry manager and laundry workers; the bus driver, carrying students back and forth to practice centers; and the janitorial group. Add to these, the clerical force, capable administrative assistants, eight in all, who greased the wheels of operation and served all departments. Merely to list these workers "by head and hand" gives one a sense of the buzzing activities ceaselessly going on in this busy plant day in and day out; every factor converging toward the goal of the college—"to give a trained teacher to every school in the state."

This was the heritage to which M. Theresa Wiedefeld came, when in September, 1938, she became president of the State Teachers College at Towson. Dr. Wiedefeld possessed an interesting background for the position, being a graduate of the school, with two subsequent degrees from Johns Hopkins University, A. B. S. in 1925, and a Doctorate in Education in 1937. She had also taught for a number of years in the summer session at Johns Hopkins University, and had served as president of the State Teachers Association. She had run the entire gamut in Maryland Education: from grade teacher to assistant primary grade supervisor; to principalship in the Campus School at the Towson Normal; to county supervisorship in elementary school in Anne Arundel County; to state supervisorship of elementary schools. Dr. Wiedefeld brings to her task a wide experience of the state's educational policies. She will carry on with energy and understanding.

CHAPTER VII

The Laboratory School: Children On the Campus

IRENE M. STEELE and KATHRYN R. SCHNORRENBURG

The story of the training school parallels the history of the Normal School and College. Provision for a Model School was written into the law of 1865 in these words: "He (the State Superintendent) shall make provision for model primary and grammar schools under permanent and highly qualified teachers, in which students of the Normal School shall have opportunity to practice the modes of instruction and discipline inculcated in the Normal School. The salary of the teachers of the model and experimental schools to be paid in part from the tuition fees derived from pupils of said Model Schools."[1] In accordance with this provision, the Model School was opened in September, 1866, under the supervision of Mrs. Mary Borgman, described as "a woman of much culture and of considerable skill in the teaching and training of children." Professor Newell in his first annual report tells of the event in these words, ". . . . The Model School was opened in a rented house on Broadway. The location is by no means a good one, but it was the only neighborhood where a house could be procured at the time at a moderate rent. The school has an attendance of about twenty scholars and is conducted by one of the teachers of the Normal School with the aid of a number of students who are detailed from week to week to observe and assist. This is the training ground for the student-teachers. Here they put in practice the lessons of the Normal School, and make trial of their strength in the profession they have chosen. If a school of practice were only an appendage to the Normal School, which may be dispensed with if desirable, it might be well to dispense with it until the opportunity is afforded of having both schools under one roof. But believing the Model School

[1] *Annual Report of the State Board of Education,* 1865, p. 54.

is a vital part of the Normal School, *without which the latter could hardly be said to be organized at all,*[2] it was thought better to have a Model School in an unfavorable location than to delay its opening longer. But the inconvenience of having one department of an institution on Broadway and another on Paca Street two miles away is a serious one, especially in view of the fact that there must be daily, (and ought to be hourly) communication between the two."[3] The forward look of the theory of teacher education implied in this statement shows the founders as men of vision.

After one year, the Model School was moved to a "commodious house on Fayette Street near Eutaw Street." Again, in Professor Newell's words, "The change has been followed by the happiest results. The school is very popular; every available seat was filled at the beginning of the session, and many scholars were refused admission for want of room. The progress made by young pupils under Normal Methods of instruction has equaled the most sanguine anticipations, and there seems to be no reason to doubt that if the Model School had two hundred seats instead of eighty, they would all be filled and at such prices as would make it a self-sustaining institution. Ten students are detailed from the Normal School every quarter as Assistants in the Model School. Thus, in the course of a year, forty teachers are trained to their work by careful instruction, close observation, and judicious criticism."[4]

The close association of the elementary school with the Normal department is further shown by the fact that, "Those apartments of the house occupied by the Model School which were not suitable for school rooms, were furnished as lodging-rooms for such students of the Normal School as might be unable to find accommodations elsewhere. Nine students were thus provided with a comfortable home at an expense of $4.00 a week."[5] The Normal School Boarding House, the forerunner of the modern dormitory, was under the care of Mrs. Borgman, who insured "to the inmates all the comforts and conveniences of a well-regulated home."[6] One receives the im-

[2] Italics not in the report.
[3] *Annual Report of the State Board of Education,* 1866, p. 30.
[4] *State Report,* 1867, p. 20f.
[5] *Ibid.*
[6] *Md. State Normal School Catalogue,* 1870, p. 23.

pression that Mrs. Borgman was a woman of considerable talent and strength, for she had, in addition to the duties mentioned, teaching responsibilities as Professor of the Theory and Practice of Teaching. She was also the author of at least one book, *First Lessons in Botany.*[7]

When, in 1872, the Normal School was moved to the Athenæum Building at Charles and Franklin Streets, the Model School was for the first time housed in the same building as the Normal School. In fact, there are now two model schools, one for boys, with Richard Grady as principal, and the other for girls, in charge of Mrs. Borgman. Professor Newell referred to the model schools in this way: "They are to the students what the practice ship is to the Cadets at the Naval Academy."[8] One month after the opening there was not a single vacancy. This was most encouraging for the expenses of moving and refitting, and the increased expenses for rent, etc., were to be met by the increased income from the model schools of forty pupils each. Mary C. Newell served as principal of the Boys' Model School from 1872 to 1873, and William H. Tolson, from 1873-1875.[9]

When the Normal School moved to its fine new building on Lafayette and Carrollton Avenues in February, 1876, the Model School occupied rooms on the lower floor which had been planned for it. Mrs. Borgman was serving her tenth and last year as principal. One of her last contributions to the *Maryland School Journal* under the title "Worn Out and Then" was prophetic of her death, which occurred on August 23, 1876.[10]

Johns Hopkins University was founded in this same year (1876) and it is recorded that its president, Dr. Gilman, brought to the Normal School, as one of its distinguished visitors, James Russell Lowell. It seems that the Model School children must have had the opportunity to meet the poet whose verse they enjoyed, and to share, as the children of the practice school were always to share, the rich environment of the professional school.

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[7] *Md. School Journal,* M. A. Newell, editor, Oct., 1876, p. 491.
[8] *Annual Report of State Board of Education,* Jan., 1872, p. 17.
[9] *Ibid.,* Year ending 1873, p. 16.
[10] *Ibid.,* Year ending 1876, p. 16.

Sarah B. Kidwell succeeded Mrs. Borgman, and for the first time the term "Elementary Training Department" was used in addition to the name Model School. Mrs. Kidwell was listed as Principal of the Academic Department and Training School. Some insight into the set-up of the school is suggested by this statement for the catalogue: "The Academic or Model Schools will open on September 13, and close the second Thursday in June. All the grades belonging to Primary, Grammar, and High Schools are represented. Fees $40.00 to $75.00 a year. There is no extra charge for Latin, Singing, Drawing, Calisthenics. French, German, and Instrumental Music will be taught at Professor's rates." [11]

Professor Newell, who had planned the Normal School, and who from the first had conceived the Model School as essential to professional training, says in his report of 1879 that the graduates of the Normal School "aid in diffusing the principles of the 'New Education' throughout the state." [12] Referring to the origin and growth of the better schools of this period, Professor Newell quotes at length in his report of 1882 from Assistant Superintendent Edwards of Baltimore City on the "New Education." [13]

"Time and the ceaseless march of events which have changed so much the fashion of our outward lives have not spared the primary schools of the country. The genii at whose touch the steam engine, the cotton gin, the railroad, the sewing machine, the telegraph and the electric light sprang into existence, have begun to wave their wands over our primary schools and one by one, as they feel the touch, they rise from their long slumbers and begin a new life full of vigor, grace and beauty. It is next to impossible to describe intelligently and briefly the change that is going on, and it is difficult to predict the consequences that will, in a few years, result from the 'new education.' The traditional order of studies—Alphabet, Spelling, Reading, Writing—has been completely reversed, and the new order is Writing, Reading, Spelling. In place of learning to read through the medium of spelling, children are taught to read, and spell through the medium of writing; and the alphabet which used to occupy the first three months of a child's school life is left to take care of itself. Drawing and music, the 'extras' of the boarding school, are made fundamental exercises in the new primary schools. Composition which used to be postponed to high school, is begun in the first year and continued through every year of school life. Spelling which was once the 'grand gymnastic' of the schools

[11] *Maryland State Normal School Catalogue,* 1880, p. 24.
[12] *Annual Report of the State Board of Education,* 1880, p. 25.
[13] *Annual Report of the State Board of Education,* 1882, p. 15.

for the first seven years, is now reduced to a subordinate position. It is considered sufficient that a child should be able to spell all the words he can use. To learn more is thought to be a waste of time, for the ability to spell other words is expected to come with the knowledge of the words themselves, and knowledge of the words comes with more extensive reading. Thus reading is made the means of teaching spelling, instead of using spelling as in former days, as a preparation for reading. *The current change seems to set in the direction of the knowledge of things rather than of words; and in addition to the three R's which were once supposed to constitute the sum and substance of elementary knowledge, we have three other things to teach: to observe closely, to think justly, and to express thoughts clearly.*[14] The 'Quincey System' so-called, has these three important elements of education constantly in view; and though there is nothing absolutely new either in the theory or the practice, for all good teachers have used them in whole, or in part, yet Col. Parker deserves credit for having made them conspicuous by making them successful on a large scale."

These words give the picture, then, of what Professor Newell believed a good school to be, and express his aspirations for the one under his direct charge. His vision for the Normal School, and for the Model School as an integral part of it, is further expressed in the closing lines of the following paragraph:

"What the teacher is to his school, what the examiner is to his country, that is the Normal School to the State. It gives tone, color and life to all the schools in the system. It sets the fashion in school economy, in methods of instruction, and in modes of government. It is the highest authority within the State on all educational theories and practices within the sphere of the public school system. Beyond the State and beyond the limits of the United States, it represents the progress for Maryland as made in public education, and indicates the path in which she is traveling and the goal which she expects to reach."[15]

Some of Professor Newell's other statements of educational theory made about this time include: "Emulation and competition are discouraged, and no artificial rewards or punishments are in use."[16] (This referred to the Normal School.) On home work he had this to say: "Beginners, from six to ten years of age should do all their school work within school hours. Home lessons for such children are an injury to the home, to the school, to the child and to the teacher."[17] And on "Improved Methods" . . . "there came a glimpse of the truth that

[14] Italics not in the original.
[15] *Annual Report of the Board of Education,* 1882, p. 21.
[16] *Maryland State Normal School Catalogue,* 1883.
[17] *Annual Report of State Board of Education, 1884,* p. 38.

children learn by *doing* more than by merely looking and saying. . . . It has been proposed of late to make both reading and writing the subordinate instruments of a scheme of real instruction. . . . An acquaintance with *things* takes precedence over more verbal instruction." (Allen's *Mind Studies* was one of the books listed for the teachers.)

Lillie Wilson became principal of the academic department in 1887. Two decades of the Maryland school system had been completed. There had been no recent general legislation on school matters, but in 1888 a law was passed requiring that temperance physiology be taught. The teachers of the state were having the opportunity to belong to The State Teachers Reading Circle, forerunner of institutes, summer schools and other in-service education for teachers. In this same year the State Normal School was embarrassed by a "plethora of numbers." One of the accompanying embarrassments, no doubt, was the problem of providing sufficient observation and practice for the students.

Belle A. Newell was principal of the academic department from 1889 to 1891. In July, 1890, Professor Newell retired as principal of the Normal School. The Model School had for twenty-four years been guided by a man who had come under the influence of Horace Mann, Henry Barnard, and Col. Francis Parker. He had expressed in the school their advanced thinking, and had left upon it the impress of his own scholarly and original mind.

Dr. E. B. Prettyman succeeded Professor Newell as head of the Normal School. Etta Waters was principal of the academic department from 1891 to 1897. During this time one of the most important aspects of the work of every Normal School class continued to be the observation and records of actual teaching in both Normal School and Model Schools.

Dr. Prettyman's reports to the State Board of Education gave considerable attention to the celebration of Arbor Day. (The plan of making it a school festival was being promoted throughout the United States). He recorded that the Model School shared these programs with the Normal School students. The children sang "The Violet's Plea, gave the Legend of The Birch Tree, and recited The Bobolink." For the Columbus Day

Program they provided a flag drill. Other interests uppermost in the minds of educators during the 90's are suggested by these facts: At the Maryland State Teachers Association "Vertical Penmanship" was a topic of discussion; by 1895 the battle for free textbooks had not yet been wholly won, in the schools of the state; the children of the Third Grade were copying on slates the lessons from their own readers, and writing figures as far as millions.

Camilla J. Henkle became principal of the academic department in 1897, after which she joined the Normal School faculty.

Mary H. Scarborough was principal of the elementary school and academic department from 1899 to 1906. Under her leadership the school seems to have taken on new life. By the close of her term of office, pupils of the Model School were not only being admitted to the Normal School on recommendation, but were also accepted without examination by the high schools of Baltimore City, i.e., the Western High School for girls, the Polytechnic Institute for boys, and various private schools.

One of the most potent factors in raising the standards of the grades was the eagerness of the teachers to improve their instruction. During the winter months these teachers read and discussed the outstanding literature of education, including Dr. Frank McMurry's *Method of the Recitation*. In the summer they attended schools at Chautauqua, New York, to study with Dr. John Dewey; at Columbia University to work with Frank McMurry, William Bagley and others; at the University of Virginia; and at the University of Tennessee.

The catalogue descriptions of courses in 1901 and 1902 reflect the influences of the contemporary leaders of educational thought in America. Middle Year "Theory and practice are combined in lessons for primary classes; principles of all true teaching are emphasized; means of securing the attention of pupils and the power to keep them busy are dwelt upon; special attention to the dispositions, the habits of the children that come under the students' own observation is advised; the making of schedules in conformity with the requirements of the several grades practiced." For the Senior Year—"Students

of all classes are required each year to observe in the Model Department. They are taught to trace here effect back to cause, to note the processes of the development of the subject in the minds of the several children, and to form their own laws for the same; to study closely the relationship existing between pupil and teacher, the influence of the teacher upon the mind and habits of the pupil, and the cause of this influence. The students report upon their observations, inferences, etc., in a conference held weekly, conducted by the teacher in charge of this department." [18]

A small attractive *Model School Bulletin* [19] gave interesting information about this department. For the Course of Study it states, "The work of the school is earnest, serious, and thorough. Students who fail to accomplish it in a satisfactory manner will not be promoted from year to year." (Is this meant to serve warning to parents who expect special consideration for their children because of the tuition fee?) "The school has the advantage of *progressive methods, individual attention, and refined association.*" Some of these advantages were soon to be used as a charge that the school was too select to serve its purposes well.

In the *Elementary Department*: "A careful adjustment of the work of this department is made to meet the average ability of girls and boys from five to eight years of age—to call out their full powers and yet not overtax them. Instruction is given in Reading, Writing, Spelling, Arithmetic, Physical Culture, English, Elementary Geography, Music, Clay Modeling, Paper Folding and Basketry." In the *Academic Department*, for children from eight to thirteen years of age: "The regular course occupies five years, but students who are delicate or who give attention to music and art in addition to academic studies will need to take an additional year." The regulations for conduct were "such as would pertain to any well-ordered home."

The importance laid upon tests is revealed in the following: "Students are required to take tests as ordered from time to time by the teachers. The questions and answers must be written in a test-book prepared for that purpose. Each test is dated

[18] *Maryland State Normal School Catalogue,* 1902.
[19] *Model School Bulletin,* 1903-1904.

and bears the name of the student. Corrections are made in red ink and the students' attention called to them. At the end of the academic year the test-book, which is a complete record of the Year's work of the student, is sent to the parent or guardian for inspection." All this seems to be a part of the vigorous effort to maintain the school at a high standard.

The year 1905-1906 marked the dawn of a new era. The school was no longer to be used for observation only. The need for real practice teaching was at last to be met. Many of the students during their period of observation, heretofore taught only three lessons, one in each department, primary, intermediate, and upper grades. Plans were submitted, the teaching criticized and evaluated, and a record [20] kept of the work.

The Model School had become as large as the facilities would accommodate (about fifty pupils). They were probably too limited for demonstration for the students who would teach in the city or large town schools, but were by no means too small for the village and rural schools of which there were so many.

When Miss Scarborough accepted a position as teacher in the Normal School, Minnie Lee Davis became principal in 1907. The school had sixty-five children enrolled. Although Dr. George H. Ward, Principal of the Normal School, had recently referred to the Model School as "one of the best elementary schools in this (Maryland) or any other state," he recognized limitations, of which he spoke in this way: "The practice school has two serious defects. First, it is a select school; its pupils paying tuition are, therefore, not quite typical of the public schools in which our graduates are preparing to teach. Second, the school is too small for the number of pupils in the Normal School. There should be a public school with a large number of pupils under the control of the Normal School for practice teaching. This might not much increase the quantity of practice teaching, but it would be typical, and the responsibility of the student teachers would be greater." [21]

Sarah E. Richmond, who had been associated with the school since its beginning, became principal of the Normal School

[20] Miss Minnie Davis has copies of some of these records.
[21] *Maryland State Normal School Catalogue,* 1908, p. 84.

in 1909. Her comments on the practice department show her interest in the human aspects of its work: "The practice teachers (meaning what were later called student teachers) are required to have carefully prepared plans for each lesson they teach, and they are, while teaching, under the watchful supervision of a sympathetic critic teacher." In speaking of the seniors, she said, "I think the increased appreciation of their practice teaching is due chiefly to the critic teachers in the Model School who are tactful, helpful, and ever sympathetic." [22] It was in 1911, during Miss Davis's principalship that the Model School was moved from "its dark, cramped quarters in the main building to the more roomy, cheerful, and airy building erected for it." The quarters referred to were in the new addition, a wing of the old building. By 1913 Miss Richmond was commenting on the limitations of the Model School and expressing the aim of securing for the senior class experience in actual rural school conditions. The selection of a site for the new Normal School at Towson was made with this need in mind.

The new building at Towson was occupied in September, 1915. The Practice School was housed in "comfortable and pleasantly lighted rooms on the first floor of the main building." In 1916 there were 107 pupils in seven grades, (which was twice the number of the previous year) with the same faculty as had taught in the Model School in the old building. No tuition was charged after this time. Baltimore County paid the equivalent of the salaries of several teachers, and the state carried the remaining expenses. The spacious campus must have had an immediate effect on the curriculum, for Miss Richmond mentions that "A slight beginning was made in horticulture and agriculture," [23] pupils of the grades and senior students working together.

In 1917 Mary Theresa Wiedefeld became principal of the Elementary School. At this time, after 52 years as student, teacher, vice-principal, and principal Miss Richmond took the less arduous duties as Dean of the School, and was succeeded by Dr. West as principal of the Normal School. There was

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[22] *Annual Report of the State Board of Education,* 1910, p. 129.
[23] *Ibid., 1910,* p. 90.

still an academic department in the first two years of the Normal School. The catalogue notes on students at this time reaffirm the need of professional training for teachers, and support the argument by giving an explanation of the character of the professional course with its provision for work with children. "Students in the Senior or graduating class are sent into the Practice School to assist the regular teachers. These students are neither immature nor inexperienced. They have had at least a year's instruction in the art and science of teaching, and in the government of the Practice School; they have observed and had critique lessons given by capable teachers. Every lesson given by a Senior is carefully planned by that Senior under the direction of those teachers who know the needs and attainments of the special pupils taught.

"The teaching done by the Seniors is carefully supervised, and the special fitness of the Senior is measured by her manner of teaching, her adaptation of the subject to the grade, and her success in obtaining results. Under these conditions is it not to be supposed that the teaching done by the Senior is more psychological, more effective in the results than that done by the untrained young woman entering the profession, even though she be a college graduate? . . . The pupil is considered first of all, and we hold in view the happiness, the comfort, the mental and moral as well as physical growth of the child." [24]

In 1918, as a part of the reorganization of the Normal School by the new principal, Dr. Henry S. West, supervision of student teaching was introduced into the Normal Elementary School. To the new head of the department of pedagogy was especially assigned the supervision of the senior's practice teaching in the various classes. The seniors were led to take special interest in the playground activities of the elementary pupils, and this interest culminated in the latter part of the year, in a lively Elementary School Field Day.

After the move to Towson the catalogue announcements emphasized the fact that the practice department had become a free public school. Now, "The Elementary School attached to the Maryland State Normal School is conducted as a regular

[24] *Maryland State Normal School Catalogue*, 1917, p. 53.

public school for the children living in the vicinity of the Normal. The school is . . . organized as a four-room school of seven grades, paralleling the seven grades of the Baltimore County elementary school system. The four teachers in charge are experts in the elementary field . . . and at least two-fifths of each day's teaching is done entirely by regular teachers. In this way the welfare of the children and their progress in their studies are properly safeguarded."[25]

A limited number of the pupils of the school were given the privilege of attending the six-weeks summer session that formed the Elementary Demonstration School Summer Session, which was held each year from 1918 to 1928.

Another innovation, a feature of the new curriculum was the concentration of senior practice teaching into one twelve-week period (instead of one period a day throughout the year)—the practice constituting decidedly the major portion of the senior's whole assignment.

"The fifty-fourth year of the Maryland State Normal School, the academic year of 1918-1919, according to Dr. Henry West, its principal, was memorable chiefly by the high point reached in the Model School, both in the matter of enrollment and in efficiency of the work of the elementary rooms presented for demonstration and practice purposes."[26] (Though the name Normal Elementary School had been introduced, the name Model School persisted.) Dr. West refers to Miss Wiedefeld as "a real genius in the art of elementary teaching." Among the many enduring outcomes of her leadership was the founding, March 7, 1919, of the Te-Pa-Chi (signifying Teacher, Parents, Children) Club, an organization which continued to serve the school and be served by it without interruption from that time.[27]

At the close of the year Miss M. T. Wiedefeld resigned as principal of the elementary school to accept appointment as county supervisor of Anne Arundel County. This year marked the low point in Normal School attendance—one of the effects of the World War.

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[25] *Maryland State Normal School Catalogue*, 1917, p. 48.

[26] Annual Report of the Principal for 1918-19 (The Maryland State Normal School at Towson, Maryland).

[27] See *History of Te-Pa-Chi Club* written by Mrs. J. Garson Hartley, Mrs. Lee Stebbins, Mrs. Ralph Barnett, Mrs. H. Carroll Gough.

There is little in the immediate record to tell of the impact of the World War on this department of the college. We know, however, that there was great activity in the public schools everywhere. War Saving Stamps, Liberty Loan selling, Junior Red Cross, the School Garden Army entered into the elementary school curriculum. This was the time, too, of the development of new types of records—witness the entrance of the bar graphs, and extensive statistical tables in the reports of the State Superintendent of Education in place of the narrative, and in many cases the very human records of earlier years.

In September, 1919, Elsie Hichew, teacher of intermediate grades, succeeded Miss Wiedefeld as principal of the Elementary School. In accordance with the action of the State Board, the number of teachers was reduced to three. A field practice experiment put into operation at this time temporarily affected the influence of the elementary school. According to the plan, seniors practiced in the regular county classrooms for six weeks, while the teachers of those classes came to the Normal School as "exchange teachers" to be given a regular course. The experiment was discontinued after one year.

In 1920 Miss Lida Lee Tall became principal of the Normal School at the time that the school was struggling to recover from war-time conditions. From the beginning of her administration Miss Tall expressed this attitude, "A Normal School revolves around its library and its laboratory, which is an elementary practice school." Under Miss Tall's guidance, the next few years were a period of growth and expansion in the Elementary School. At this time it consisted of one hundred forty children distributed in seven grades.

After two years as principal, Miss Hichew married, and for the three succeeding years, 1921-1924, Miss Virginia Stone was supervising principal. A significent item appears in Miss Stone's Report to the Principal in June, 1924,[28] "With a feeling that the work of the elementary school should center around its own library, the teachers, children of the elementary school, and their parents are planning to add at least 300 volumes to the present supply of books in the school. The

[28] Annual Report of Principal, 1923-24, Virginia Stone. (On file in Campus School.)

small house on the school grounds is being completed for use as an elementary school library." There seems to have been some delay in carrying out these plans, for not until more than a year later, when Stella Brown had become principal, did she record that "One of the outstanding accomplishments of the year was the opening of an elementary school library in February, 1926. Books were obtained from three sources: from those already purchased by the elementary school, by loan from the main library, and by gifts from parents and friends of the school. The children of the grades came each week for stories, for reading, and for borrowing books for home use. The number of books circulating from February to June was 2,880." [29] This was really the announcement of the beginning of the elementary school library, a department of the school worthy of having its story separately told. By 1927 there was a circulation of 5,851 books and a half-time library assistant. In this same report is the item "number of student teachers reduced from 11 to 6 for each teacher." The system of student teaching had changed in some ways, but was still far from the arrangement which was to give the maximum amount of practice.

Miss Stone resigned to become principal of the Community School in St. Louis. She left the stamp of her educational vision on the elementary school, and generously paid tribute to Miss Tall for her inspiring philosophy, and for the way in which the practice department was integrated with the Normal School.

Stella Brown became principal of the Elementary School in the crucial year 1924 when the enrollment of the Normal School was suddenly doubled by the closing of the Baltimore City Training School. The Normal School then undertook the training of teachers for Baltimore City, which made it truly a state school. Although the Campus School did not provide practice facilities for the city students, observation and other supplementary activities devolved upon it for the entire number of students enrolled.

In 1924 a kindergarten teacher was again added to the staff because the Baltimore City system included the kindergarten

[29] Annual Report of Principal, 1924-25, Stella Brown. (On file in Campus School.)

as a regular grade. (The school had included a kindergarten from 1876 to 1883.) There were now seven teachers, and in the following year two more were added, one to provide observation and demonstration in a class of varied ages organized after the manner of a one-room rural school.

In addition to the promotion of the elementary school library, one of the significant features of Miss Brown's administration was the number of science field trips and excursions taken by all grades. The position of principal had grown greatly in responsibility with the rapid growth of all departments. There were now 260 children in the school with eight teachers in addition to the principal, whose duties included the supervision of student teaching.

In 1926 Miss Brown became director of rural practice and Irene M. Steele became principal. The school now had nine teachers including the kindergarten teacher, but the one-room school had been abandoned in favor of having rural practice in outlying rural schools. Two student-assistants were added in the interest of lightening the teachers' loads and of providing office assistance. 136 student-teachers per year were being trained, and 596 demonstrations a year were listed (1927). The three teaching courses, Introduction to Teaching, Participation, and Student-Teaching, placed greater responsibilities on the practice school.

The pressing need for better laboratory facilities resulted in the plea, as early as 1928, for a new elementary school building. The Legislature of 1931 passed an appropriation for this improvement. Up to this time the Elementary School had occupied rooms on three levels in the Administration Building, and, sandwiched as those rooms were between rooms used by the Normal School students, there was practically no opportunity for a truly unified school life such as is found in a single building administered as an urban or rural school. The school was serving children living in the Towson district immediately surrounding the school and children of Baltimore City in the proximity of the school. The entire expense of maintaining the school had for many years been borne by the state.

The joy of moving into the new $128,000 building in February, 1933, was much lessened because of the financial de-

pression, which had for several years engulfed the country. Because of the decline in the Normal School enrollment and the retrenchment in the Normal School budgets, it was necessary to decrease the staff of the Elementary School. The librarian and the kindergarten teacher were dropped, and the office assistant was reduced from full time to half time. In spite of suggestions from numerous interested people, that tuition be charged to help maintain the school during the crisis, the Board of Trustees wisely decided to continue it as a free public school.

The story of the Campus Elementary School during the next few years has been largely one of adjusting to the rapid change of the Normal School from a two-year school to a three-year school in 1931, and to a four-year degree-granting college in 1934. The curriculum for the students was of necessity undergoing rapid modifications which called for many adaptations of the courses related to the demonstration and practice school. Under Dr. Tall's leadership the Elementary School was drawn into what came to be known as the "coördination plan," a way of educating teachers that tied the college courses more closely than ever to the practical work of the laboratory school.

If the Normal School in the early days was embarrassed by a "plethora of numbers" as the record states, the same could well be said of the Campus School throughout much of its history. Applications for entrance were made far in advance, and long waiting lists were on file for each grade. It was quite evident that, in the minds of the parents, the quality of instruction and the wholesome environment outweighed any possible disadvantage of having their children practiced upon.

It is difficult to choose for comment special phases of the work of the school. Constant revisions of the courses of study were made, sometimes gradually, sometimes drastically. The work in art, music and physical education, under the influence of college specialists who shared the teaching in the elementary school, formed a tremendously vital part of the curriculum—the strength lying not only in the soundness of the instruction in these individual subjects, but also in their coördination with the impelling interests of the children and teachers of each

grade. The arithmetic course was definitely revised in 1937 to adjust the topics to the maturity of children in ways that research had shown would make for economy of learning. Work on the curriculum was especially intensive in 1939 and 1940, when the elementary teachers in coöperation with the college faculty planned and tried out a new organization of the social studies. From time to time the form of *Report to Parents* was changed, each important modification being based upon extensive study and discussion of marking systems and records by teachers and parents.

The faculty of the Campus School continued to carry the three-fold task of teaching children; guiding students in the practice of teaching; and illustrating through demonstration and observation classes the complexities of elementary education. The teachers participated in the development of the elementary school and also made important contributions to the plans, guide books, and courses for student-training.

The part that parents played in the life and growth of the school, especially through their organization, the Te-Pa-Chi Club, has been told at length elsewhere. The club has served the school generously throughout the years. In the Child Study Group, as well as in the regular programs of the club, a worthy course in adult education was carried on. The annual parents' dinners, the Father and Son Dinners which were later supplanted by a Family Glen Day, Father's Visiting Day on February 22, and grade meetings are some of the pleasant customs which add richly to community spirit and to a growing understanding between home and school. Many of the school activities are greatly dependent upon the parents for support; annually they provide athletic equipment, library books, and funds upon which the faculty can draw for such expenses as costumes, games, exhibits, fees for films, and a multitude of other needs. They made large gifts to the school such as lanterns, play-ground equipment, drinking fountain, stage curtains, phonograph, lights for exhibit cases, and library furniture. They worked for traffic safety for college students as well as children, presented strong opposition to a teachers' oath bill, and valiantly supported teachers' salary legislation.

In 1938 Dr. Tall resigned as principal of the Teachers College and was succeeded by Dr. M. Theresa Wiedefeld. Dr. Wiedefeld had already been identified with the elementary school as a former principal, and with the Te-Pa-Chi Club as one of its founders. She was familiar, too, with the products of the school, the beginning teachers in the state, for she came directly from the state supervision of elementary education in Maryland. Under her leadership, revision of the social studies courses in the Campus School was undertaken as has already been mentioned, and the coördination of college courses with actual work in the grades was further extended by the introduction of "practicum" courses, in which sophomore students were given opportunities to do some actual teaching of children.

The seventh grade of the Campus School was discontinued in June, 1940, because few of the graduates of the college were being placed in seventh grades, and because of the growing number of junior high schools in the state. The number of classes in the Campus School was not reduced, so no change in the standard or amount of observation and practice was involved.

In a stimulating discussion of[30] *The Training School of Tomorrow,* Dr. J. E. Windrow has traced the historical beginnings of schools of this kind and their evolution into the present scene—"a scene pleasing," he says, "because of what it *aspires to be,* rather than because of what it is; because of what it would present rather than because of what it is presenting." For seventy-five years such an outlook has been characteristic of the training school which is a part of the oldest and largest normal school and teachers college in Maryland. The Campus Elementary School at Towson faces the years to come, in kinship with about one-hundred fourteen similar schools throughout the country, which are aspiring to be what they are not; to know what they have not known; and to do what they have not done for children and the teachers of children.

[30] *The Training School of Tomorrow,* J. E. Windrow Bulletin, George Peabody College for Teachers, Nashville, Tennessee, September, 1940.

CHAPTER VIII

Student Life and Organizations
Members of Kappa Delta Pi and Others

EDITED BY MARGERY WILLIS HARRISS

The societies, clubs, and publications which are generally grouped under the heading of "student activities" today occupy so important and intimate a place in the life of the institution it would be difficult to imagine the college existing without them. Together they function as an integral part of the curriculum itself.

It was not always so. The college was founded at a time when all leaders—and none more definitely than educators—were faced with large tasks and meager equipment. The nation was healing its wounds and taking up its problems of reconstruction following civil war. Among the greatest of these was the problem of public education on a broad scale. In this austere period an educational institution, and the students attending it, had neither time nor money to spend on non-essentials. The faculty of the State Normal School assumed as a matter of course that the students were there for the purpose of preparing themselves for teaching as a career. The students, themselves, seemed to have shared this high purpose to a marked degree. Nevertheless, it was recognized from the start that all intellectual and social expansion does not take place within the classroom, that personality unfolds in many ways, and that the process of learning is more than just a teacher-student relationship. Accordingly, there were established literary societies and student publications very early in the school's history.

Student Publications

Student publications are always significant because they are more or less spontaneous. There is little concrete evidence as to what these were before 1900. Apparently there was nothing printed, although it is known that both the Normal and Pes-

talozzi literary societies periodically prepared journals, written and edited by students.

Newspapers Since 1900, publications have taken three forms: newspapers or bulletins, year books, and magazines. There is a record of a newspaper venture in the *Maryland State Normal,* Volume One, Number One, (four pages), which appeared March 1, 1921. It featured an oft re-echoed message from the principal: "To high school students: Normal needs you! Maryland needs you! . . ." This seems to indicate that the *Maryland State Normal* was a medium of the administration's "publicity policy." The preserved issue, published in June, held an element of a yearbook as well, for, bordering its pages, are photographs of the graduates.

Yearbooks The publication of yearbooks has never been a yearly enterprise. Sporadic issues, (copies of which are preserved in the College library), are:

1902-3 —*The Aletheia*
1914 —*The Normalite*
1919 —*The Daisy*
1928-32—*The Crystal*

The material selected for these yearbooks seems to be based on similar patterns of thought: namely, to record the history of the school, organizations, and classes; and to recall members of the classes and faculty through pictures. These yearbooks served much the same purpose as a family album. Each volume was dedicated to the honorary member of the senior class, who sponsored the enterprise; each annual was edited by a student committee directed by a faculty adviser.

In the *Aletheia* are found Latin class mottoes and such spicy bits as, "One girl was almost hysterical on finding, after the picture (of the class) was taken, that her feet were showing"—all to remind us that conventions were different forty years ago when the school was housed at Carrollton and Lafayette Avenues. The *Normalite* is characterized by a friendliness unequalled by any other of the ventures, but it was in the *Crystal* that yearbook production reached a prolonged peak of activity.

The *Crystal* compared favorably with other college annuals. Lasting items of interest include some excellent photographs of the Towson campus and buildings, and still recognizable faculty silhouettes. Although each yearbook belongs to a definite period, which has for us been long past, there are to be found the germs of the present-day yearbook in friendly sarcasm, suggestive innuendos, and endearing nicknames.

From 1932 to 1941 the classes were financially unable to sponsor such an activity as the publication of an annual. However, in 1941 another attempt is being made to make the yearbook a regular annual publication. It remains to be seen whether the reincarnated yearbook, under a new name, will have a longer life-span than its predecessors.

Magazines In every college there appears a group of students and faculty members who are particularly interested in expressing their opinions and feelings in written form. State Teachers College has been no exception to this and each of its several magazines has served as an organ for the expression of student and faculty opinion, a record of creative ability, news of the alumni, and publicity for the school. The *Oriole,* published from 1922-1927, and the *Tower Light,* published from 1927 on, were organized in a somewhat different manner from what is usual in most state teachers colleges. Each section of each class had one or more representatives on the staff and these students endeavored to see that their colleagues participated in the issues as they appeared. This ramifying system has always brought results, making these editions "all-student" enterprises instead of small group issues. Both magazines have been financially self-supporting.

"From a bird to a beacon! That is the evolution of the *Tower Light,*" wrote one enthusiastic staff member. In 1922, the school "magazine," originally called the *Oriole,* first spread its wings. In that year five numbers of the pamphlet were issued, "brave little birds full of pep." A sample issue of 1925 contained fourteen pages in rather small print. "Ten copies for One Dollar" was the advertised subscription price. This typical issue featured a letter from a leading educator, and carried several short stories, a "monthly memory test," club

reports, three or four essays on teaching, poems, and appropriate jokes.

In 1927 a contest was held to select a new name for the magazine. The *Tower Light* seemed most appropriate—it implied much: light of learning and the symbol of the college. The first issue had this to say about the magazine: "In connection with our magazine a proper start is urged. The intention of the staff for the coming year is to put forth as purely as possible, a literary magazine. In such a compilation would be encircled the subtle beauties of poetry, the masterly thought of essays, the engaging qualities of stories. Rounding out and ornamenting the structure . . . would be lively cartoons and illuminating illustrations. What is more important than this—our magazine aims to be a literary haven, a place where those who seek to express themselves may come and feel confident that their efforts will be appreciated."—A. Stein, Class of '28.

These thoughts were presented in flowery phrases, but in them lay the foundation for the *Tower Light*. The *Tower Light* of 1926-1927, however, was a hybrid creature, half newspaper, half magazine, with material arranged in newspaper columns and with a magazine cover. Subsequently, it became a full-fledged *magazine* with a threefold value: professional, creative, and recording.

It is impossible to measure the benefits accruing to the staff and students from such an extra-curricular activity; neither is it possible to count the good that it does the college. The work of students, under the able leadership of Alice Munn, faculty adviser, in composing, editing, illustrating, and financing the *Tower Light* (as well as the previous publications) has ever been a "labor of love," without recognition in the form of college credits. Many of those who served on staffs, however, have felt amply repaid by finding in the activity great professional and personal benefit. Perhaps future courses of study will include journalism, with still more successful publications as a product.

Cultural Clubs

Literary Societies The organizations of the institution which have been included under this heading are those whose

major purpose centers around some sort of creative expression. Two of the earliest of such organizations were the Normal and Pestalozzi Literary Societies. Although there is no written record of the date of their origin, they probably go back to the early days of the Normal School. In the memoirs of Minnie Lee Davis, who entered the school as a student in 1876, she writes of the existence of the literary societies and the important part they played in the life of the school. Miss Davis' recollections are the clearest and most lively that exist.

It is probable that both the Normal and Pestalozzi Societies originated at the same time, because their purpose was to create a wholesome rivalry and to enlist in that contest all the students. Membership in one or the other organization was compulsory. In the early days when the school was young and the enrollment small, there can be no doubt that it was possible to have all the students participate heartily.

All new members of the faculty and student body, shortly after entrance, were called together. Their "noses" were counted, and as many slips of paper prepared as there were persons. On half of these slips was written the word "Normal"; on the others, the word "Pestalozzi." The slips were then carefully folded and placed in a receptacle. Each person when called, stood, came forward, drew, handed the paper to the persons in charge. It was then announced to which society the individual belonged *for the rest of his life!*

Each society met periodically and produced a planned program. Since all talents were capitalized, the types of programs were numerous—dramatic, literary, musical, and the like. One of the musical features was a Normal song, to the tune of Mother Machree, which was always included in the program.

A literary journal was prepared by each society. That of the Normal Society, now on file in the library of the college, goes back to 1888. Both students and faculty contributed poems, essays, editorials, news, and jokes, on the order of those found in present-day school and college publications.

In the early days of the institution, most of the social life of the school centered around the literary societies. Much loyalty was felt by the members and there was considerable

rivalry between the two organizations. It is difficult to discover just how early contests developed in which judges were called in to make decisions, but by 1919 there were such contests in the form of debates, one-act plays, and athletic programs.

As the school assumed larger proportions in 1924 so did the literary societies. Reorganization permitted the continuance and expansion of the activities of the already popular Normal and Pestalozzi Societies. Both of these societies formed within themselves four subsidiary clubs, each one of which was a distinctive literary group. The first was concerned with story-telling; the second, with authorship; the third, dramatics; and the fourth, journalism. Friendly, spirited competition between the Pestalozzi and the Normals continued throughout the year and reached a climax in the annual spring contests. Such contests continued for a number of years. Then the Administration decided that too much time was used by students in the preparation for them; the spirit was too high for the best interests of the school; and undesirable rivalries were being fostered. All of this, coupled with the fact that literary societies and their activities were evolving into other types of expression in similar institutions, led to the decision in 1927 to abolish the Normal and Pestalozzi Literary Societies.

The need for extra-curricular activities of a cultural and semi-social nature which had given impetus to the literary societies continued to be manifest and led to the organization of other clubs which aimed to prepare the student for social adjustments, especially for the life of a teacher. In contradistinction to the earlier plan which made membership compulsory, membership in the new groups was voluntary. This was of value for a number of reasons: voluntary membership was considered more democratic; it gave the students a sense of proprietorship and responsibility; it made work more vital and progressive; and it developed talent. However, it was argued by those in favor of the old plan that if membership in clubs is for the purpose of bringing out latent possibilities, especially in the shy and withdrawing, there is much loss. Progressive, outgoing natures will develop without the aid of college activities, and the shy will not join. Much talent remains latent,

and, as psychologists believe, recedes, and later cannot be developed.

The Mummers In 1928 as an outcome of the dissolution of the literary societies, there was organized at the State Normal School a dramatic club called the Mummers. When the two literary societies had held contests, the two dramatic clubs had given one-act plays. This policy of providing one-act plays for school assemblies and other school occasions was carried on by the Mummers, which later provided additional entertainment for its members upon the occasion of tea dances and other social activities. The organization lengthened its strides in 1939, when, after much three-act play agitation, it successfully presented its first three-act play, "It Pays to Advertise." Its second three-act play, "Spring Dance," by Philip Barry, produced in the fall of 1940, was equally well-received. The Mummers today is an alert group. Its members are interested in contemporary drama and try to give entertaining and thought-provoking presentations. The members under the leadership of their adviser, Helen Stapleton, are improving their ability to act and are fast becoming a more interesting, nonprofessional group.

The Craft Club Antedating the dissolution of the literary societies by five years, the Craft Club was begun, in 1922, under the leadership of Vera E. Greenlaw, head of the art department. It was organized to promote interest in craft arts, and to develop the creative interest of the group in contributing to the art appreciation and functioning of the school. The Craft Club represented another attempt of student groups to make immediate practical applications of a phase of the school curriculum.

The objectives of the club were: to get experience and obtain knowledge of certain crafts; to assist other organizations of the Normal School, and the school as a whole, in carrying out their programs; to keep in touch with larger organizations, such as the American Federation of Arts, the Metropolitan, Boston and Chicago Art Museums, Walters Art Gallery, and similar organi-

zations, through visits, membership, and the like; and to arrange for exhibits at the Maryland State Normal School at Towson to include woodwork, metal work, clay modeling, book-binding, printing, posters, designs, and stage crafts.

The club was highly esteemed for its dramatic ability; it staged several plays, such as: "Six Who Pass While the Lentils Boil," "The Knave of Hearts," "The Lady of the Willow Tree"; and aided in all dramatic productions at the school from 1922 to 1927.

Some of the members' comments on the dramatic productions of the Craft Club state, "Aside from the knowledge of the stagecraft, costuming, stage presence and the ability to act, we learned how to work as a unit. The spirit of coöperation and forgetfulness of self for the good of the organization was the fundamental factor in our success." This was truly a democratic point of view.

The group was very fond of the out-of-doors. Frequent treks were made to the Glen on the campus where the members indulged in outdoor cooking similar to that of the early settlers. Roasted potatoes and fried bacon were popular with the younger people.

During the years 1923 to 1926, the club sponsored a Craft Club Cottage on Western Run in Baltimore County. The project was financed through a succession of tea dances, candy sales, a theater benefit, and sales of Kentucky mountain weaving and pottery, made possible through the coöperation of Ruth Sperry, the social director of the dormitory. The house was shared with other organizations in the school.

The group was especially interested in graceful living and in attractive surroundings. They shared the responsibility for arranging flowers in the dining room, foyer, and social rooms in the dormitory. They also helped to plant winter bulbs, decorate flower pots, and mold clay flower-holders for the bowls. "Beauty and service" was their slogan.

The group was disbanded when Miss Greenlaw and Mrs. Joseph McCord, assistant faculty adviser, left the school.

The Rural Club The Rural Club was organized in the fall of 1923 by a group of county students and an enthusiastic young instructor, Allan Hulsizer, who came that year to fill the newly created position of Director of Practice in rural centers of the Normal School at Towson

The scope of the work and the purpose of the club are set forth in the creed: "We, the members of the Rural Club of the Maryland State Normal School, believe that whether in work or in play, our aims and purposes are best achieved through united effort.

"By common endeavors, city may appreciate country, country may understand city.

"All men may see and love beauty whether made by God or man. For so all men may be inspired to nobler and more united efforts in the art of living."

From the beginning, this creed proved a moving spirit in the work of its members. A review of the programs and activities shows that great effort, attended with success, brought the young people in contact with many great educators of the state and nation. They were also privileged to hear and work with men and women who were helping to solve the problems of health, government, recreation, libraries, adult education, juvenile delinquency, child welfare, and conservation of human and natural resources of the state and nation.

Life was "not too serious" at times, and the club provided for the varied interests of its members. Many social hours were spent together in nature hikes, picnics, dances, dinner meetings, attendance at plays and concerts in Baltimore City. Off-campus trips were featured.

In September, 1926, Stella E. Brown, Principal of the Campus Elementary School, succeeded Mr. Hulsizer as adviser to the Rural Club. Under Miss Brown's leadership the club joined the American Country Life Association and the stu-

dents and faculty adviser attended some of these national conventions.

During the year 1927-1928, the Rural Club became interested in a major project. The Glen, a part of the eighty-eight acres of land owned by the Normal School, became the center of interest for the Rural Club, which developed a comprehensive plan for its use, and for promoting outdoor life there. In 1931, classes, stimulated by Rural Club agitation, donated $150 for the construction of the Council Ring—an idea inspired by Ernest Thompson Seton, the naturalist, at a Woodcrafters' meeting at Sachem Rock near Towson. Further plans for extensive development of the Glen were made by the Rural Club, but were not carried to completion for lack of funds. In 1935 Federal authorities finally provided funds for the project, and W. P. A. workers completed the work in 1937.

International Relations Club The desire of students much interested in social studies expressed itself in the organization of the International Relations Club.

In the early nineteen-twenties, under the guidance of the principal, Dr. Tall, and Lena C. Van Bibber, teacher of history, there was formed a rather flourishing History Club, which met regularly and did some good things in collecting source material, in planning a museum which did not materialize for financial reasons, and in promoting historical excursions.

About 1924 the History Club was superseded by a flourishing branch of The League of Women Voters, which had an enthusiastic personnel, who sponsored bi-weekly meetings, brought interesting speakers to discuss public affairs with the students, studied parliamentary procedure, and undertook to instruct others in methods of conducting meetings. One characteristic enterprise was the service of tea once a week, by which the organization cared for its pecuniary needs.

In 1935, solicited by men students who saw an opportunity to express their point-of-view through this group, the name and membership requirements were changed. The group was now known as the League of Young Voters. Meanwhile, the group became more and more interested in international af-

fairs. Finally, after about three years, the name was changed to International Relations Club, and complete affiliation was made with the national chain of clubs sponsored by the Carnegie Foundation.

The Natural History Group During the first year of the four-year course at Towson, the Natural History Group was organized. There were at this time none of the hiking clubs or Camp Fire and Girl Scout leadership courses which had existed previously at the school, and which had served to help students discover interests in the out-of-doors. This, and other factors, contributed to the need for such activities as the Natural History Group undertook. It aims "to provide enjoyment and knowledge of the out-of-doors and to help supply an informational background for the teaching of science." [1]

No formal organization was deemed necessary by this embryonic body in 1935 and the activities of the first year were arranged almost extemporaneously. The out-of-door purpose of the group was emphasized by monthly excursions to places interesting for their wild life, plants, or minerals. In the spring of 1936, a delegation from the group attended the Maryland Biology Teachers' Convention, a custom which has been observed annually since then. For the second year, a definitely planned trip-schedule was prepared and a program of monthly talks by Baltimore biologists was initiated. The monthly excursions for the past five years have included trips to Loch Raven, Patapsco Forest Reserve, Bare Hills, Soldiers' Delight, Carrington Woods, Long Green, and Swan's Creek. Each year

[1] *Student's Handbook, 1940-1941,* p. 36

one week-end is spent at some distant point. On these occasions the group has visited Sherwood Forest, Scientists' Cliffs, Catoctin Recreational Area, and the Biological Station at Solomons Island. By 1938 the group had attained considerable size and an annual dinner became one of its features. Increased size called for a more adequate instrumentation and after a gradual development in organization, a constitution was adopted.

During the spring of 1939, because of a gift of money, the group was able to award its first loan scholarship to the Audubon Nature Camp, at the Todd Bird Sanctuary, Muscongus Bay, Maine. A junior, Catherine Paula, the recipient of the scholarship, studied at the camp during the summer. Thus each year a member of the group will have the advantage of this scholarship.

In the long history of the college, the Natural History Group ranks as a latter-day phenomenon. But in fostering a love of Nature and an understanding of her, the group has worked for the advancement of the art of teaching in Maryland and so has contributed its bit to the fundamental purpose of the institution. Today, the group's interests embrace rocks and minerals, frogs and birds, trees and mosses; all that constitutes the fundament of Maryland and its province.

Young Women's Christian Association The Young Women's Christian Association was organized by Mary Hudson Scarborough with the help of Claris Crane of Timonium soon after the Normal School was established at Towson. Miss Crane had been a traveling secretary for the Y. W. C. A. National Board in North Carolina and Virginia in 1911-1912. Louise Brooks of the Secretarial Staff of the National Board came to Towson from New York to organize the group. A meeting of the students was held in the auditorium and a large number of them joined. Thus the Y. W. C. A. at Towson State Normal School was begun. The organization quickly made contacts with other community organizations. Early in its existence it held strawberry festivals on the lawn in front of the dormitories, which were attended by the students and people from the surrounding community. The Y. W. C. A. girls attended the services and social functions sponsored by the

churches in Towson, and ministers from these and Baltimore churches frequently spoke at the vesper services.

The organization made numerous contacts with out-of-state groups. For many years it sent delegates to Eagle's Mere, Pennsylvania, where for ten days the girls worked and played with others affiliated with the Y. W. C. A. In 1923, delegates went to the Westminster Normal Conference; two years later, representatives of the group attended the State Convention of the Y. W. C. A. and Y. M. C. A. organizations at the University of Delaware to get ideas for their own organization. *The Oriole* of March, 1924, tells something of the far-reaching scope of the Y. W. C. A. work at the school: "Besides trying to serve the people in our own environment we have done some work for people in foreign countries. Contributions in clothing and money were made by the students for the Near East Relief."

Although the aims of the Y. W. C. A. were concerned primarily with the religious life of the students, it also enriched their social life. During its early years, the organization produced plays which were attended by the students, faculty, and people from Towson. One of the earliest plays listed in the records was "A Kentucky Belle" given in 1921. About 1928, the group began to sponsor bazaars. That year it held a Japanese Bazaar; in 1930, a Christmas Bazaar; and in 1931 another, the name of which does not appear in the school records. The bazaars and plays were financial as well as social, undertakings.

The Y. W. C. A. strove constantly to be of real service to the school. In 1922, when the student supply room was closed, the girls took it over and successfully ran it for several years. The yearbook of 1923 states, "The store room was kept filled with supplies needed by the students." It was open every morning from 8:15 to 8:30 and every afternoon from 3:00 to 3:30.

In 1922, the Y. W. C. A. instituted the "Ask Me" girls. These girls, wearing bands on which were printed "*Ask Me,*" were on hand early in September to welcome and direct newcomers. Another undertaking was the Big Sister Movement, which started two years later. Each student was given the name and address of a freshman who was to enter the following

fall. During the summer, through correspondence, and if proximity permitted through visits, the Big Sister became acquainted with her Little Sister. Upon her arrival at the school, the Little Sister was taken under the wing of the Big Sister who helped her to overcome the feeling that she was in a strange world. The Y. W. C. A. choir was also a part of the organization.

The Y. W. C. A. no longer exists as such at the college. In September, 1939, the name was changed to the Student Christian Association so that men students could become members. The organization after twenty-five years continues to be active and to perform a life service to the students, the school, and the community. It provides monthly vesper services for the entire student body; conducts a weekly "morning watch"; assists the Chimes Guild with grace at meals; sponsors three quarterly birthday parties for all students and faculty members; and attempts to maintain conditions which will aid spiritual growth. In recent years delegates have regularly attended the tri-state leadership training conferences (held at Sudley, Maryland) and are working closely with the Y. M. C. A. at the Johns Hopkins University.

Social Clubs

Girls' Sororities Dormitory life at the State Normal School, like dormitory life elsewhere, developed among the students a vague groping for fuller social expression, in response to which, social clubs, fraternities, and sororities were formed from time to time. Students most naturally tended to group themselves into small social clubs, which despite their ofttimes worthy aims frequently led to undesirable activity and snobbishness.

Although there seem to be no written records of the origin of the groups, three social organizations, the Alpha Kappa Delta, the Delta Beta Delta, and the Nu Sigma Sororities played active parts in the lives of many of the young women of the State Normal School. The Delta Beta Deltas were organized at the institution as early as 1911—the seed of which was transplanted from Washington College. And it is known that the

other two groups, the Nu Sigmas and the Alpha Kappa Deltas, were in existence before the school moved to Towson. The sororities continued their activities until 1929 when they were banned by the administration.

There is some definite information concerning the activities of the sororities so that we may gain an idea of their function in the school. Such activities seem to fall into two classes—social activities and activities of service to the school and to others. There are records of both the Alpha Kappa Deltas and the Nu Sigmas enjoying picnics, theater parties, dances, and luncheons. Each year an intersorority card party was held, and the crowning event was the spring formal. In the spring of 1927, the Blue Room at the Belvedere Hotel was the place of this event.

The ideals of both organizations may be stated thus: "We wish to create such an atmosphere of sincere friendship and ever-present sympathy among our members that our school work, our social relations, in fact our whole life at Normal cannot but be influenced for the better."

After the dissolution of the sororities, the Delta Beta Deltas continued to function as an active group outside of the school. Since the aims were altered by circumstances beyond their control, the members expressed a desire to justify their existence other than as a social group and began, in 1933, to do voluntary philanthropic work. In 1940, an unsuccessful attempt was made to become active again at the college.

Each of the sororities participated in the celebration of the seventy-fifth anniversary of the institution by compiling individual personal histories of their members, and by sending representatives to the Founders Day Ceremony, January 19, 1941.

Men's Clubs

September, 1921, brought a number of men to the State Normal School—the first for a number of years. The following year still more came. With the promised growth in the enrollment of men, it was felt that something should be done to build up an *esprit de corps.*

Sigma Alpha Fraternity The idea of a men's social fraternity was advanced because it was felt that such an organization would serve as a rallying point for the integration of school spirit, higher social standards, and healthy school traditions. Plans were made for the establishment of a local chapter since no national organization would consider a two-year school. The Sigma Alpha Fraternity for men was accordingly launched in 1923. It was short-lived, however, for, along with the women's organizations, it was suspended in 1929 by the administration on the grounds that it tended to create student factions, thus destroying school unity.

The Men's Club The Men's Club was originated in 1922 by Dr. Lida Lee Tall, principal of the Normal School, who invited the men students to gather at her home once each month. The program included a discussion of large movements and problems, outside speakers, and refreshments. In 1924, the men from Baltimore City were invited to join the group.

In addition to the regular monthly meetings, two big projects were developed. Starting as the Men's Demonstration, an outgrowth of the classes in gymnasium, the Men's Revue came into being. Every man participated either as a performer or as a technician. The Father-Sons' Day was another project initiated by this group. The Men's Club survived the transition from a two-year institution to a four-year college, and in 1941, continues to be one of the most active groups on the campus. It has been instrumental in developing among the men students a closer and more friendly feeling to the school, to the president, and to one another.

CHAPTER IX

Student Life and Organizations (Continued)

Musical Clubs

The Glee Club Since the beginning of the school there has doubtless been some type of musical performance by groups of students. Each literary society had musical numbers at its monthly meetings, and there was always music at commencement. In the elementary school, music was taught and almost from the first music instruction was given in the Normal School. There is ample proof that a trained chorus or glee club was in existence to sing at commencement. For years, Robert L. Haslup was teacher of music. He not only instructed the regular classes, and trained the glee club, but frequently composed class songs and other music for the school.

The present Glee Club began in 1921 under the direction of Helen M. Shurtz. It was merely a gathering of "an enthusiastic crowd of music lovers"; there were no officers, nor dues, nor voice tests. To gain new blood for the organization, the club resorted to the interesting method of advertising for members in the March number of the school paper. Thereafter the Glee Club prospered sufficiently to sing at the Shepherd Pratt Hospital in a program for the Alumni Association, and at the June commencement.

In October, 1922, the club became a permanent organization with officers. In February, 1923, a triple quartette made up of Glee Club members sang at Annapolis before the Legislature. It was asserted that the Glee Club helped to "sing its way into the hearts and pocketbooks of our State educational representatives," thus assisting in gaining the necessary funds for the new Richmond Hall dormitory.

During the school year 1922-1923 the group gave a joint night concert with the orchestra and soloists. In 1924, Edna McEachern followed Miss Shurtz as director. At this time there were two clubs—one for boys, the other for girls. When the city and state institutions were merged in 1925, a third part was added to the Glee Club. Rose Barry directed

the resident students' club and the Men's Glee Club. On May 5, 1925, this "tri-" club gave a most successful concert.

The present director, Emma E. Weyforth, took charge in 1928-29. She united the organizations and incorporated, for the first time, men into the regular club. Under her leadership the organization grew to a membership of 125 students.

On January 19, 1941, at the Founders' Day Celebration, the first Alumni and Student Glee Club sang. This made the largest singing body in the history of the school.

From the first year's three concerts, in 1921, the organization has grown into one of the largest and most active groups in the college, making frequent public appearances over the radio, at various educational meetings, at other schools, at old-age homes, and at our own college functions.

The Y. W. C. A. Choir As mentioned in the history of the Y. W. C. A., the choir was an active part of that organization. After the name of the Y. W. C. A. was changed to the Student Christian Association, the choir continued its activity. The aim of the choir has consistently been to render appropriate hymns for the vesper service held monthly by the Student Christian Association. The choir adds an air of dignity and formality to the vesper service when it marches in academic costume, and makes a real contribution to the service each month in the form of some special music. Occasionally a solo is given, but more often a hymn is sung in three-part harmony.

At present, the choir is composed of fourteen girls under the direction of Hazel MacDonald, who is also the accompanist.

The Chimes Guild No record of the Chimes Guild's early activities has been kept. Hence we do not know when and under whose guidance it began or how many members constituted the original organization. There is evidence that it was in existence some years prior to 1929, at which time it was a well-established part of dormitory life at the Normal School.

The everyday activity of the Chimes Guild is to provide a grace for the evening meal in the dormitory. The present membership consists of thirty-one students, eight of whom

alternate in playing the chimes at dinner every night except Tuesday and Thursday. On these nights, the remainder of the group sings the grace, often accompanied by the chimes.

Just before the Thanksgiving, Christmas, and Easter holidays, the Chimes Guild awakens the household by singing carols and appropriate music through the halls of the dormitory.

The Chimes Guild is a unique organization, no similar one being known to exist at any other college or institution.

The Orchestra In 1913-14 some of the men students at the Normal School had organized an orchestra, but the present orchestra dates from January, 1922. An enlightening article from the *Oriole* of January, 1922, gives us some timely information about its beginnings. The article, which bears the title "Toot, Toot, Hum, Hum, Bang!" reads in part: "It's Monday night again! Who could doubt it when he enters the Administration Building, and hears our splendid orchestra. Monday night is set aside for orchestra practice. Early in the year, when a normal school orchestra was suggested, a few timid souls thought they might like to play but were not very enthusiastic. We had a drummer, but no drums, a cornetist with a wornout cornet, two or three violins, and an accompanist or two. These things would not make much of an orchestra, but the spirit was there, and how it grew!"

Miss Shurtz, the music teacher, was successful in securing Mr. Schoenfelder to direct this embryonic orchestra. The music department of the school took over the financial burden of some new instruments as school property. Individuals made an effort to buy new instruments. It is interesting to note that of the seventeen boys enrolled at the school five were in the orchestra as regulars. There were also five girls in the orchestra. Each rehearsal found three or four additional students who did not yet own instruments, but who wanted to listen with their friends who were regulars in the organization. Plans were made to offer the services of the orchestra to the Glee Club, and the two organizations entered into a partnership in an annual concert, the first of which was given on May 12, 1922.

For the next few years the organization known as the Normal School Orchestra continued to expand and progress, adding many laurels to the ever-growing list of successful engagements. In January, 1926, in a school publication, an appeal was made to the orchestra members to support the organization in all its efforts and to attend all practices. A schedule of orchestra practices was printed as follows: "Saxophones, Monday, 3 o'clock; strings, Monday, at 4 o'clock; everyone, Tuesday, at 4 o'clock." The membership had now reached the total of fifteen regular members, who played in assembly programs, presented special Christmas music, and furnished programs for various Parent-Teacher groups in nearby elementary and high schools.

By 1933, there were first and second violins, cellos, clarinets, tympani, cornets, saxophones, an organ, mellophone, and double bass. The programs at this time included classical music such as that presented on November 7, 1933, to the students and faculty in the auditorium:

Gavotte	Gossec
From the Canebreak	Gardner
Bagatelle	
Theme in G Theme from Sonata	Beethoven
Adagio	Beethoven
Minuet, Violin Trio	Dussek-Bornschein
Second Valse	Godard

This same year the normal school orchestra was invited to play for the children in the campus elementary school, who were engaged in a study of the instruments of the orchestra. Three selections were presented, and several members of the group gave short talks to this most attentive audience. Soon thereafter the group began rehearsing its first symphonic effort—the "Little Symphony" by Shubert.

In 1934, the orchestra played for the dedication of the new elementary school building, and presented at the Old English Dinner the same year a group of Christmas carols.

On February 16, 1934, the orchestra reached greater heights! A group of students and faculty members assembled in Miss

Weyforth's room to hear the orchestra broadcast from Station WCAO in Baltimore. The first number was Gossec's "Gavotte"; followed by "Sinfonietta in D Major," by Shubert; Brahms' Hungarian Dance No. 5; Beethoven's Opus 14, No. 2; and Godard's "Second Valse." This remarkably successful venture was arranged by Elma Prickett, who continues to serve at the present time as director of the orchestra.

Since 1934, the work of the orchestra at the Maryland State Teachers College might be divided into three phases: first, that of the full orchestra, which rehearses on Monday afternoon of each week and plays at the various programs of the school, such as Freshman Mothers' Week-End, Christmas, Founders' Day, May Day, and Commencement. A second phase of the work, which is a means of strengthening the entire organization, is that of the string ensemble. This group of players often represents the instrumental side of school music, when music by the whole orchestra is not quite so suitable, or when it would be impractical to have the larger group. The ensemble provides an opportunity for its members to have the pleasure and experience of playing in this, the most exacting type of musical performance. The third phase of the work is that of students who learn to play their instruments after they enter the school. The purpose of the work is to add to the instrumentation of the Orchestra, and to give those students who would like to play an instrument an opportunity to learn and to have the experience of playing with others.

Athletic Programs

Athletic Games From a survey of Normal School catalogues, it can be seen that very early interest was expressed that "only a sound body can foster a sound mind." However, in the period of founding the school, little had been done to develop athletics in educational institutions anywhere as we know them today. We read in subsequent catalogues of the introduction of "Calisthenics," of "Military Tactics" for men, of Delsarte and Swedish Exercises, but all of these are part of the regular curriculum. Not until 1901 is there any introduction of school games. In *The Aletheia Yearbook* we read, "for the first time in the history of the school, basketball

was introduced and taken up enthusiastically by the girls, and the boys too . . ." The reader may recall that basketball was then in its earliest infancy. Also there is mention of the first meeting of the boys' basketball team with teams of other schools. The girl athletes of the senior year won the intra-mural championship and were apparently elated over their success.

Not until 1915, after the school had moved to the country, and a new and more elaborate physical education program was enunciated, were games more definitely featured. The new campus provided an "athletic field," and in lieu of a gymnasium, which was not included among the buildings on the campus, a room in the power house, the larger rooms in the administration buildings were used for indoor games.

In 1918, the first man instructor of physical education was added to the faculty, Dr. William Burdick, Head of the Public Athletic League, who directed the athletic program of that time. The following year, by the help of Federal funds, a new "Department of Hygiene and Physical Education" appeared, with instruction and practical work not only in physiology and hygiene, but in recreation and athletics as well.

In the year, 1921-22, a number of men students enrolled in the school, and as a result there was appointed a part-time director of soccer, basketball, and track. In the meanwhile women students were becoming interested in athletic games of various kinds, but confining themselves to intra-mural contests and stressing corrective programs.

As the years have passed much progress has been made in athletic interests and performance. Two men who have done much in promoting men's athletics have been Harold S. Callowhill, now Director of Recreation in Baltimore, and Donald Minnegan, now the athletic director at the college. Under their guidance soccer, hockey, basketball, and baseball have gained dignity and importance in the college program.

The women students also have engaged in a variety of athletic games. Under the guidance of Marion I. Cook, Ethel E. Sammis, Mary E. Roach and Elna Daniels the athletic program has progressed rapidly. Bodily grace and rhythmic interpretation of music have been brought about by a study and execu-

tion of old folk dances; swiftness of action has been fostered through basketball and tennis, and archery and bowling have provided opportunities to develop accurate aim and control over the arm muscles.

The Annual Women's Demonstration Night held now for a number of years in March has come to be a red-letter event of the school. Growing orginally out of the regular intramural program, it focuses attention on the wholehearted interest of the college in building and maintaining healthy bodies and healthy minds.

Athletic Association The Athletic Association was an outgrowth of two important developments in the school's athletic program: The creation of the new "Department of Hygiene and Physical Education" in 1919; and the employment in 1921 of a part-time athletic director for the men, who had been added to the faculty in that year. Since athletics had become so important in the school's life, it was felt that each student should have an opportunity to participate in this program and be counted as a member of an Athletic Association. Such an extensive program as was then anticipated, required additional equipment and entailed a great outlay of money. To meet these needs each student was assessed

membership dues. One useful function of the organization in stimulating athletic skills is the awarding annually of letters to those students who have done outstanding work in meeting certain requirements in various sports.

Two organizations which, in earlier days, were important in the life of the institution were the Girl Scouts and the Camp Fire Girls. Neither is in existence at present at the college, having been superseded by other organizations better suited to the greater maturity of the present student body and having wider appeal.

The Girl Scouts. The Girl Scouts were organized in 1918 by Clara McCubbin, then librarian of the school. The *Maryland State Normal* Graduation Number of June, 1921, states: "In the seniors who go out from Normal this year, the Scouts begin to realize their chief aim—to carry Scouting into various parts of our state. The Scouts believe that the lives of girls are made much happier and much richer if girls spend their leisure time in the out-of-door pleasures that the organization affords, if they share in the fund of knowledge contained in Scoutcraft, and if they are taught the ideals of womanhood that Scouting upholds." Miss McCubbin left the school that year, and Anita S. Dowell sponsored the group.

In 1923, the Girl Scouts boasted a membership of fifty seniors. Membership in the organization seems to have been limited to seniors only, for in the *Oriole* of 1923 we read, "Juniors, next year you will have a chance to join. Take the hint from an old scout and don't miss the opportunity."

In 1925 the name, "The Pine Tree Troop" is mentioned for the first time in the *Oriole* for October. Whether or not the group started out under this name the records do not tell.

The members held regular meetings at which they worked at Scouting, but they also took time out for fun. They had taffy pulls, took hikes and, at the end of each year, spent three breathing days at the Craft Club Cottage. Quoting the girls' own words (*Oriole*, October, '25), "We lived next to nature and roughed it."

Once a year the alumni members came back to join the troop in its entertainment. Minnie V. Medwedeff and Margaret Willis acted as faculty sponsors of this group during its history.

There is no record of the dissolution of the Girl Scouts, but it was probably around 1928. No mention of them appears in the yearbooks or school papers after that date.

The Camp Fire Girls The first printed record of the Camp Fire Girls was made in the *Maryland State Normal,* June, 1921: "This year for the first time in the history of the school Wo-he-lo (which means work, health, and love) and other Camp Fire cheers and songs have echoed through the halls of old Normal." Three troops: the Ma-on-coo, the Wilsi-ha-ha and the Ok-i-zu, totaling about sixty members, were organized. Members of the troops at the State Normal School were also members of the international organization. The *Students' Handbook* of 1929-1930 states, "The Camp Fire Organization stresses the important and significant things in a girl's and a woman's life,—the home, health, outdoor life, citizenship, the making of beautiful objects with one's hands and a knowledge of nature and of earning one's daily bread."

In 1923 the Camp Fire organization consisted of forty members, combining two troops under one name Li-he-o, which meant "Live to Help Others." In 1924, it consisted of twenty seniors under the direction of Gertrude Woolsey, who, in 1925, organized another troop called the Lileta. This name was proposed by one of the girls who suggested taking the first two letters of each of Miss Tall's names.

In 1927, a troop called the Lida Lee was organized under the guidance of Jennie Riley, the school nurse, and during the years 1930 and 1931, Elna Daniels sponsored the group.

The Camp Fire Girls were evidently replaced by newer organizations after 1932, for no mention of them occurs in the records after that date.

Honor Societies

Chi Alpha Sigma Fraternity Students and faculty members of the State Normal School, who were anxious to promote

scholarship and high standards of personal and professional conduct throughout the school, met at twelve-thirty in the afternoon of June 12, 1925, at the home of the principal, Dr. Lida Lee Tall, to form the Chi Alpha Sigma Fraternity. The letters of Chi Alpha Sigma stand for character, achievement, and scholarship. Student members were elected who had high scholastic records and met the requirements of personal conduct and achievement. Additional members were chosen from Alumni of the institution, whose post-graduate work entitled them to such an honor, and from other groups, connected in some way with the school, who had given distinguished service to the cause of education.

The Senate of this fraternity was composed of members of the faculty who were members of honor fraternities, or who had won honor scholarships. This group determined the eligibility of those candidates submitted by the membership committee.

Not only were the members of Chi Alpha Sigma anxious to contribute to the active life of the school as students, but they also wished to make definite contributions to those who would follow them. At the first meeting it was voted that a study be made of the needs of the school. It was not long before the group had narrowed down its activities to the writing of interesting material to be used by those teaching county history. The completed material was filed in the library so that students and interested graduates could always have ready access to it.

New horizons and "giants that walk the earth" have always interested this fraternity. Consequently, in addition to the yearly contribution to the Principal's contingent fund, the Chi Alpha Sigma, through its membership fees, was instrumental in bringing to the school assemblies outstanding personalities in diverse fields. Pages of old records refer to talks by such well-known people as Lizette Woodworth Reese, Dr. George Boas, Dr. Herbert S. Jenning, Dr. Ella Lonn, Dr. Janet Howell Clark, and Dr. Donald H. Andrews. Sometimes the fraternity members wrote and presented their own programs at assemblies.

For many years Minnie V. Medwedeff was honorary president of Chi Alpha Sigma. In the spring of 1935, after her death, the Chi Alpha Sigma Fraternity joined the Class of 1932 in paying tribute to her memory. A bas relief made by Henry Berge was placed in the auditorium at that time. Miss Medwedeff's inspiration and enthusiasm continued to guide the organization, so in addition to the bas relief the fraternity voted an annual contribution to a fund for the purchase of science books for the library in honor of her memory.

Recent questionnaires distributed among present members reveal a wide variety of interests, experiences, and achievements. Many members have branched into other fields of endeavor—medicine, aeronautics, writing, drama, art, music, and religious education. Recognition and high levels of achievement have come to many of the group. We find principals, supervisors, instructors in colleges and universities, as well as those who quietly persevere in the classroom to develop the scholarship and character which Chi Alpha Sigma inspired.

When the Normal School became a degree-granting college, it was felt that membership in a national fraternity would broaden the outlook of the students—and of the college. It was impossible for Chi Alpha Sigma members, who were not matriculated in the four-year courses of the college, to belong to the national fraternity. Rather than have two honor societies, however, one national and the other local, Chi Alpha Sigma characteristically voted for affiliation with the national organization on behalf of all who might become eligible and sponsored in 1940 the founding of the Epsilon Alpha Chapter of the national Kappa Delta Pi honor society in education. Now, in 1941, though only an alumni organization in the college, Chi Alpha Sigma still meets under the guidance of Dr. Anita S. Dowell, still keeps its contacts with the school, and still pursues the ideals of the little group of people who met at Towson on June 12, 1925.

Epsilon Alpha Chapter of Kappa Delta Pi In 1935, when the State Teachers College at Towson became a four-year institution, granting a Bachelor of Science Degree in the field of Elementary Education, the idea of petitioning a national honor

fraternity for the establishment of a chapter at the institution was considered by members of Chi Alpha Sigma. No definite action was taken, however, until the winter of 1938, when Chi Alpha Sigma petitioned Kappa Delta Pi, national honor society in education, for the installation of a chapter at Towson.

After favorable action by the executive council of the national group, the date for the installation of the Epsilon Alpha chapter was set for Saturday, February 17, 1940. Accordingly, on that day, a group of twenty-two charter members (including Dr. M. Theresa Wiedefeld, the president of the college, and Dr. Lida Lee Tall, former president), were installed by a member of the Laureate Chapter, Dr. William C. Bagley, Professor of Education, Teachers College, Columbia University, New York. Harold E. Moser, of the faculty of the State Teachers College, was appointed councilor for the local group.

At the luncheon meeting which followed installation, it was decided to send a delegate to the Biennial Convocation of the Society in St. Louis the following month.

In June of the same year, after the initiation of eight new members, Kappa Delta Pi held a joint luncheon meeting with members of Chi Alpha Sigma.

By the following fall, the Epsilon Alpha Chapter had gotten into its stride, and an ambitious program for the school year 1940-1941 was adopted. In addition to drawing up a Constitution for the local chapter, significant meetings were held, reflecting the diverse activities of the society.

The enrollment of the chapter was auspiciously augmented in November, 1940, when Dr. Harry Vance Holloway, Superintendent of Public Instruction of the State of Delaware, and Dr. Thomas Granville Pullen, Assistant State Superintendent of Education in the State of Maryland, were elected to honorary membership.

Following the precedent set the previous year, the chapter sent representatives to the regional meeting of Kappa Delta Pi in Atlantic City in February, 1941, and to the Eastern States Association regional conference in New York on April 3 of the same year.

Due to rigid membership requirements, the chapter will grow slowly, but it is so imbued with a firm and hearty fellowship, and such high professional spirit, it is inevitable that it will serve an important place in the history of the school.

Administrative Organizations

The rudiments of what we now call student government are to be found developing very early in the school's history. In the first twenty years of the school's life, no one knows just when, a plan was in operation designed to build up students' sense of duty. To seniors were given certain "house keeping" activities, graded from a simple to a more complete assumption of responsibility: from the duty of the distribution of such materials as chalk; to the keeping of order in corridors; to the reporting of late students in the cloak room; to the care of the library; and finally to the position of "First Teacher." The first teacher took charge of classes in the absence of instructors, and her assistant and substitute, the "Second Teacher," was regarded as one step removed from the important first position. Men had special tasks, such as answering the door bell, carrying messages, and looking after guests.

The purposes of this plan were manifold—to give students responsibility, to develop in them dignity and initiative, to give them practice in performing conspicuous tasks, and also to provide them with ideas of classroom management. In all of this can be detected germs now seen to function in the class section officials, in the marshals, and in the student council.

Later on, there grew up class organizations, somewhere before the turn of the century, which gave further opportunity

for student development. Class officers, class committees and, later on, the guidance of honorary members brought out and developed qualities of leadership and initiative regarded as important for young people being educated as teachers.

Student Government Agitation for some form of student government began during the school year 1920-1921—a year in which the school was composed entirely of women students. Activity was further stimulated by the discovery that most of the Maryland colleges already had thriving student government organizations, but that none existed at Towson. With the consent of the principal, Miss Tall, a survey was made of the student government plans being followed in a number of neighboring colleges, and a committee was appointed to draw up a charter and constitution. The charter gave the students jurisdiction over "the management of all matters concerning the conduct of the students in their college life that are not academic in nature except such matters as are hereinafter withdrawn from the jurisdiction of the organization." These reservations included matters pertaining to absences, latenesses, household management of Newell Hall, school property, and permissions for leaving the campus. Disputes concerning questions of jurisdiction were to be decided upon by a joint committee of students and faculty members. The faculty reserved the power to withdraw or increase the powers granted by the document. The agreement was signed at a special assembly on May 26, 1921.

Machinery was set up the following year by which limited student participation in the affairs of the school began. The form of an "honor system" was altered from time to time, but failed to become effective in school life.

The history of the student government organization seems to resolve itself into three distinct periods. During the first period, 1921-1925, the major attention seems to have been given to living regulations, conduct in the dormitories and on the school grounds, the distribution of mail, and the application of a code of punishments for the violations of council regulations.

New problems arose in September, 1924, when the Baltimore City Training School was moved to Towson. An attempt to adjust to the new conditions brought the beginning of a second period in student government. In March, 1925, two separate student governmental bodies were formed, one for the day students and the other for the boarding students. Each had a separate constitution and their work was coordinated by a third, or General Council, elected by the student body as a whole. The boarding, or Resident Council, retained the general purposes and provisions of the council during the previous period, as well as its punitive powers. The Day Council, on the other hand, was given regulatory and supervisory powers over the student activities in the Administration Building, but was not given punitive powers. The General Council was a coördinating body between the two councils, on the one hand, and the faculty on the other. Its powers were advisory. It is obvious that the student machinery for administration was too ponderous for speedy action. This set-up did little to unify the school; in fact, the organization itself was such as to perpetuate the gulf between the interests of day students and the interests of the resident students.

In 1937 a new plan was adopted. At this time the three student government organizations were joined into one student association representing the entire student body. Particular areas of student interest, such as the dormitory, athletic association were treated as administrative departments or standing committees with the power of initiative in defined circumstances. The heads of these departments and committees met with the class representatives and the elected council officers to form an Executive Council to provide for investigation of school problems and to allocate responsibilities as new situations arose. This new arrangement has proved to be a big improvement upon the old tripartite council in efficiency. Red tape was cut, work was speeded up, new activities were begun, and new confidence was won. The students, at last, had begun to take a responsible part in the conduct of school affairs.

The Marshals About 1921, under the influence of the principal, Miss Tall and Miss Van Bibber, a group of Marshals

was formed at the State Normal School to act as official ushers in everyday school assemblies, in extraordinary assemblies, at commencements, and to serve as hostesses, when necessary. The duties of this group were three-fold: to take care of, plan and serve at all official gatherings; to attend to the ventilation and lighting of the auditorium, the distribution and collection of material; and to arrange the seating, the coming and going, and the behavior of the student body in assemblies.

There were originally only three Marshals, but gradually their number increased until now there are about twenty. These students have much to do with the selection of their successors. Among the requirements for appointment to the office of marshal are a sense of responsibility, dignity, and good judgment. The rules under which the Marshals function have been created by themselves to fit the changing conditions of the past eighten years.

Customs and Traditions

And now we come to the matter of customs and traditions. If we accept the view that time, or age, is the very marrow of tradition, then may we not argue that circumstances, or changes, are, if not the very bone, at least its sinews? Of one of England's great and ever-changing institutions, University College, in the University of London, it has been said that "its oldest and finest tradition is that it has no traditions."

The history of our college almost precludes the survival of well-established traditions. It has shifted its physical location no less than four times. It has seen many shifts in educational control and authority—not to mention the shiftings of educational philosophy and practices which have resulted from newer ideas in educational theory and practice. All these factors and many more, of which the economic and sociological need but be mentioned, have borne directly upon the college during its seventy-five years of existence; and, though seventy-five years may be but an "historical moment" in the life of ancient and tradition-hallowed halls, in the life of modern public education it is an age. For certainly, more important things have happened in the field of public education during that period than in all the centuries preceding it.

Perhaps, however, it would be simplest and wisest merely to take the view that while consecutive traditions are rather lacking in the college, it has some very promising beginnings of future traditions, and many pleasant customs and practices. That of holding the annual commencement out-of-doors, in the natural amphitheater below the president's residence, is one. The Christmas dinner and entertainment, a ready-made custom adopted from Old English tradition, is lively and amusing; it also continues an authentic custom, namely that of singing by the Negro assistants, who receive, each according to his years of service, a gift of money from the students. Nature study has been an extra-curricular enthusiasm for a fairly long time; as early as 1890, for example, botanical excursions were conducted under Professor George L. Smith.

The pages which follow furnish briefly the history of several noteworthy customs of the college, in which, perhaps, lie the seeds of future traditions.

Commencements The printed program of the first commencement at the Maryland State Normal School, in 1866, is still in existence and reveals the fact there was an ambitious program for the first year of the institution, similar in many respects to the programs at present. Following an opening prayer, there were musical selections, essays by graduates, the conferring of diplomas, and addresses by prominent speakers. There appear to have been two classes of graduates: those who had qualified as teachers of grammar schools and those who were prepared to become teachers of primary schools. Sarah E. Richmond's name was listed in the former group.

For many years the programs did not vary, but later the themes or essays were replaced by reading of poems, classical or original.

Increase in the number of graduates and the time required to present diplomas and, more recently, to confer degrees have, no doubt, been instrumental in curtailing the amount of student participation. At present there is a short musical program in addition to the address, awards, announcements, and two short prayers.

The program of 1873 tells that the Governor was present and "distributed" the diplomas. Thereafter it became a practice for Governors to perform this function.

Until Dr. Tall's administration, the commencements were held in the evening and the graduates wore formal white dresses, then the accepted mode at graduation exercises in all local academies and nearby finishing schools. "No jewelry" was the rule. Later, when the time was changed to a morning hour, plain white sport dresses were worn. Since the establishment of the college, caps and gowns are used. Now it is not the color, the length of the dress, nor the forbidden jewelry that becomes the topic of conversation as students go to commencement, but the angle at which to wear the scholarly cap, or the correct placement of the tassel.

No mention is made on any of the early printed programs as to where the commencements were held. It is known, however, that most of them took place in the various school buildings themselves. This was particularly true after the building at Lafayette and Carrollton Avenues, Baltimore, was finished.

When the Baltimore City Training School became a part of the State Normal School and the classes became so large, in order to provide sufficient room for relatives and friends of the graduating class, the outdoor commencement was initiated. When the weather is fine, the commencement is held in a lovely natural amphitheater on the campus.

Assemblies In the earliest days, assembly programs were part of the daily schedule and were, for the greater part, of a religious nature. The general program consisted of several hymns, scripture reading, and morning prayers. At times these simple exercises were supplemented by talks by the principal or a member of the faculty. On holidays, or special occasions, there were more elaborate programs prepared and presented by the students or by the pupils of the model school. Occasionally visiting speakers addressed the students.

It was the custom until about twenty years ago for the students to march into the auditorium to music each morning at nine o'clock. Student attendance and promptness were counted. Assemblies were planned by a faculty committee

during Miss Tall's régime, and informal entrance was begun. The time of the assemblies was changed to 11:50 A. M., and more elaborate and varied programs were introduced, in which the students took considerable part.

From time to time, modifications have been made to meet the changing times and trends, and to fulfill college standards. One of the most recent innovations has been the practice of inviting the community to attend assemblies at the school. Only one assembly hour, a fifty-minute period on Monday, is compulsory for all students. The culture fund, started in 1937, has provided much excellent entertainment during these assemblies.

Freshman Mothers' Week-End The first Freshman Mothers' Week-End was held in the fall of 1926 and each year since then it has had an important place on the college calendar. During the fall semester, usually the first or second week-end in November, the mothers of all freshmen are invited to be guests of the college. The mothers of resident (dormitory) students come to the dormitories, either on Friday or Saturday morning, and remain until Sunday. On Sunday the fathers of the resident freshmen are asked to join the mothers and students for dinner.

The mothers of the non-resident freshmen students are invited to come to the college early Saturday afternoon. All faculty members who teach freshmen, or who serve as advisers; the college physician; together with other members of the college staff, are available for conferences. The mothers, with their sons or daughters, are free to discuss any problems they wish with individual staff members concerning classroom progress, entrance test results, health examinations, or personal problems. Following these individual conferences, there is a group meeting of faculty members and mothers where aims of the college and general student problems are discussed. Mothers often suggest topics for this meeting.

The mothers are entertained at dinner, after which there is a social hour when the freshmen put on a program of skits and music.

This week-end has proved to be of great value in the orientation program of the freshmen. The contact established with the home in the freshmen year brings about a better understanding of any problem that may arise during the student's stay in the college.

May Day Since about 1919, it has been the custom at the college to celebrate May Day in a fashion typically English in tradition. As originally observed, the juniors formed a procession, and marched with their president in the lead around the athletic field to where the throne was located. Here a junior class officer saluted the president of the senior class as May Queen, and the junior president placed a floral crown upon her head. The rest of the school looked on as a group of juniors gaily danced about the May pole.

By 1922 several changes had taken place. The president of the senior class was still automatically made "Queen of the May," her attendants being two other class officers. The queen and her two attendants walked out of the side door of Newell Hall, and along the road to the flower-decked throne to the music of a portable phonograph. There the queen was crowned by the president of the incoming senior class.

In recent years, the Queen of the May has been elected by her classmates as a personification of the spirit of the day. At the same time, an attendant to the queen and ten members of her court are chosen. The king, a person holding high office in the school, meets her at the throne, commends her beauty, and places a floral crown on her head. Dancing, singing, and jesting in honor of the queen are performed by students of the college and of the campus elementary school. The program is brought to a climax by the Maypole dance, followed by a tea dance in the foyer of Newell Hall in honor of visiting prospective students.

To the college, this is one of the year's marked days, and many guests come to see the beautiful pageant take place. It is expected that the four-year course will bring about still further changes in the May Day celebration.

Ye Olde English Dinner Just before the Christmas holidays comes the most joyous and best-loved event of the school year, Ye Olde English Dinner. Dating back to the early twenties, the event became more elaborate after the Baltimore City Training School came to Towson. At first the dinner was only for dormitory students, but later all students who wished were permitted to attend. Many guests, notable in the field of education, also participate in the event.

The social room in Richmond Hall, decked with spicy evergreens and aglow with candles, becomes a medieval hall in which a gay and colorful company assembles to celebrate the Yule-tide. Lords and ladies, monks and peasants, men in doublet and hose, fair maids in sweeping gowns gather around the fireplace. Court jesters drag in the Yule log twined with ivy and bright ribbons and roll it merrily on the hearth. The Lady of the Castle kindles it as in ancient days, and songs accompany the ascending flames.

Then comes the procession to the dining hall: pages, carolers, Father Christmas, dancing children, loyal retainers, guests from far and near with the noble Lord and his lovely Lady. These take their places at the long tables to partake of the typical Christmas feast.

When the guests are seated, the Boar's Head procession takes place. The domitory helpers enter bearing the "blazing" Plum Pudding, the gorgeous Peacock Pie, the steaming Wassail Bowl. Last of all comes the Boar's Head borne on a silver dish by the chief cook as all sing the Boar's Head Carol.

Feasting is enlivened by the gayety of the jesters. Toasts to the New Year are offered; the servants sing carols for the guests and receive gifts from the Lady of the Castle.

After the "groaning board" is cleared, the guests assemble in the foyer or hall and are entertained by wayside travelers, mummers, wandering jugglers, minstrels, and troubadours. A traveling showman amuses the company with the antics of his dancing bears. The Lord of Misrule creates surprise and delight with his apt and witty verse. For this one night, anxiety and care are laid aside; life's stern duties are forgotten. Laughter and goodwill prevail.

CHAPTER X

Reminiscences: Alumni and Faculty

EDITED BY WILLIAM C. BADER

PART I *REMINISCENCES*

Bliss in possession will not last;
Remembered joys are never past;
At once the fountain, stream, and sea,
They were, they are, they yet shall be.

James Montgomery, "The Little Cloud."

The history of a college's first seventy-five years would not be worth writing if it were merely a chronicle of changing curricula, acquisitions of new buildings, and the enrichment of physical equipment. The successful school, no matter what its setting or how meager its supplies, will leave upon the minds and hearts of those who attend it the hall mark of its individuality; it will create an atmosphere that will distinguish the years spent in it as a period unique in the lives of its graduates. Such an atmosphere becomes increasingly difficult to recapture as the years pass by; and, when recaptured, doubly difficult to express. Despite the difficulty of this task, a surprisingly large proportion of those who have been invited to essay it have done so. The mere volume of this response is in itself a subtle and effective tribute; its quality adds luster to that tribute.

Perhaps institutions like men may be said to lack character if they make no enemies. If this is true, the uniformly laudatory tone of the collection of reminiscences which follows would indicate that our college is characterless. But we know that this is not so. The resolution of the apparent contradiction is of course so obvious as scarcely to need to be stated. Our collection is not representative. If it were perhaps one per cent of it would be given over to sour criticism. Had such criticism been received, we should have been strongly tempted to suppress it, as sounding a false and jarring note in a chapter whose purpose would be defeated if it evoked disagreeable memories. Happily, no problem of censorship has arisen, pos-

sibly because no potential detractors received our solicitation for contributions, more probably because they agreed with the despondent poet who said that it is

"... better to forget
Than but remember and regret."

We have followed the simplest of methods in presenting these reminiscences. They are arranged in the order of the occurrence of the periods with which they deal. So far as is known, no one now lives who attended the school during its earliest years, when it struggled along as best it could in its inadequate plant in Red Men's Hall, on the west side of Paca Street between Lexington and Fayette Streets. (See Chapter I.)

However, it has been our great good fortune to be able to secure contributions of graduates of the Normal School during each of its first three decades in its home on Carrollton and Lafayette Avenues, the decades of the seventies, eighties, and nineties. Indeed, our earliest contributor, Minnie Lee Davis, spent several months at the old Charles and Franklin Street institution before it moved to its Carrollton Avenue quarters. Miss Davis, of the Class of 1877, is now in her eighty-second year. When you read the account which follows we believe you will be as lost in admiration of her prodigious memory as we are.

> When I entered the Normal School in the fall of 1875, the school was located in a building on the north side of Franklin Street, between Charles Street and St. Paul Street. This had been a fine old home which had been adapted to school purposes. It was a dignified, spacious house with stately doorways and beautiful woodwork. Of course, we were crowded. Sometimes we sat three across in a desk intended for two. This arrangement presented difficulties when the student in the center had to get out for recitation. We were forced to move to the new building at Carrollton and Lafayette Avenues sooner than was anticipated because a ceiling of the old house fell in one day as the students were leaving the room and the building was condemned. I do not remember in what month we moved; but I recall very well that we had lessons one day in the old building and on the next, without any loss of time, continued our work in the new. Of course, we were delighted with our spacious new quarters and took the greatest delight in decorating the rooms. . . .

My commencement, the twelfth annual one and the second in the new building, was held at night on Thursday, May 31, 1877. As was the custom at this time, members of the Class of '77 received temporary certificates representing satisfactory academic training, while members of the Class of '76 returned and received permanent certificates awarded after a year of satisfactory teaching experience. The program was arranged to show this distinction. After a prayer by the Reverend John Leyburn, a prominent Presbyterian minister, seven essays were read by members of the two classes, the Honorary and Valedictory by students of 1877, the other five, all based on practical experience, by students who had had the year of satisfactory training. Between the reading of the essays, the entire student body sang. . . .

Our diplomas were awarded by His Excellency, John Lee Carroll, the Governor of Maryland.

I had also attended the commencement of 1876, the first ever held in the new building. This was held at eleven o'clock in the morning. The graduates wore new dresses, not the usual white graduation dresses which they would have preferred, but sensible dresses, suitable for church or street, which Mr. Newell felt would be practicable and serviceable during the next year. Since there was great curiosity about the new building, there was a great crowd at this commencement, and, therefore, the only undergraduates receiving tickets were members of the chorus. . . . After the exercises, the guests mingled with the graduates and accompanied them down through the halls to the dining-room of the Principal's residence, where the State Board furnished a banquet. Thus it happened, purely by accident, that I, a shy and inexperienced country girl, was escorted by the distinguished President of the Johns Hopkins University, Dr. Daniel Coit Gilman.

On our diplomas there was proudly listed our course of study: orthography, or spelling; mathematics, including arithmetic, algebra, geometry, and bookkeeping; Latin; chemistry and botany, the natural sciences; drawing; grammar, geography, largely map-drawing by the use of triangulation; history; and the theory of teaching. In those days grammar, spelling and arithmetic were stressed in the rural schools and teachers had to be prepared to meet and conquer test questions put by patrons. Some idea of the thoroughness with which grammar was taught may be given by quoting the sentence I was given to parse on my entrance examination: "I beseech you the rather to do this that I may be restored to you the sooner."

There were four outstanding teachers at the Normal School when I went there as a student. They were Mr. Newell, Miss Sarah E. Richmond, Professor George Smith, and Miss Virginia Conser. Miss Conser was a graceful, charming woman, intensely interested in her subject, History, and an inspiring teacher. She worked out a system of her own for teaching history which she later published in book form.

It is not possible that any teacher could ever be more beloved than was Professor George Smith. Not only was he a truly great instructor, but there was never anyone who found more real joy in teaching. He made his pupils feel that he was benefited, not they; that they conferred a favor upon him when they asked for help. He had no enemies; everybody loved him. When he was killed in a railway accident, there was universal grief.

It is impossible for me to speak of Miss Richmond herself in words that will adequately express her ability and her influence. What she taught was beside the point, though she was an excellent and inspiring teacher. It was herself that she gave to the school, to the students and through them to the state. She became the ideal, the standard by which to measure, of every girl she taught. And what a standard she offered! She was a womanly woman, just and fair, of remarkable dignity, steady and strong. She was genuine, without pretense. She made you feel that to fail was no disgrace. Disgrace lay in pretending to know what you did not know.

Professor Newell was a dynamic teacher, making his own lessons outstanding examples of good teaching. Since many of the students came poorly prepared from rural schools, much of our time had to be given over to subject-matter. Professor Newell attempted to compensate for the inadequate formal presentation of methods by illustrating in his own lessons the best ways and means to teach well. . . .

As I was looking over my collection of mementos, preparatory to writing these reminiscences, I came suddenly upon a picture

of the old Normal, as it was when I first saw it in 1875. With a pang I realized that its present truncated condition makes it impossible for those who see it in these later days to appreciate the thrill with which our class entered it so long ago. Then its crowning glory, the towering spire, stood out above its surroundings as did the ideals and purposes of its founders above the educational levels of the time. They were pioneers and leaders. It was our privilege to press close to them and to glimpse their vision. It is worth growing old to have been associated with the beginnings of an institution destined to be of such consequence in the State as the Maryland State Teachers College.

"The best is yet to be," said the poet. So little children feel as they say "I'm six, going on seven"; "I'm eight, going on nine." Our school is now "Seventy-five, and going on." In this steady advance may she always as in the past

"Be on her way attended
By the Vision Splendid."

Almost a decade later than Miss Davis came Sally L. Chance, who began her work in 1884. Her narrative of personal experiences will show that the essential quality and personnel of the school had changed little in the intervening nine years. One cannot read what follows without noting certain differences in her reactions when they are compared with those of Miss Davis. Is Miss Davis more of a hero-worshiper than Miss Chance (now Mrs. Marker), or does she only appear to be so because she has written at great length and has allowed herself to do fullest justice to her enthusiasm? Is Mrs. Marker as practical and matter-of-fact as her comment about the Indian woman who pleaded for her people would indicate? Perhaps. But it is Mrs. Marker, not Miss Davis, who has all her notebooks carefully preserved. Does Mrs. Marker relish those whom she knows and has known as human beings who possess the usual human frailities, rather than as pedestalized idols?

I do not remember any students who were especially active although some excelled in certain things—as in drawing, painting, penmanship, music, and class studies. Honorable Charles Linthicum "did better than any of us" according to a letter I received from our beloved Miss Richmond many years ago—somewhere in the nineties—when we were living in Philadelphia. He married Mrs. Helen Perry Clarke, widow of Gabriel G. Clarke, and became a Congressman. I had two letters from him when our

class was being especially honored in 1931, our forty-fifth anniversary. He asked me to send him the names and addresses of all living members of our class of 1886 of whom I had knowledge. There were eight of us present on that occasion. Mr. Linthicum died a few years later.

Pardon me. Your correspondent excelled in arithmetic, leading not the class only but the school. . . .

I well remember dear Miss Richmond, Miss Maggie Smyth, Miss Susie McGee, our music teacher, Professor George Smith, physics, chemistry, drawing, and botany. And, of course, Professor Newell, who taught Latin and Theory of Teaching. But Miss Ella Ricker was the favorite of all. I used to substitute for her whenever she was absent from class. Miss Richmond relieved the night nurses when I had typhoid fever, as did also Miss Maggie Smyth. I was out of school many weeks and found it hard work catching up and finally graduating with my class. But the teachers were lenient.

I do not recall any visitors of note. An Indian woman came one day, dressed in all her native "finery." She addressed us in the auditorium, pleading for more liberty for her people. Just what she expected us to do about it I don't know.

Our entertainments were few. We had what was called an Apron Soirée in 1885. Each female was asked to wear a fancy apron of her own making and to invite an escort. There was dancing—nothing else. (I didn't dance.) In 1886 our senior class entertained members of the School Board. In the chemistry room, fourth floor of the Normal School, we were taught cooking. Each student made one dish of her own choosing for the banquet. It was quite a success. Usually we gave our products to the teachers for their luncheon. They survived!

Our commencements were held on the last Thursday in May in the auditorium. We of the Glee Club sat on a side stage and sang at the 1885 commencement. In 1886 we sang "From Oberon in Fairyland" among other songs. Our Governor of Maryland presented us with our diplomas. We had no printed programs.

We had twenty-seven studies. Theory of Teaching was the specialty of Professor M. A. Newell. To these were added needlework, paper-flower making, and shorthand. Evidently they didn't approve of a student's having idle time. We enjoyed outings in Druid Hall Park with our botany teacher, Mr. Smith. We thought he knew just about *everything*. He was an expert in drawing, painting, chemistry, physics, and drilled the boys in military maneuvers. Professor Smith was killed in a railroad accident of the early nineties. . . . We were also required to spend two weeks in the Model Department where there were classes of all ages—five years up to the eighth grade.

> We were housed in the beautiful Normal School Building at Lafayette Square and Carrollton Avenue. To us who learned much within its walls it is a place of sacred and precious memory. I cherish a picture of the four-story and basement structure, its steeple pointing high.

By 1894, the year when Kate A. Ricker entered the Normal School, the old order had changed considerably. The teachers, we shall find, would have been strangers to Miss Davis and Mrs. Marker if they had revisited their Alma Mater in that year. The old, revered mentors had passed and had not of course been replaced, since no really positive personality ever is replaced. We find no reason to doubt, however, that the new faculty was a worthy and capable one. We may assume that most of its members were relatively young and had still their best years before them. The gaiety of the nineties made no inroads upon the decorum of the Normal School, if Mr. Frank Purdum is to be believed, for his answer to the question, "What was the favorite school joke?", which appeared upon a questionnaire which was addressed to him, was, "We were too serious to joke." There is nothing to Miss Ricker's reflections to belie that statement.

> In the year 1894, as a very green and unsophisticated person, I entered the Maryland State Normal School, as it was called then, under the wing of my aunt, Ella V. Ricker, one of the instructors. The school was on Lafayette Avenue, Baltimore, and towered, a large red-brick, turreted building, quite formidable but nonetheless fascinating to me. The first few weeks there proved very bewildering, especially the algebraic equations of Mr. Hammel, the lectures on psychology and government of Mr. Prettyman, the tracing of geological history by Mr. Austin. This bewilderment was augmented by the agonies of homesickness. However, as time went on this cleared up and the two years spent there were wonderful. Miss Richmond was my guiding star always, the center of the school universe.
>
> I do not know even yet what I would pick out to criticize as it all seemed so marvellous to me and there was so much to grasp and assimilate in the various classrooms. There must have been some things that we could have used to advantage: more classrooms, better equipment, a bigger library perhaps such as may be found in the present establishment in Towson. However, by comparison with my former one-room country school house, where

> nearly every pupil was a class by himself, the Carrollton Avenue institution appeared to be magnificently appointed.
>
> Among the instructors, I remember very clearly the calm Miss McLean. As the niece of Miss Ricker, a dear friend of Miss McLean, I once spent an evening with her at her invitation. She told me of a trip to Switzerland, showing me the pressed flowers she had gathered there, one a specimen of Edelweiss which had been plucked on the edge of the snows; and she presented me with some of these treasures.
>
> I also recall the music periods and the trials of Professor Gaul in training the chorus for entertainments.
>
> Another revelation to me was the art instructor, Miss Snyder, who exemplified in person and dress the principles she imparted. Even if occasionally one's carefully drawn or painted sketch in illustration of some art principle was marked unmercifully, it was not too discouraging to be an incentive to better work.

"In 1901 the first auto went down Lafayette Avenue. Bobbed hair was unknown. A man who could wear coat and trousers to match was considered wealthy." Not many years were to pass before the last distressing condition, at least, was remedied: by 1918 something like four million men could boast, not merely of matching coats and trousers, but of matching shirts and neckties, shoes and hats, all supplied by a beneficent government. Meanwhile, as the early 1900's passed, life at the Normal School went along as usual. The code governing the relations of the sexes continued to be Victorian. Mrs. Ruth Parker Eason, writing of the year 1915, is able to say: "We were not allowed to ask any boys except our brothers to the one school dance of the year." From the context, one gathers that Mrs. Eason, along with many of her classmates who were actuated by a contagious humanitarianism, usually acquired an adopted brother along about the time of the dance. Perhaps the war was a punishment for this and other iniquities. In any case, it came, and with it came problems for administrators and students alike. Certainly both groups were less happy. For the administrators the great problem was to keep the size of the enrollment at a respectable figure; for the students, how to serve better than by merely "standing and waiting." The following account of life at the school between 1917 and 1919 shows how the old scenes were reënacted against the new background furnished by the war years*

*The writer is Blanche Corderman Wolfkill.

The time that I spent at Normal was just during and after the World War. Its influence was felt very strongly in our school. Our class was very small, only fifty members and nearly everyone of us had a special heartache because of near and dear ones in camp, "over there," or beyond. Food was affected, for we had wheatless, meatless, and butterless days in the dormitory; leisure time was taken with knitting for the soldiers; assemblies took the form of patriotic songfests and urgings to buy Liberty Bonds and War Savings Stamps; even our week-ends were strictly supervised because of the large number of Service Men in the City of Baltimore. However, my two years at M. S. N. S. were a marvelous experience in my life, and I enjoyed it all and was really sorry when the time came to leave.

I loved the place. The buildings were all practically new, just in their third year, and the living accommodations in Newell Hall were excellent. I have never seen in any college living quarters as nice as those on the first and second floors of Newell. The campus was lovely. I was a country girl, and I reveled in the surroundings. Of course, improvements have been made since, and new buildings have been erected, but it was a beautiful place then, and I shall always remember it with pleasure.

My life there was full to the brim. We had three sororities—Delta Beta Delta, Phi Sigma Kappa, and Alpha Kappa Delta which was organized in my senior year; the two literary societies, Normal and Pestalozzi, which had an annual contest in the spring; Girl Scouts, where I learned the rudiments of being the Girl Scout Leader I am today; Nursing Classes, which taught first aid; Y. W. C. A., an organization which sought to feed our souls; and dances, feeds, hikes, parties of all kinds, and Friday night and Sunday afternoon dates to enliven our existence. Besides, Our Class of 1919 put out a yearbook, called *The Daisy,* and gave a play, an operetta, and a lawn social to help pay for it.

Each class, of which there were three—Seniors, Juniors, and Academics—had a basketball team, and we had an annual game with Maryland College at Lutherville. We also played tennis and held a tournament each spring, and took playground work once a week under a supervised play leader.

All this, besides a schedule of studies from nine to three five days a week without a vacant period. Can it be done? We did it and liked it.

Smoking was absolutely taboo among ladies, and the dormitory doors were locked at seven o'clock except on dance nights and Friday nights, summer and winter; if you went out at night, you had to have a chaperone, and the door was unlocked to let you in on your return. Such an occasion was very unusual,

however, for lessons kept us too busy to go out at night. All trips off the Campus, if only to Towson, had to be signed in a book and everyone except Seniors had to have home permission to go to Baltimore. Week-end trips could be made only with written permission from parents, and if the permission slip did not arrive in time, the week-end trip was off.

Outstanding students in the school during my two years there were: Of the Class of 1918—Carrie Gishel, President; Pat Merriken and Jean Stokes, President of the literary societies; Elva Cheezum and Mabel Dunlap, star athletes; Mr. Bowen, the only man student in the school; and Margaret Duvall, Miriam Wrightson, Louisa Griffith, and Margaret Hughes, popular members of the sororities. Of the Class of 1919—Sara Price, President and top ranking student; Miriam Chambers and Laura Price, President of the literary societies; Letha Edmonds, best athlete; Ruth Jackson, our songbird; and Dollie Harman, Ethel Roe, Edyth Marden, Clara Hauver, and Mary Wachter, best-known members of their sororities. Of the Class of 1920—Matilda Griffith, President; Naomi Winders and Hazel Utterback, President of the literary societies; Esther Hanna, outstanding athlete; and Kathleen Crawford, Mary Lee, Helen Muncaster, Susan and Elizabeth Palmer, and Hazel Warfel, outstanding students.

We cannot leave the World War period without quoting from the jottings of Miriam P. Chambers, of the Class of 1919, who believes that reminiscences should be presented as they occur, spontaneously. No doubt many besides Miss Chambers who thought they had forgotten these things will remember them too. Miss Chambers writes:

I remember

How Miss Dowell made us hunt grasshoppers;

The way Miss Clark made us run into the speech class waving our arms and shouting, "I'm alive! I'm alive!"

How the editorials on Miss Van Bibber's bulletin board first made us *New York Times* conscious;

How Miss Snyder added a touch of purple to every background we painted;

How Mr. Race paced the classroom floor and scared some of the students into stammering;

How only ten girls were allowed to go to Towson each afternoon by signing out in Miss Page's office; the rest sneaked off anyhow;

I remember

"Little Sister's" store and the pies one bought there;

When George at the Greek restaurant sold Normal students chocolate, marshmallow, nut sundaes for five cents;

Chafing-dish parties and midnight feeds in the bathrooms between the suites;

The endless Red Cross scarfs and sweaters one knitted;

The first "flu" epidemic when over half of the students were sick and the school had to close for a while;

Our celebration of Armistice Day in Baltimore;

The parting quotation at commencement which each one set out confidently to follow.

Curiously enough, not one of the post-war graduates of the Normal School has chosen to write a history of her period. Probably that is because they are too close to their school years to look upon them with historical perspective; it is difficult to believe that the past of ten or fifteen years ago is so different from the present as to deserve recording, difficult also to believe that facts which seem obvious and trite could command even passing interest if they were set down. However, all those who have studied or taught at the Normal School have carried away with them vivid memories of features or events which they remember with pleasure and nostalgia whenever the name of the school is mentioned.

One summer, years ago, when I was on a vacation trip in New England, I became acquainted with someone who, upon hearing that I was a Towson Normal School student, said, "Oh, yes; that is where they have one of the country's most beautiful campuses." I had not known that the beauty of our campus was so widely celebrated, but I concealed my surprise long enough to hear my acquaintance, who apparently considered himself something of an authority on the subject, say that he considered our campus second only to that of Princeton University in beauty. The following excerpts from letters of faculty and alumni will show that the campus is not without honor even among those who trod it:

Betty Byerly

I get homesick for the beauty of the campus with its lively sweeping tree-glints on sunlight—slopes of grasses and the softly-blowing breeze through the Campus' heights and valleys!

Violet Dingle

I have many happy impressions of the Towson School, but I think the most outstanding is the glorious expanse of the Heavens that one could enjoy from the Campus on a starlit night.

Eugenia Eckford Rhoades

When I can I slip back to Baltimore and to Towson. A lot of things have happened since 1927 but I know that the snow must lie just as perfectly over the front campus upon a starry night; that the clock-tower must keep its watch just as faithfully; and that Spring is as breath-taking along York Road, and the last days of May are as hectic and as full of fond farewells as when I bid you all "Goodbye."

M. Pauline Rutledge

And then Towson is so beautiful! No matter what the day or how hard the task, every morning one was helped by the real beauty of the place. This in addition to the gracious living at the school with the challenging staff and fine student body often makes me "Awearyin' for you."

Louesa J. Keys

In the midst of my work I was ever conscious of a sweetness of living, reflected from the graciousness, the sincerity, the wholeheartedness of Miss Tall and her Faculty. Then the outstanding beauty of the Towson school, in its setting on the hill, is a glorious picture, in memory, to be recalled to gladden the lengthening shadows of life.

Besides the campus, what else is remembered by those who have left the school? People, above all else. It is only with great reluctance and through the exercise of considerable stern resolution that we have succeeded in suppressing the impulse to print all the grateful, admiring tributes that have come to our attention as work on this chapter has progressed. But they had to be suppressed, for otherwise there would have been room for nothing else.

The celebration of Christmas, especially, appears to have been deeply impressive. Lorena Aist Entwisle, whose own glorious voice did so much to make the Christmas programs of her student years extraordinarily beautiful, writes:

We held a candle-light service one afternoon. Tall, red candles lined each side of the auditorium and an altar with burning candles was in the center of the stage. Dr. Tall read the Bible

> Story of Christmas. The glee club, with its leader, Miss McEachern, sang the old carols. Everyone sang "Silent Night, Holy Night" in closing, and I don't think there was a dry eye in the whole audience. I have never attended any Christmas service that was as lovely and worshipful in its simplicity. Our celebration of the Old English Dinner, with its Yule Log, the King's Jester, the exchange of gifts, the gaiety and songs, is another lovely impression.

Another annual feature that has been fondly remembered by many alumni is the May Day celebration. Ida Belle Wilson Thomas remembers an incident that amused her one May Day during the period when she was a member of the history department of the Normal School:

> One May Day, just at the critical part of the celebration, the heavens opened and the rain poured. In the excitement Dr. Cook lost Sammy, then a tiny lad; and I can still see our distinguished state superintendent, disheveled and panting, rushing around like any distracted parent. Incidentally, Sammy, safe and dry, was in the basement, eating ice cream.

Dr. Agnes Snyder, who for seven years was director of practice at the Normal School at Towson, remembers an assembly program which was prepared by one of her classes. She modestly refrains from mentioning her own part in the direction of the preparation of the program:

> I often think of the dramatization, "Weavers of the Unbroken Thread," through which a class expressed its interpretation of the history of education, as symbolizing the integrity and beauty of Towson. I saw young people who created it come into a realization of the continuity of history, into the concept of the immortality of ideas. Gradually they came to think of Lao Tse, Plato, Vittorio da Feltre, Comenius, Pestalozzi, Horace Mann—as weavers who picked up the thread that others before them had dropped and continued to weave it into the tapestry of civilization.

In the foregoing pages have been set down the recollections, tinged with nostalgic affection, of some of the school's alumni. This brings us to reflect on the fact that a school or college does not consist merely of the people who at any given time constitute its faculty and student body. These people do, in effect, constitute the living "core" of any educational institu-

tion. However, there is truly much more than this central body. Those who have gone before, when they go forth, are not able quite to shake off the old ties and the deep affections that have grown during their life on the campus. Always in spirit they return; often they yearn to repay in service the debt they feel they owe their Alma Mater.

Doubtless it is this feeling of memory and enduring affection that brings alumni together into a permanent organization, an association, by which they keep alive their feelings of active loyalty and devotion.

PART II *ALUMNI ASSOCIATION*

The State Normal School (State Teachers College at Towson) owes a great debt to those of its alumni who as students of the school conceived so deep an affection, so lasting a loyalty that after graduation they have continued to serve the best interests of the institution. Unfortunately it is not definitely known just how early these devoted ones banded themselves together into an association, so that with united strength they could work more effectively for their Alma Mater. However in the *Maryland School Journal* of May, 1877, there is a notice of a "re-union of the Maryland State Normal School Alumni Association," showing that at that very early date this organization was recognized and in operation.

From 1877 until the end of the century, we lack adequate records to tell of the life and work of the association, but from living alumni we learn of the business meetings and banquets held regularly around commencement time. These persons can also vividly recall the enthusiasm of Miss Richmond, and her admonitions to seniors, urging them to enlist their interests in the Alumni Association. They testify to the fact that Miss Richmond's loyalty was reflected in the devotion to the school of many early graduates. Living alumni tell also of the constant active interest of outstanding members of the association; of the many visits to the school of these people and their conferences with Miss Richmond; and of their ready response to any call for active service from the Alma Mater to the Alumni.

The revised constitution of 1927 reaffirms the aims of this devoted body of men and women in these words: "We, the Alumni of the Maryland State Normal School, being desirous of perpetuating those associations which began during our professional student life, of keeping alive our interest in our Alma Mater, of advancing in every legitimate way her welfare, and of keeping the Alumni in close touch with one another and with the school, do hereby enact the following Constitution. . ."

Nor was the declaration of interest mere lip service, as a review of the annals of the institution will reveal. Numerous examples are cited of the close touch between the school and the association, and of the fact that the alumni were always ready to advance "in every legitimate way" the welfare of their Alma Mater. A brief review of some of the activities and achievements of the organization will illustrate this point.[1]

One of the outstanding occasions when the Alumni Association's services made history was the time of the erection of the present home of the college.[2] By that time, 1909, the graduates of the school were numerous, and still more important they were widely scattered throughout the state. Many of them held key positions in the educational system of Maryland. When Miss Richmond, herself an alumna of the school and the heart and soul of the Alumni Association, became principal of the Maryland State Normal School, and developed a definite plan to take the school to the new home in the country, she sent a clarion call to the scattered members of the association. The response they gave is recorded not only in history, but in the fine group of buildings which stand as a monument to the love of the Alumni for their Alma Mater.

Another notable illustration of the work of the association, and especially of Dr. Robert Fawcett, came when the school in the war period reached a startlingly low enrollment. It was that same "low" period already mentioned as so distressing to the administration of Henry S. West. Stimulated by Dr. West and Dr. Fawcett, the association again put its shoulder to the

[1] This brief history cannot hope to tell the whole story of the work of the Alumni Association. It aims merely to illustrate the spirit and purpose of the organization by emphasizing a few of its accomplishments. In various chapters of this present work more details are to be found of certain aspects of the romantic story of the Alumni Association which some day must be told in full.—*Chairman of Editorial Committee.*

[2] See details on pp. 36, 39, 40, 49, 52.

wheel and worked first, for increases in teachers' salaries; second, for increased enrollment for the school; third, for a new dormitory. This story is a delightful one with a picturesque setting, attractive characters, and a happy ending. It has been referred to in explaining the reconstruction of the school after the World War.[3]

These examples of work by the loyal sons and daughters of our institution could be multiplied to an almost indefinite degree if space permitted. They have been a tribute not only to the individuals participating, not only to the concept of the strength there is in union, but to the character of the school itself and the men and women who have given of their character and their devotion to the school, to the educational system of Maryland, but more personally to the students themselves.

It is not possible to close our story without giving some further notion of the organization of the Alumni Association itself, some of its characteristic work, and a few of the personalities who helped in its building.

The Alumni Association has been generous in its services and in its gifts to the school. From time to time it has made contributions in money for many purposes; as, for example, toward the caps and gowns for the Glee Club; toward the maintaining of the Athletic Association; toward building up a culture fund; toward the memorial windows dedicated to Dr. Tall; toward the presentation of commemoration tablets; and toward scholarships and loan funds for students. Again, the Alumni Association has frequently been called on to campaign for higher salaries, or for school enrollment, or for new buildings. To accomplish such services it is necessary to have a large, strong, well-organized association. It was in the interest of effectiveness that the "unit" type of organization was devised. Today many counties have formed units, some very loyal and active. Several of these units give active support to the college. For years many of the counties have held one or more meetings annually, to which have been invited the principal (president) of the school (college) and the field secretary. Thus is loyalty fostered in the Alumni Association

[3] See details on pp. 49, 53, 61.

and distintegration, a disease likely to result from loose organization, prevented.

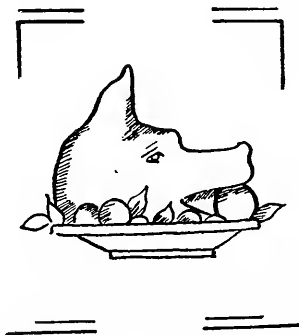
The Alumni Association has from time immemorial met annually in convention around commencement time. This day is called "Alumni Day." On this occasion there has always been a business meeting where reports are made by committees, both standing and special, where new business is introduced—and finally, where the officers for the coming year are elected. Probably the most important business transacted concerns the administration of the Sarah E. Richmond Loan Funds, established largely by Miss Richmond and alumni in her life time and increased at later dates. These funds are very helpful in enabling students to continue their efforts to become teachers in Maryland schools. The administration of the loan funds has been most efficient. Other funds have been established and scholarships created,[5] but the Sarah E. Richmond Funds are the main ones controlled by the Alumni Association.

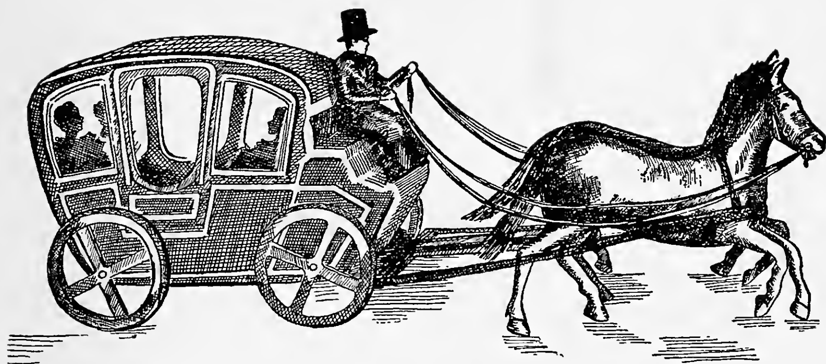
On Alumni Day, in the afternoon and before the business meeting has convened, informal class reunions have been held. At the evening banquet classes have been given special tables and an opportunity has been given them to report some of the activities of their members. For some years it has been customary to award a silver cup to the class with the highest attendance at the banquet. While the winning class has the custody of this cup for the following year, its class year is engraved on the cup. After the dinner, there has been a dance which many of the younger alumni and college seniors have attended.

Personalities are, after all, the backbone of every organization. This has been especially true here, and in considering how the association developed we must mention several outstanding characters. Sarah E. Richmond has already been cited as "the original alumna" and inspiration of the organization. William S. Love, who rendered invaluable services to the school in many ways, must especially be remembered for his long administration of the Sarah E. Richmond Loan Funds. Bradley K. Purdum must be mentioned particularly for his indefatigable energy in securing the site at Towson for the school.

[5] See details on pp. 73, 74.

To Robert Fawcett the school owes a debt for his optimism and persistence in initiating and carrying forward the enrollment campaign of 1919-20. J. Charles Linthicum cannot be forgotten for his work in engineering through the legislature the bill for the new country location of the school. And finally, as a loyal alumna, as an indefatigable worker—and as an organizer of the Alumni Association, Mary Hudson Scarborough must be accorded lasting gratitude.





CHAPTER XI

Epilogue: The First Hundred Years

M. THERESA WIEDEFELD

Seventy-five years in the life of an institution move rapidly. Like the young of any species, the first growth is great and fast. This growth slows up in time and then the institution begins gradually to spread, to serve more people, to expand its functions.

The history of the State Teachers College at Towson has kept pace with the demands of the people of Maryland whom it has served, although it has seldom been in the vanguard of social change. As part of the public school system it has been held to a conservative position, never free to stand with the ultra progressives, to experiment in the field of guess or conjecture, nor to teach a theory or philosophy of education which might prove to be impracticable in the communities where its graduates teach. This very stand has imposed a difficult task upon the faculty. It is an easy matter to follow the lead of the progressives or to stick to the pattern laid by traditionalists. It is more difficult to know both, but steer between them so as to find an acceptable compromise. Compromises are individual, and much of the complaint concerning the gap which exists between theory and practice is due to the lack of agreement in an understanding of the compromises. Thus result great discrepancies which characterize their applications in practice. The history of the state is one of conser-

vatism. It was founded on the principles of tolerance, and tolerance and conservatism go hand in hand.

In 1866 when the Maryland State Normal School was opened to students the war between the states was just over. Lincoln had been assassinated (April 15, 1865), and Andrew Johnson was president. Thomas Swann was Governor of Maryland. There were thirty-six states in the Union and twenty-one counties in Maryland. Because of divided allegiance of the people, Union soldiers were kept on guard duty in Maryland until 1866. The new Constitution of 1864 required a special oath from businessmen, teachers, lawyers, and judges to prove their loyalty to the Federal government. (This was the oath which Sarah E. Richmond refused to take.) The convention of 1867 amended the law. In the year 1866 the women of Baltimore formed the Southern Relief Association and raised $160,000 which they contributed to the aid of the southern states. The Maryland government gave $100,000 to the same cause, and George Peabody, a Baltimorean, gave $2,000,000 for building and maintaining schools in the southern states.

Maryland had not suffered the same desolation as had the other southern states. Baltimore was the port farthest south open to northern trade. Thus the amount of trade which came to Maryland was greatly increased and many people from the South moved into Baltimore. Inventions were gradually making changes in the way of life of the people of Maryland. Looking back seventy-five years one realizes how great have been the changes since 1866.

The streets of Baltimore were lighted by gas, but whale-oil lamps and candles made from spermaceti were burned in the homes. Kerosene which would not explode when used in lamps was not known until the early seventies. Electricity was not used for lighting homes, even those of the rich, until the early nineties. Edison did not invent the incandescent light until 1882. Pumps for drinking water stood in the city streets or in the back yards. A few houses had pumps in the kitchen. Later, hydrants were put into the yards and kitchens. Telephones were not used in down-town Baltimore until 1890. It is known that the Normal School had a telephone in 1888. The chief means of transportation was the horse car. Baltimore

W. Theresa Wiedefeld
President, 1938-

had two main lines, the Bowie Line and the Frick Line. The Bowies owned the Red, the Blue, and the Green Lines. These cars ran on tracks, and were pulled by horses. A "hill horse" had to be added for pulling up hills. The Red Line went out Baltimore Street. Travel on these cars meant slow going for the students, especially in winter. Normal School students bought car tickets, six for a quarter. The streets were paved with cobble stones, and sidewalks were paved with brick. In some sections there were board walks. Baltimore did not have regular electric street car service until 1896.

From door to door came tinkers to solder pots and pans and kettles; bell hangers to fix the door bells; chimney sweeps to clean the chimneys, and persons refusing to allow the sweeps in were reported and fined—part of the fire regulations.

There was no manufactured ice. The only ice available was that saved from ponds and rivers and stored in the ice houses. Ice barges brought ice to Baltimore from the northern rivers. Kennebeck River ice was advertised. People in the country used spring houses or lowered food into the wells. Perishable food had to be bought daily and used immediately.

Hucksters went along the streets calling their wares. Fish peddlers called, "Fish! fish! fresh fish!" Men with baskets covered with white towels sold deviled crabs. To a low droning tune they sang, "Debble, debble, debble, debble! Get your hot debble crabs!" and people hurried into the streets with plates, for the odor from the crabs made them hungry. The oyster man carried a large bucket in each hand. A ladle and measuring cup were strung around his neck. His song was: "Oy, Oy, Oy!" The housewife ran with her bucket to get a quart. She watched carefully to be sure that she got a quart "dry measure," then asked for extra liquor to use in the stew. Raw milk, sometimes sour milk, was sold from a tank in the milk wagon drawn off through a spigot into measures which were afterward dipped into a bucket of water carried in the wagon. The milk man rang a bell to let the people know that he was coming.

The discoveries of Pasteur were still unknown and ideas of modern sanitation and modern medicine as we know them today did not exist. Drugs and potions and pills were bought

in the apothecary shop and home-made remedies were very generally used. Patent medicines were widely advertised and were sold from door to door by the "patent medicine man." An advertisement appear in *Harper's Weekly* about this time reads:

DYSPEPSIA AND FITS

Dr. O. Phelps Brown

> The Great Curer of Consumption was for several years so badly afflicted by Dyspepsia that for a part of the time he was confined to his bed. He was eventually cured by a prescription furnished him by a young clairvoyant girl. This prescription given him by a mere child, while in a state of trance, has cured everybody who has taken it, never having failed once. It is equally as sure in cases of fits as of Dyspepsia. The ingredients may be found in any drug store. I will send this valuable prescription to any person on receipt of one stamp, to pay postage. Address:
>
> Dr. O. Phelps Brown
> No. 21 Grand Street, Jersey City, N. J.

Another advertisement entitled: "Brandreth's Pills Purify the Blood" quotes Dr. James Lull as saying:

> "A gentleman away from home was taken with pleurisy: the inflammation was terrible: every breath made him writhe with agony. Eight Brandreth's pills were swallowed, and warm oil applied locally; the pills operated and the pain was relieved; plenty of gruel was taken, and six more pills, and the second day the patient was cured. These statements should have weight and prevent the use of poisonous drugs, and stop the sad practice of bleeding."

Sulphur and molasses was the dose which children had to take regularly every spring "to clear the blood of the poisons" which accumulated during the winter. Cobwebs were put on cuts to make the blood clot; a piece of raw beef was tied over a bruise, particularly a black eye; a piece of "reasty bacon" was used to prevent lockjaw. Blood letting was practiced by men who collected leeches for the purpose. Many babies died in infancy, mothers died of child-bed fever, and doctors were powerless to prevent epidemics. People had great dread of hospitals for few ever returned alive.

People of 1866 did not live comfortably as compared with the people of 1941. Most of the scientific discoveries which have produced the greatest changes in the way of living of the people of Maryland have taken place since 1866.

After reviewing the conditions of everyday living and contrasting them with those of today, it is a source of surprise to realize that much had been achieved in literature and the arts. During the early days of the Normal School's life, students could read in *Harper's*, *Scribner's*, *Leslie's*, the *Century*, and other magazines, and in the daily and weekly papers the everyday doings and writings of such living authors as: William Cullen Bryant, Ralph W. Emerson, Henry W. Longfellow, John G. Whittier, Oliver W. Holmes, James Russell Lowell, Walt Whitman, Celia Thaxter, Emily Dickinson, Sidney Lanier, Bret Harte, Joel Chandler Harris, and Samuel L. Clemens. That was a golden age of American literature. Charles Dickens came to the United States and gave readings in Steinway Hall in 1867, and James Russell Lowell visited the Normal School in 1877 and had dinner with Dr. Newell.

Front Street Theatre in Baltimore was bringing opera to the citizens, as popular then as the motion picture of today. Living at the time were such great European composers as Richard Wagner (1813-1883), Johannes Brahms (1833-1897), Gounod (1818-1893) whose opera "Faust" was presented at the Front Street Theatre during March of 1864; Rossini, who died in 1868, Giuseppi Verdi (1843-1907).

Marylanders had long enjoyed the heritage of the great European artists. Corot and Millet were living in 1866 as were two great American artists, James Whistler and John Singer Sargent.

It was a decade of ornateness in architecture and furniture. Baltimore took great pride in her rows of "brown-stone fronts." These were three- and four-story houses. They were trimmed in brown stone and had high brown stone steps. Parlors were decorated with lambrequins, antimacassars, red-plush albums, and what-nots. Lawns were furnished with ornamental iron vases, iron furniture, iron fountains, iron statuary, and gates were guarded by iron lions and iron dogs, from shops like the Composite Iron Works on Mercer Street, New York.

There were very few occupations open to women, particularly to women of the South. There it had been held that ladies should not "go out to work." Consequently, in 1866 the only occupation in which women engaged were dressmaking, millinery, and shop-keeping. Ladies also taught school "because the war and industry had drawn men from teaching, school marms had taken the jobs." The first trained nurse did not graduate until 1873, the first typewriters were manufactured in 1873, and there were no stenographers until 1890. The Normal School owned a typewriter in 1888 and employed a clerk who was a "typist." Mrs. Nannie Magruder, daughter of Dr. Prettyman, was the first stenographer to work in the office. She was employed in 1917. Women doctors and lawyers were unheard of until much later.

After the Civil War women took on new interests and new responsibilities. Girls began to go to college, just as boys for many years had done. Colleges for women were established: Vassar, Smith, Wellesley, and Bryn Mawr; Women's College, now Goucher College, in Baltimore, was founded in 1886. Harvard and Columbia established sister colleges for women, and western universities admitted men and women on equal terms. The era of co-education had begun.

College sports were now assuming the beginnings of their modern importance. Princeton and Rutgers played the first inter-collegiate football game in 1869; baseball teams practiced on every campus and intercollegiate regattas were held annually. A croquet epidemic began in September of 1866.

Social reformers were beginning to gain in strength. The American Society for Prevention of Cruelty to Animals was organized in 1866 by Henry Bergh. The Society for Prevention of Cruelty to Children grew out of Bergh's society. A cruelly treated child had to be brought into court as an animal, for the law gave no protection to children. The cause of temperance was fast becoming a religious and political crusade with women leading the way.

A science of education had been slowly evolving. The theories of Pestalozzi and Froebel were at their height in America; faculty psychology was still widely accepted; Hartley and Hume had formulated the laws of association; John Stuart

Mill had proposed his theory of mental chemistry; and Gall had perfected his system of the specialized cortical areas. The experimental psychologists had begun their work. In 1860 Fechner wrote his paper on mental measurements and Francis Galton's new methods of research and studies of individual differences were known. Herbert Spencer, the first of the evolutionists and the first to develop a concept of heredity, was conducting experiments. Herbart, known as the father of scientific pedagogy, had formulated a science of education based directly on ethics and psychology. In addition, the experimental laboratory of Wundt, the German philosopher, and his group of physiological psychologists were attracting worldwide attention by the findings of their experimental investigations.

There were wide gaps between the practices in the schools and the theories of the psychologists and the philosophers. The elementary school was a place where pupils toed the line, and recited lessons which they had memorized. It was a place of silence and conformity. The dunce cap and the birch rod were used without compunction. Illiteracy and non-attendance at school ranked high in the nation. Only 3% of the nation's seven million elementary school children went beyond the eighth-grade level. Surely the time was ripe for the establishment of a normal school.

Eleven students enrolled on January 15, 1866, the opening day of the Maryland State Normal School. The number increased to 48 by June, 1866. Forty were young ladies, eight were gentlemen. It is interesting to note the ladies' names in those early classes. They were Fanny, Abbie, Annie, Sallie, Susie, Bettie, Angie, Lizzie. There were many Sallie's. The ladies were dressed in skirts which reached to the ground, heavily draped in panniers. The waists were tight fitted basques with long sleeves and high necks, fastened down the front by rows of buttons sewed close together from the neck to the waist. These dresses were lined throughout; whale bones strengthened the seams and helped to hold the garments in shape. They were made of silk or woolen materials—henrietta, delaine, cashmere, broadcloth, challis, moire, repp, and satin. Many were trimmed with bands of velvet. These materials

were made in dark colors—green, brown, blue and black. They wore white cord or ruche at the neck. All properly dressed ladies wore at least two petticoats. They were made of linen or cotton—tucked, ruffled, and often trimmed with lace or fine embroidery.

All of these garments were made by hand. Fine dressmakers worked overtime around commencement time to fit out the graduates. The dresses with long trains took yards and yards of dress goods and trimmings. They wore high top shoes of fine leather buttoned to the top. Stockings were made of cotton lisle—cream-colored and black. They bought dress goods from Bird's or Neal's on Baltimore Street; from Simon, Akers, or Hutzler on Howard Street; Joel Gutman on Eutaw Street; or Weglein on Gay Street. One went to Jeanerett or to Mary O'Neill for fine millinery, and the Pel's Shoe Store for "boots." Linens were sold by Perkins and by Needles on Charles Street, and Broadbent sold ribbon and notions.

Graduation night at the Normal School was a gala occasion. The graduates went to the school in hacks. These they hired from the undertaker or the livery stable. The shiny black hacks, lined with white satin, drawn by two horses—white or black, and driven by liveried coachmen were hitched at the curb-stone hitching posts for blocks around. The drivers chatted together while they waited until the exercises were over. Then they took their passengers home. All the children—black and white, from the neighborhood streets and alleys, crowded around the school to watch the beautiful young women

dressed like brides, carrying shower bouquets of roses and carnations, and later, lilies of the valley. These were the flowers of the day.

The pattern of activities for such an important institution as a normal school had to be drawn to the scale provided by the environmental forces which impinged upon it. A review of some of these forces has been given in order to help reconstruct the fabric of circumstances out of which and into which the Normal School grew. They explain the nature of the early curricula; they give reason for the first faculty which consisted of the principal and one assistant who was principal of the Model School, and in addition a teacher of drawing, a teacher of music, and a teacher of calisthenics. No teacher of history, science, or English was appointed but there was one for each—drawing, music, and calisthenics. So it has been from that day to this. Those subjects have always held important places in the curriculum. Other instructors were added to the faculty during the next several years.

A study of the examination questions used during the first few years discloses the nature of the courses and the character of the information of the day. Several examples from the separate subjects have been selected to illustrate questions used then, which would not be asked today, some of which could not be answered today.

Physiology

Trace the course of the decayed tissues taken up by the lymphatics.

Give the composition of the blood and describe the blood globules.

Describe the aponeurosis and state the advantages and disadvantages of its inflexibility.

Give table showing time taken to digest the following articles: beef roasted rare, beef roasted dry, lamb roasted, chicken fricasseed, raw cabbage with vinegar, raw cabbage without vinegar, eggs boiled soft, cheese, boiled potatoes, sponge cake.

Mental Philosophy and Chemistry

Name some of the most common monatomic, diatomic, and triatomic elements. Explain the principle on which the classification is made.

What is meant by the atomicity of an element? (active, latent, and absolute)

How will you test the safety of kerosene for illuminating purposes?

Natural History

Name the divisions of the articulates, and the seven orders of insects. How many departments of the study of nature are there and what is the difference between them?

Theory of Teaching

Give the divisions of the Mental Powers. Give the order in which they are developed.

What constitutes a perfect recitation?

Sketch an object lesson on a lump of sugar.

What are the usual characteristics of the beginnings of knowledge?

Why should the brain not be used when the body is tired?

Music

Student applying for admission to the Junior Class must be able, "To read at sight music in *do major*"; to enter the Senior Class, "To read at sight any music in three sharps or flats."

The Normal School grew, always influenced by the outstanding leaders in the field of educational thought. Such men as Francis W. Parker, William T. Harris, G. Stanley Hale, and Henry Barnard, who delivered the first commencement address, in a special way affected the development of its philosophy and its policies. In later years it profited by the direct influence of such men as John Dewey, the McMurrys, Wm. C. Bagley, George D. Strayer, J. Montgomery Gambrill, Edward Thorndike, Wm. H. Kilpatrick, and Thomas G. Briggs.

The State Board of Education has given first place to the Normal School in its consideration of the importance of teacher training to the state's educational program. Nothing has ever been spared to bring to the Normal School faculty the very best persons qualified to fill the teaching positions and seventy-five years of efficient administration have placed it in the front rank of the teachers colleges of the nation.

The next twenty-five years should mark a period of change and rapid growth. The concept of teacher education today is a very different one from that of even twenty-five years ago. The concept of childhood education which we struggle to clarify today when we come face to face with the issues which threaten our democratic way of life; when our critics tell us that our procedures have been anything but democratic—and

we know they are right—will lead us to a way of teacher education which we have not tried before.

We shall have a different way of life if we have a true functioning of a new understanding of democracy. The democracy which emphasizes respect for the individual as the ideal worth fighting, even dying for, has never been realized in this country. It must be found functioning as a part of all those social processes which impinge upon the individual and of which he becomes a part. There must be a higher—a much higher—degree of coördination among all social forces toward the realization of this ideal. Respect for the individual must take on new meanings. The individual must play his part toward making himself worthy of the degree of respect which he gets. Respect is relative. *Respect for what?* must be the question under consideration. Respect for the individual is a reciprocal relationship. Each individual is entitled to respect for the various aspects of his individual worth; he, in turn, respects the rights of all other individuals. There needs to be a strong trend away from the prevailing so-called democratic practices which interpret "respect" as "tolerance"; from the paternalistic practices which produce dependence and even subservience to the beneficiaries; from the attitudes and practices which result from the concept of "native equality and inherent rights to freedom."

If we think of an individual as a self-directive person then respect for the individual means respect for the individual's rights and abilities of self direction. This concept points to an educative process which coincides with the process of achieving self-direction and thus achieving freedom. Such a concept of education, not new in any sense, requires an absolute break from the traditional one-program-alike for all, from the regimentation which is unnecessarily widespread even now. Individuals must be helped to feel the power of their own individuality and this does not result from the mass teaching, the herding into which much teaching falls. Only as the individual has practice in acting as an individual without feeling that he is doing something wrong, that some one will stop him, that he must watch and listen to know what others

do, that he must not ever break from his group or deviate from its pattern, can he function as a free being.

The most vital and indeed the most difficult part of the teacher's work lies in helping students discover *directions* possible to them. The person who helps a student discover his own potentialities has started him on a way toward self-direction. Conditioning is highly desirable; patterns of action need to be established, in a democratic way of living, but they need to be self-directed, self-imposed, and self-controlled if the individual is to be free. Such an understanding of the worth of the individual must help always to determine the curricula for all levels of the educational system, from nursery school through the grades and through the college. It should govern the philosophy of education and serve as the basis for selecting procedures and deciding policies.

The State Teachers College recognizes this demand for greater emphasis on individual needs and recognizes individual expression as a means toward individual determination. The curriculum has nearly always been a prescribed one. Gradually there will be opportunity for selection. A modified elective program will be in operation within a short time. Then students will have some opportunity to follow the bent of their own potentialities. There is no real reason why all teachers should be cut to the same pattern. Indeed that is perhaps what ails the schools at present. Sameness is conducive to stagnation. There needs to be unity in a program but not uniformity.

The potency of the interaction of all social forces as factors which operate in the education of any individual give rise to the need for having the school coördinate its activities with those of the student's community. The custom of sending delegates from the student body to the Convention of the Eastern States Association of Professional Schools for Teachers, which has been followed at Towson for the past sixteen years, has been of inestimable value to the students. These programs should be increased and expanded. More and more the instruction should include within its scope the realities of every day living to the end that college students be subjected to a program of experiences sufficiently balanced and well-rounded that they

themselves realize the integration which takes place. Nearness to Baltimore, Annapolis, Washington, Philadelphia, and Wilmington makes their wealth of industrial, economic, and artistic culture within easy reach of the students by automobile in a single day. Nearness to farmlands, mines, quarries, waterways, forests, and cities allows innumerable opportunities for first hand observation and the study of real problems without the expense in time and money which confronts many colleges. The program of the future will tend more and more to bring the community into the college rooms and to take the students into the community.

The new statistics concerning the health of our citizenry indicate a great need for expanding the program of health education. Physical fitness is an enforced requirement of the Towson Teachers College, and an expanded program can be organized with the completion of the gymnasium.* Further stress should be placed upon health education as a part of the teacher's professional training. Courses on college level, in first aid and elementary nursing, should be included in the curriculum of every elementary teacher. With a health department, infirmary and equipment, such as there is at Towson, such a departure should be easily accomplished.

The college should expand its functions. It can do this in several directions:

(1) The State School Survey of 1940-1941 recommends the establishment of a twelve grade system for the Maryland counties. Present social and industrial problems, particularly in Baltimore, indicate the need for another high school grade or for a junior college. Towson may train the teachers for the junior high school which will certainly develop as part of the twelve grade organization. Towson may add a junior college as part of a more complex organization of public education.

(2) The plant and equipment at Towson are capable of greater service to the state than is now being rendered. Some aspects of adult education could be cared for through a junior college set-up or through the organization of short courses. Industries requiring the services of persons who teach groups

* An appropriation was levied by the Legislatures of 1939 and 1941 for the erection of a gymnasium at Towson.

of beginners to sell, to collect, to investigate, or gather data might be glad of short courses in "How to Teach" and allied subjects—English, psychology, mathematics, or social relationships, for such employees.

The college should extend its activities to meet the needs for "work shop courses" during the summer. It should become a college of education for the training of teachers. "Teachers" should be permitted to include teachers of playground, teachers of nursery schools, teachers in clinics and hospital schools, teachers of dramatics and music, Sunday School teachers, teachers of salesmanship, mothers.

(3) The college should render more and greater services to the community, immediate and more remote. The completion of the gymnasium will afford opportunities for adult participation in community athletics under college auspices and direction. As the immediate community develops further there will be more enthusiastic coöperation with the college in its attempt to serve as a community center. The presentation of a program of "supper-lectures" as a means of establishing the college in its function of disseminating information has met with encouragement. It should become a regular functional activity of the college.

A vision of what the college will be during the next twenty-five years must take into consideration a long-range view of social conditions and social change, must envision new materials, new methods of work, new equipment, new techniques, new understandings of boys and girls. This is left to the individual imagination of the reader.

The college should never be a free institution. It should remain a scholarship school as it is at present and students should continue to pay part of the cost of their college education. Some financial obligation insures a sincerity of purpose on the part of students and guarantees to the state some return on its investment.

The school was established very soon after the close of the war between the states. It celebrates its seventy-fifth anniversary during the war among the nations. May there be peace on earth in 1966 at the end of the First Hundred Years.

APPENDIX I

CAUSE AND EFFECT

Significant events that played their part in shaping the personality of The State Teachers College:

1. The establishment of the State School System in 1865.
2. The establishment of the school in 1866.
3. The four changes in school location: first on Paca near Fayette Street; second on Charles and Franklin Streets; third, on Carrollton and Lafayette Avenues; fourth, on the campus at Towson.
4. The establishment of the Johns Hopkins University in 1876.
5. The establishment of the Enoch Pratt Free Library in 1886.
6. The Charter Revision of the Baltimore City School System in 1898.
7. The establishment of the Teachers Training School in Baltimore.
8. The opening of the Frostburg Normal School, 1902.
9. The organization of the Educational Society of Baltimore.
10. The publications, *The Maryland School Journal* and the *Atlantic Educational Journal* discontinued after 1914.
11. The survey of Maryland Schools undertaken by the General Education Board and culminating in the new School Law of 1916.
12. The implementation of the 1916 School Law with necessary supplementary additions up to the present time.
13. The opening of the third normal school at Salisbury, Maryland, in 1926.
14. The closing of the Baltimore City Teachers Training School and the education of all the elementary teachers of the state including Baltimore City at the expense of the state, 1924.
15. The Teachers Colleges, the four-year course, and the granting of the B. S. degree.

APPENDIX II

Principals, Presidents, Faculty and Staff*

of the

State Teachers College at Towson

1866-1941

M. A. Newell

1866-1890

E. B. Prettyman

1890-1905

George Washington Ward

1905-1909

Sarah E. Richmond

1909-1917

Henry S. West

1917-1920

Lida Lee Tall

1920-1938

M. Theresa Wiedefeld

1938-

* Not including the faculty during summer sessions.

FACULTY MEMBERS AND STAFF
1866-1941

Abercrombie, Anna S.
1930-
Aist, Lorena
1927-1928
Allen, Henry
1875-1888
Allen, Lucy C.
1868-1870
1915-1916
Amberson, Jean D.
1917-1925
Andres, Helen G.
1924-1925
Arthur, Elsie R.
1929-1935
Auld, Harriet
1933-1935
Austin, Herbert E.
1892-1910
Ayre, Emma B.
1921-1925
Bader, Harriet A.
1925-
Baldwin, Rose
1909-1910
Balls, Bertha
1891-1895
Banks, Wilsie
1920-1921
Barker, Sadie Rose
1910-1912
Barkley, Margaret
1935-
Barnard, Anna W.
1880-1883
Barry, Rose Marie
1924-1925
Bersch, Mary Clarice
1930-
Bernhardt, Pearl A.
1916-1917
Bienenmann, Ruth L.
1924-1928
Birdsong, Nellie
1921-
Bishop, Eugene A.
1924-1925
Blood, Pearl
1924
Bonn, Florence R.
1924-1925
Borgman, Mary
1868-1877

Boteler, Lucy K.
1930-1931
Botsford, Jane E.
1937-1938
Brouwer, Bernice A.
1931-
Brown, Stella E.
1924-
Bryan, Lilie B.
1879-1883
Buckley, Ruth
1920-1925
Burdick, Dorothy
1927-1929
Burdick, William
1919-1925
Butterfield, Helen
1927-1929
Byerly, Elizabeth A.
1931-1933
Callowhill, H. S.
1924-1925
Carley, Gertrude
1924-1931
Carlton, Agnes E.
1937-
Clark, Ella S.
1920-1921
Clark, Lillian Lee
1914-1920
Clough, Mildred C.
1919-1924
Coale, Hanna Alice
1907-1913
Cobb, Helen H.
1893-1907
Cobb, Leila M.
1924-1930
Cole, Helen M.
1890-1894
Conklin, Mary
1925-1927
Conser, V. Marion
1870-1879
Conyne, Marguerite
1926-1927
Cook, Catherine N.
1925-
Cook, Marion I.
1919-1925
Cowan, Helen Irene
1928-1933
Cox, Ida Mason
1907-1910

Crabtree, Eunice
1925-1926
1928-1933
1934-
Crook, Compton N.
1939-
Curry, Eva Philip
1921-1925
Daniels, Elna
1929-
Davis, Minnie
1899-1924
Diefenderfer, Mary E.
1930-1938
Dillingham, Dorothy A.
1924-1925
Dingle, Violet
1924-1925
Dougherty, Marguerite C.
1930-
Dowell, Anita S.
1913-
Dowell, E. Foster
1940-
Dowell, Luella
1926-1928
Dunkle, John L.
1917-1925
Dunlevy, Lenora K.
1919-1921
Dunlevy, Pauline
1928-1931
Durling, Dorothy
1929-1933
Ebaugh, Asbury N.
1881-1883
Ebell, Adrian J.
1871-1873
Eckford, Eugenia
1926-1927
Eckford, Mary
1924-1928
Eichenberger, Ursula L.
1928-1930
Evans, Clarice
1924-1925
Farrell, Letitia
1924-1925
Featherstone, Lucia
1926-1927
Fitzgerald, Sadie
1924-1925
Fleshman, Arthur Cary
1910-1912

FACULTY MEMBERS AND STAFF (Continued)

Frances, Edna M.
1918-
Frum, Blanche
1924-1929
Frum, Ona Pearl
1925-1928
Fundenberg, Minnie
1884-1887
Gaffney, Kathryn
1921-1924
Garrett, Lenetta
1930-1933
Gaul, Fritz
1894-1906
Gibson, Thomas L.
1906-1908
Giles, Elsa Fay
1930-1937
Gillett, Monie
1927-1929
Godfrey, Ellen C.
1868-1875
Grady, Richard
1871-1872
Grasty, Katherine G.
1917-1919
Greenlaw, Vera
1921-1925
Greer, Juanita
1938-
Grogan, Mary A.
1930-
Grove, Louise
1927-1929
Gwynn, Marjorie
1927-1928
Hagan, Edith G.
1920-1921
Halberg, Anna D.
1924-1928
Hall, Maude M.
1926-1927
Hamm, Lila M.
1926-1927
Hammell, William C. A.
1889-1903
Haslup, Robert Leroy
1908-1919
Heath, Lucille
1924-1925
Hendon, Mary P.
1877-1879
Henkle, Camilla J.
1888-1919
Heritage, Ruby
1925-1926
Hichew, Elsie Irene
1912-1920
Hill, E. Heighe
1930-
Hiss, Mary C.
1934-1935
Holloway, W. J.
1903-1908
Holt, Gertrude
1924-
Hoppen, Myrtelle
1899-1908
Huffington, J. Walther
1916-1917
Hughes, E. Gladys
1939-
Hulsizer, Allan
1924-1926
Jaquith, Charles
1912-1914
Johnson, Helen M.
1924-1925
Johnson, Inez M.
1908-1914
Johnson, Louise C.
1919-1920
Jones, Fannie S.
1890-1898
Jones, Hazel L.
1930-1935
Jones, W. Franklin
1908-1910
Joslin, Jane E.
1936-
Kane, Mary A.
1879-1888
Kellicott, Janet
1930-1933
Kelly, Mary
1881-1888
Kelty, Anne P.
1931-1932
Kestner, Hilda
1931-1932
1936-
Kett, Emil
1868-1879
Keys, Louesa J.
1927-1939
Kidd, Lucy M.
1883-1887
Kidwell, Sarah B.
1877-1887
Krekle, Mary
1908-1909
Laidlaw, Ruth
1925-1926
Lilly, Helen R.
1915-1921
Lippey, Herbert M.
1908-1908
Locke, Josephine
1879-1880
Logan, Ella
1929-1939
Lynch, Mary Norris
1929-1932
Lynch, Ruth Stocking
1935-
MacDonald, Hazel
1929-
McBride, Minnie F.
1926-1927
McCord, Clara K.
1921-1927
McEachern, Edna M.
1924-1928
McGee, Susie A.
1881-1889
McLean, Agnes M.
1894-1907
McLeod, Wilhelmina
1910-1914
Masland, Mary Conklin
1927-1928
Mason, Clara
1916-1919
Matthews, Lily W.
1924-1925
Means, Caroline Pinckney
1921-1924
Medwedeff, Minnie V.
1924-1935
Miller, Alice
1921-1924
Miller, Kenneth P.
1939-
Mink, Grace W.
1924-1925
Minnegan, Donald
1928-
Morris, Margaret
1928-1929
Moser, Harold E.
1930-
Munn, Alice L.
1921-
Murphy, Herbert Hayes
1914-1916
Nelson, Mary
1924-1925

FACULTY MEMBERS AND STAFF (Continued)

Neunsinger, Marie M.
1931-
Newell, Belle A.
1887-1891
Newell, Mary C.
1868-1885
Nims, L. Mabel
1912-1919
O'Dea, Annie M.
1897-1904
O'Neill, Alice
1924-1927
Orcutt, Eleanor V.
1924-1933
Osborn, Mary Louisa
1921-1934
Ott, Mary C.
1924-1925
Owens, Olive J.
1931-
Page, Judith R.
1916-1920
Parrish, M. Isabel
1928-1932
Patton, Elizabeth
1890-1891
Phipps, William F.
1924-1928
Piggott, A. S.
1868-1869
Podlich, Jr., William F.
1936-1937
Prickett, Elma
1926-
Race, Ernest Ethan
1910-1921
Read, Caroline E.
1924-1925
Reiche, Fannie Kyle
1910-1913
Reitsma, Helen W.
1926-1927
Rice, E. Grace
1924-1925
Richardson, Lillian E.
1928-1931
Richmond, Sarah E.
1868-1909
1917-1921
Ricker, Ella V.
?-1916
Riley, Jennie
1924-1929
Rippard, Jennie L.
1877-1881

Roach, Mary E.
1926-
Rutledge, Pauline
1929-1936
Sammis, Ethel E.
1924-1930
Scarborough, Mary H.
1899-1937
Schnorrenberg, Kathryn R.
1939-
Schoenfelder, Paul
1921-1924
Schwing, Henry
1870-1873
Scott, Lucy
1936-
Shaffar, Laura
1880-1883
Shanks, Henry L.
1926-1928
Shaw, Robert W.
1926-1929
Shurtz, Helen M.
1920-1924
Sibley, Martha
1924-1929
Sisk, Lucetta
1913-1914
1919-1920
Smedley, Dorothy D.
1926-1927
Smith, George L.
1875-1892
Smith, Harriet
1925-1928
Smyth, Maggie B.
1877-1890
Snyder, Agnes
1925-1932
Snyder, Florence A.
1892-1927
Spear, Margaret
1898-1899
Sperry, Ruth C.
1924-1935
Stapleton, Helen C.
1921-
Steele, Irene M.
1925-
Steward, Zella
1926-1928
Stolfus, Martha
1924-1925
Stoll, Mary F.
1926-1927

Stoll, Rosa
1877-1884
Stone, Virginia
1921-1924
Stouffer, D. Edward
1889-1900
Tansil, Rebecca C.
1931-
Tarr, Emma H.
1895-1906
Tarr, Mollie Walton
1909-1915
Taylor, Mary Henrietta
1914-1917
Thacher, Frances H.
1877-1881
Thompson, Alta
1924-1925
Timberlake, Elise
1921-1924
Tolson, William H.
1873-1875
Touchton, Morris
1921-1924
Treut, Alvinia
1928-1935
Upshur, Belle
1898-1908
Van Bibber, Lena C.
1916-1940
Vaughan, Charlotte Anne
1925-1929
Walther, E. Curt
1921-
Waters, Mary A.
1915-1916
Waters, M. Etta
1890-1897
Watts, Leah C.
1919-1920
Weldin, Winifred
1924-1925
Wells, Eleanor P.
1921-1924
Weisel, Deborah D.
1928-1929
West, Joe Young
1937-
Weyforth, Emma E.
1925-
White, Nannie H.
1881-1887
Whitson, Ida B.
1889-1890
Whitson, Ruth N.
1939-1940

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Wiedefeld, Mary Theresa
1914-1919
Wilcox, Willis Hammel
1908-1919
Willis, Margaret M.
1925-1927
Wilson, Ida Belle
1924-1925
Wilson, Lily L.
1887-1889
Winebrener, Laura L.
1915-1916
Woelfel, Norman
1924-1930
Woodford, Marion J.
1915-1917
Woodward, Hazel
1928-
Woolsey, Gertrude S.
1924-1928
Wright, Berta E.
1887-1888
Wright, Eleanor E.
1919-1921
Yoder, Merle
1926-
Young, Mary C.
1872-1873
Youngblood, Ruth
1928-1930

NAMES OMITTED BY MISTAKE

Gross, Lenna
1925-1933
Gunn, Carolyn
1925-1928
Merrick, Paula M.
1939-
Rudd, Helen M.
1924-1929
Schroeder, Louise H.
1923-1925
Stitzel, Furn
1926-

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