NORMAL SUHOOLS IN RELATION TO THE PUBLIC.

Address Delivered by Principal G. M. D Eckels at the Principals' Meeting in Harrisburg, Feb. 6, 1896.

I. What have the Normal Schools

done for the public? 1. They have made teaching more

The Normal Schools have acted from the very commencement of the system upon the principle that culture comes from thoroughness, and that the practical value of knowledge depends upon its being perfectly understood. Those who have been trained in these schools have been required to master the subjects of the Normal Courses, and in turn when they have become teachers they have insisted upon thorough work being done by their pupils. This spirit of thorough ness has infused itself, more or less, into all the schools of the Common-

2. They have broadened and harmonized the system of study.

To the Normal School influence, more than to any other influence is due the present course of studies as found in the elementary schools of the State. History and Physiology as branches required by law, have both been introduced into the course since the establishment of our present Normal School system. Drawing and Music, although not required by law, are very generally taught in the best public schools of the Commonwealth, and this is due almost exclusively to the Normal Schools. Several other practical branches, such as Book-Keeping, Civil Government, Language Lessons, and Elementary Science, owe their introduction into the public schools to the work done in these branches in the Normal Schools.

The improved courses of study in largely due to the agency of the Normal School system. Wherever Normal School graduates have gone, the general effect has been in favor of system and order in all arrangements of the High School. A knowledge of educational values has become the possession of the Normal School graduate, and this knowledge has been made of study

3. They have added the History of Education to the professional knowledge of the teacher.

The History of Education does not appear in the curriculum of any of the schools in the State, excepting in that of the Normal Schools. In the Normal Schools it has been an important subject of study for a number of years. Through the example of these schools the subject has been ing Circles, and a large percentage of the teachers of the State have a fair knowledge of this important subject.

teaching a scientific basis.

instruction which has given to teaching in the public schools its scientific character. The principles of teaching have been sought out and formulated in this country almost exclusively by teachers engaged in Normal School work. The names of Page, Wickersham, MacVicar, Brooks and Parker have been made as familiar to the teachers of Pennsylvania through their Pedagogical works, as the names of the popular writers of History and Geography. The work of teaching is being rapidly elevated to a profession, and the Normal Schools more than any other agency deserve the credit for thus honoring and placing in its true position the noblest work God has called men and women to do.

5. They have given to the supervision of the schools greater efficiency. Many of the Superintendents of the counties, cities and towns of the State have had a Normal School training, and this training has fitted them more fully for the work of supervising schools. Comprehending the principles upon which scientific instruction is based, they have had correct stand ards by which to test the work of the teachers under them. It is not here claimed that only Normal School graduates have met with success in the superintendency of schools, but that Normal Schools have multiplied the number who are efficient in this work.

6. They have created a higher public sentiment.

Wherever the Normal School influence has reached it has been potent in raising the standard of public sentiment among the patrons of the public schools. Public sentiment has much to do with the success of these schools, and any institutions which affect favorably this public sentiment, are entitled to the gratitude of every loyal person in the Commonwealth. There is a zeal and a professional spirit among those who have studied in the atmosphere of a Normal School, that who have interests in the public schools. The Normal School gradu-

by high and noble sentiments concern-

enthusiasm wherever he teaches, and II. What have we a right to expect

from the public? r. The support of all true edu-

Since the Normal Schools have done so much to foster education in the Commonwealth, they are fully entitled to the support and confidence cator in the real sense who is not The most efficient agency in you must first put into the teacher." life prevading these schools.

2. The support of all school offi-

petent teachers. The care of the ed in placing a trained teacher in the school room.

ganizations.

patriotic spirit among the children. Those who have been trained in these nity to understand the fundamental struction in the Normal Course. What-

4. The support of the press.

tors in promoting our higher civilization and must, therefore, be interested in every movement having for its object the right education of the rising generation. We have clearly shown introduced into many Teachers' Read- that the progress in our public schools Normal training, has been much more as much as was necessary to meet its of the "Press," the only condition being that they must be properly has long ago reached its majority, yet intellectually qualified for the profess-

Normal Schools of the State a possi- efficient the instruction. bility, should not be asked to contribute additional sums from time to time in order that the accommodations and equipments of the schools may meet the new conditions resulting from their appropriations to meet their growing rapid growth. Is it too much, then, conditions, to ask of the State that from her treasury there should come every year a sufficient sum to pay for all needed equipments? We think this is a very moderate demand. In many of the educational institutions. The facul-Schools are paid by the state, tuition being free to the student. Our Normal School system is a very good one and has in it greater possibilities than the system of any other state in the Union, providing the State stands loyally by her own offspring, giving to these schools the financial aid they have a right to claim, and which they must have if they are to reach their

Commonwealth. 6. The support of all teachers. No other institutions in the State have done so much to dignify the teacher's calling and to make it a profession as the Normal Schools have It does not matter whether a done. teacher has received a Normal training or not, every teacher is benefited by throwing into the body of teachers they have been erected and supplied must both be strong. a class of teachers whose ability and is inspiring and stimulating to those skill tend to dignify and elevate the work of teaching. All teachers must rigid economy has always been prac- and con orehensive. look to the trained teachers for the ate goes out into the State actuated influence which is to elevate the teach- mal Schools. Those who have been tion as to the correctness of the posiing profession and place it upon the the guardians of these institutions tion that to teach a subject a man ing the work of public instruction. high plane which its importance would deserve the gratitude of the people of must have a better knowledge of the

highest degree of usefulness to the

school room. He arouses educational trained in Normal Schools looking the State appropriations. with distrust upon those who have through him a higher public sentiment | been so trained, they should welcome as friends. All teachers owe a debt will be honestly used for the purpose of gratitude to the Normal School for which it has been appropriated. graduates for what they have done in The support of the churches.

The Normal Schools of the State people that the principles of the Bible public schools. of all who are interested in the welfare can be inculcated in the minds and of these schools. No man is an edu- hearts of the young, without the teaching being sectarian in its character. friendly to all institutions that affect In no other schools is the religious favorably the work of general educa | teaching more satisfactory than in the Normal Schools of the State. The promoting the welfare of the public prayer meetings and the meetings of school, is most assuredly the Normal young peoples' societies, the Sunday Schools. They reach the vital factor School and Bible classes, and the lectin the school room, the teacher, ure services in the Normal Schools "Whatever you put into the school, are indicative of the deep spiritual The Normal Schools have touched of the students get their first impulses this vital source of power, giving to it to a better life from the religious atgreater efficiency and higher success. | mosphere of the Normal School which In view of what these schools have they have attended. It is the general ing teaching. accomplished for the public they are comment of those who have visited entitled to the laking gratitude of the young peoples' meetings in the every loyal educator in the Common-several Normal Schools that nowhere else have they seen greater zeal manifested than in these meetings. The broad religious spirit cultivated in the School officers should be quick to Normal Schools cannot be but a great see from whence their help comes in influence in promoting the religious building up the schools. They should cause in the State. Nowhere else can realize what they owe to Normal young teachers be better trained in schools for their work in supplying order that they may exert a healthy schools to a certain extent with com- spiritual influence over the children than in the Normal Schools. The school officer has been lightened to a best methods by which to make uttergreat extent wherever he has succeed- ly false the charge that our public schools are godless schools is to place behind every school desk a godly 3. The support of all patriotic or- teacher; and the institutions that are doing most toward the training of The school house is the nation's godly teachers are the Normal Schools. fortress. The men and women who The conclusion is unavoidable that are teaching in the State are doing churches in whose keeping is placed the High Schools of the State are more for the Commonwealth than any to a large extent, the religious welfare educational institutions of the State, other agency in it. The Normal of the people, are greatly indebted to Schools have done much to foster a Normal Schools for the assistance they are rendering them in their sacred work. It must not be inferred schools have been given an opportu- from this latter statement that Normal Schools have assumed any religilaw of the country, and the spirit of ous work that does not properly patriotism has characterized their in- belong to them or that they have unwillingly taken upon themselves these available in the re-arranging of courses ever helps the schools, helps the State. religious cares; on the contrary, this Patriotism and patriotic organizations spiritual work has been a pleasure owe a debt of gratitude to Normal and a profit to those who have en-Schools for what they have done to gaged in it, and the Normal School help the State's and the Nation's in- student is only receiving that which he has a perfect right to claim from any institution making itself respon-The "Press" is one of the great fac- sible for his preparation as a teacher.

III. What has the State a right to expect of these schools in the future? 1. That they demand from the State only what they really need.

We are not aware that any Normal since they have felt the influence of than its necessities demanded, or even institutions, have on this account a of the State for aid. The State is the clear right to the protection and help parent and the Normal School system is the child, and although the child it will never be old enough to warrant 5. The support of the State in it in not being perfectly frank and furnishing buildings and equipments. | honorable in all its dealings with the If the Normal Schools meet their parent. These needs, if a wise econrunning expenses, pay the salaries of omy is to be practised in the manageteachers, and other expenses incident ment of the Normal Schools, must cover to the daily running of the school, the future conditions as well as present state should pay for the buildings, necessities. Delays in making repairs furnishings, and equipments of the and in adding additional buildings schools. Since no dividends can be and equipment when needed have in declared on the stock sbuscribed by some instances crippled the growth of private individuals, these same stock- the schools, interfered with the comholders whose liberality has made the fort of the students, and rendered less

There are none of the Normal Schools of the State whose efficiency would not be greatly increased by the State granting their request for special

It is questionable whether in all the school history of the Commonwealth, greater energy, more self-sacrifice, and improvements in the buildings and deeper consecration are to be found states all the expenses of the Normal ties of these institutions are as a rule a hard-working, conscientious and an intelligent body of workers. The Board of Trustees have, most of them, passed many trials and difficulties, often risking their private possessions in order that the schools might continue their work.

2. That they expend judiciously

what they receive. The money appropriated by the State for the erection of buildings and the making of improvements has been ly expended than is usual with public funds used in buildings and improvements in connection with institutions wholly under the control of the State. the State will depend very materially The buildings and equipment of the upon the strength of character they schools are marvels of economy and possess. For man to do a grand work adaptability when we consider how in the world the head and the heart at different times and often under a great pressure of necessity. The most the profess onal instruction is thorough ticed in the management of the Nor-

This should be an assurance to the Legislature of the Commonwealth that is created in favor of public education. them into the ranks of the profession money appropriated to Normal Schools

3. That they keep in advance of the interests of the teaching profession. the growth of the public school system It will not do for the Normal Schools to fall behind or even only to keep have demonstrated to her Christian pace with the march of progress in the

These schools must be leaders and not followers in the great work of public education. These schools will always be looked to to supply a large proportion of the leading teachers in the State, and they can only do this by keeping the schools themselves in the very front rank of advancement. Just as the medical profession looks to the medical schools of the country for the latest ideas concerning the Many treatment of diseases, so will the teaching profession come more and more to look to the Normal Schools for the latest and best ideas concern-

In order that this position of advancement may be held by the Normal Schools they can never become cheap schools. Strong men and women must be employed on the faculties of these schools, the equipment must be in every respect superior, and conditions arranged for in order that new suggestions and ideas may be tested satisfactorily. This means not a cheap school but a school wherein a sufficient outlay of money has been made to meet all requirements of a first class training school.

4. That they encourage their graduates to continue their studies, when possible, beyond the Normal School requirements.

Whilst the Normal School student has usually finished the studies of the Normal School course with a degree he must not, however, be imbued with the idea that his education is finished. He will be all the more useful to the State if he builds higher upon the foundation he has already so well laid. The colleges and universities are beginning to recognize the value of a Normal School diploma, and to offer to the graduates of these schools favorable conditions for entrance upon college and university

Never before in the history of the State have so many Normal School graduates been found in the colleges and universities of the State as are to be found in them at present. This is due partly to the encouragement they have received from these higher institutions, but more largely to the stimulus given them in the Normal Schools in which they have received their School has asked of the State more training. This is a movement in harmony with progress, and the Normal Schools should do everything they can to one part of the problem of teachrapid than before. It follows, then, actual wants. We only make the to encourage their students to take ing, and possibly the least important 4. They have given to methods of that Normal Schools have a just claim statement as the embodiment of a advantage of the many excellent oppart. The man having proper knowlupon the support of the "Press." principle which should guide the Nor- portunities offered them by the higher edge of his subject, but possessing no The Normal Schools of the country These Normal Schools, being State mal Schools in their making requests institutions of learning in the country methods save the to continue their education.

5. That they send out no graduates who are not morally as well as ion of teaching.

It is a good indication that the Normal Schools are growing in usefulness to the State, when they begin to lay more stress upon the moral fitness of their graduates, than upon any other qualifications they may receive at the hands of these schools.

The State has a right to expect the Normal Schools to protect her by sending out into her schools as teachers none but those who are fit examples in point of character for her youth to imitate.

So long as the State shows no signs of a growing weakness in the character of her citizens she is safe. Anarchy cannot gain a foot-hold on her soil, nor can oppression live within her borders.

The State has a perfect right to inquire into the moral as well as the intellectual standing of those who are dormitory system is the best system to receive life certificates from Normal in connection with any other class of Schools to teach. The Normal Schools are ready to meet this demand on the discipline is bad. part of the State, and to recommend to the State Board for final examination none but those who have sound student during the time necessary for characters.

A Normal School which shirks this responsibility is not true to its trust. To send out into the State every year School is needed than to observe the a thousand men and women of strong character, approved scholarship, and equipped with correct methods of teaching is much more than an ade quate return to the State of the money she has expended to inaugurate and benefit upon the State. If the Normore judiciously and less extravagant- keep growing the present Normal School system.

> The power which these graduates will be able to exert in the interest of

> 6. That the academic as well as

There can no longer be any ques-He becomes an educator in the com-justify it in occupying. Instead of munity as well as a teacher in the those teachers who have not been the State's interests in making use of who is simply pursuing the subject as ousness.

"No wonder poor Dinnie's so tired, carrying all day that great big piece of No matter how much you are charged for a small piece of other brands, the chew is no better than "Battle Ax." For 10 cents you get almost twice as much as of other high grade goods. The 5 cent piece is nearly as large as other 10 cent pieces of equal quality.

a part of a course of study, with no intention of becoming a teacher on that subject.

There is not a teacher of the United States history in the public schools who is worthy a place as teacher, who does not feel his incompetency to teach the subject successfully unless he has a broader knowledge of that subject than the public schools are able to give. And what is true of history is true of every other subject required to be taught in the public schools

Those persons who would limit the Normal Schools of the State to professional work have only given thought to him through his own experience, is better equipped for teaching than the man trained in the best school of Pedagogy in the country, but who is lacking in a proper knowledge of his subject. A scientific method can only be used with success by a teacher who has a broad, comprehensive knowledge of his subject.

Often a mechanical method will bring better results, where the teacher has an inadequate knowledge of a subject, than a scientific method. It is all folly to try to train pupils in methods when they are lacking in a clear and full knowledge of the subject. Let it be understood that the Normal Schools are not doing academic work from choice but from necessity.

7. By maintaining sound and healthy discipline.

The discipline of a Normal School must be a model worthy the imitation of all educational institutions having the dormitory system. The for the students where the discipline is good and the poorest where the

The change effected in the character and conduct of a Normal School him to complete the course, is often wonderful, No better evidence of the benefit of good discipline in a Normal growth in refinement of manners and stability of character among the students of these institutions.

In maintaining sound discipline the Normal Schools are conferring a great mal Schools are to hold the confidence of the people of the Commonwealth they must not allow their standards of discipline to be lowered.

Was Always Tired. Berwick, Pa., March 2, 1896. My husband was feeling very poorly this winter. He had no particular disease but he had a poor appetite and also complained of a tired feeling. He read so much about Hood's Sarsaparilla, that I got him a bottle, and since taking three bottles he has not

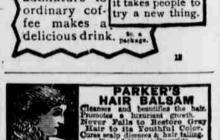
Hood's Pills cure indigestion, bili-

Mrs. Harry R. Bogart.

complained of his former trouble-

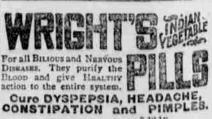
Backs.





HINDERCORNS





BOILING WATER OR MILK.

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