

A History of
The National Society of
College Teachers of Education
(1902-1950)

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A STATEMENT TO THE SOCIETY

In congratulating The National Society of College Teachers of Education on its successful attainment of a half-century of useful activities, one's thoughts are naturally inclined to move to consideration of what the half-century we are now entering will bring forth and what demands will in consequence be made upon our educational institutions in general and our colleges in particular. It would be

absurd to suppose that any foresight is possible which would enable the wisest among us to lay out specific plans for the conduct of the National Society during the coming years. But we do know that we are living in a time of crisis more serious than any falling within the memory of men now living and that its intensity may continue to grow. This fact is sufficient of itself to demand most serious consideration of the place and function of our schools in general and higher educational institutions in particular in connection with a time of widespread uncertainty, confusion, turmoil, and conflict. In our days of comparative calm, the attention of such a body as the National Society may quite properly go to matters that are in the main professional. But under existing conditions higher institutions of learning and teaching need to discover a positive and constructive direction for guidance of their specialized professional activities. The obligation weighs probably more deeply upon teachers of teachers than upon the teachers of any subject; not probably but assuredly if what we often say about the importance of right education be taken seriously.

It has been almost a commonplace in American life since the days of Thomas Jefferson and Horace Mann to say that education is the chief bulwark of democracy. As a statement of the end and aim of our American schools the saying is true and as significant as it ever was. In the measure in which the threats from without and within to genuine democracy are now particularly rife, recognition that the central and unifying purpose of public education is maintenance and development of democratic ways of life is perhaps as widespread as it ever was. But the issue of *how* the end is to be attained is more urgent than it ever was. It requires systematic and careful consideration of reconstructions that will be needed in old practices if the purpose is to animate our educational work. It demands critical consideration weighing of every aspect of our institutions and social habits to see how they stand from the standpoint of democracy as a criterion. Only in the context of this re-consideration of common practices in the light of an informed idea of what democracy *is* can the theory and practice of education in our school system be properly judged; just as only on this basis can the schools be protected from the interests that would use the schools for their own one-sided purposes and be assured of constructive, not merely passive review of the democratic way of life.

Existing conditions do not render it any too easy for The National Society of Teachers of Education to seek and find a vital center for its activities in endeavor to see to it that teaching of teachers throughout the country measures up to the purpose provided and standard set by the responsibility of our schools to be in fact the bulwark of democratic ideals and methods. But this very difficulty may provide stimulus for study and inspiration to practical activities. May the coming half-century extend and multiply the services rendered to American education by the National Society.

November, 11, 1950.

A handwritten signature in black ink that reads "John Dewey". The signature is written in a cursive, flowing style with a long, sweeping tail on the final letter.

(Note: Dr. Dewey served two terms as "Chairman" of the Society, from 1903 to 1905.)

A HISTORY OF
THE NATIONAL SOCIETY OF
COLLEGE TEACHERS OF EDUCATION*
(1902-1950)

The National Society of College Teachers of Education was organized at Chicago in 1902, in connection with the winter meeting of the Department of Superintendence of the National Education Association. The purpose of the Society was to give consideration to problems of organization and methods of instruction in collegiate and university departments of education. There are no records available to show the number of members in the Society at the time of its organization, but it is obvious that the number was small since not more than a dozen colleges and universities had established departments of education or were regularly offering courses in that field. Among these institutions were the following: University of Chicago, Teachers College of Columbia University, Cornell University, Indiana University, University of Iowa, University of Michigan, University of Missouri, College of New York, University of West Virginia, and the University of Wisconsin. At that time courses in education were often spoken of as courses in pedagogy or pedagogics. The Society felt that it should meet annually and discuss problems involving the content and method of teaching such courses, and at its first meeting a program was planned whereby the members of the Society could present papers for discussion.

At the time of its organization, the officers of the Society consisted of a chairman and a secretary-treasurer—the title of chairman being changed to president in 1906. The first chairman was Charles DeGarmo of Cornell University, who served one term in 1902 and another in 1908. The first secretary-treasurer was M. Vincent O'Shea of the University of Wisconsin, who served in this capacity from 1902 to 1907, and as president in

*From a manuscript prepared by Clifford Woody in 1944, with additions bringing the record up to 1950.

1912. The second chairman was John Dewey of the University of Chicago, who served two terms, from 1903 to 1905. James E. Russell of Teachers College, Columbia University, was the third president and served for a period of three years, from 1905 to 1908. After that date the presidency was for only one year and the secretary-treasurer was elected for a period of three years with opportunity for re-election. The presidents and secretary-treasurers who have served since 1909, with the annual meeting places indicated in parentheses, are as follows:

- 1909 (Chicago) President: W. S. Sutton, of The University of Texas
Secretary-Treasurer: F. E. Bolton, of the State University of Iowa
- 1910 (Indianapolis) President: Paul H. Hanus, of Harvard University
Secretary-Treasurer: F. E. Bolton, of the State University of Iowa
- 1911 (Mobile) President: Charles H. Judd, of the University of Chicago
Secretary-Treasurer: Ernest Holland, of the University of Indiana
- 1912 (St. Louis) President: M. Vincent O'Shea, of the University of Wisconsin
Secretary-Treasurer: Ernest Holland, of the University of Indiana
- 1913 (Philadelphia) President: George James, of the University of Minnesota
Secretary-Treasurer: Carter Alexander, of the University of Missouri
- 1914 (Richmond) President: Geo. M. Forbes, of Rochester University
Secretary-Treasurer: George Alexander, of George Peabody College for Teachers
- 1915 (Cincinnati) President: Wallace W. Charters, of the University of Missouri
Secretary-Treasurer: G. M. Wilson, of Iowa State College
- 1916 (Detroit) President: Charles H. Judd, of the University of Chicago
Secretary-Treasurer: G. M. Wilson, of Iowa State College
- 1917 (Kansas City) President: William Grant Chambers, of the University of Pittsburgh
Secretary-Treasurer: G. M. Wilson, of Iowa State College
- 1918 (Atlantic City) President: Lotus D. Coffman, of the University of Minnesota
Secretary-Treasurer: G. M. Wilson, of Iowa State College
- 1919 (Chicago) President: William C. Bagley, of Teachers College, Columbia University
Secretary-Treasurer: G. M. Wilson, of Iowa State College

- 1920 (Cleveland) President: Frank P. Graves, of the University of Pennsylvania
Secretary-Treasurer: G. M. Wilson, of Iowa State College
- 1921 (Atlantic City) President: Frederick J. Kelly, of the University of Kansas
Secretary-Treasurer: Florence E. Bamberger, of Johns Hopkins University
- 1922 (Chicago) President: Alexander Inglis, of Harvard University
Secretary-Treasurer: Florence E. Bamberger, of Johns Hopkins University
- 1923 (Cleveland) President: John W. Withers, of New York University
Secretary-Treasurer: Arthur J. Jones, of the University of Pennsylvania
- 1924 (Chicago) President: A. S. Whitney, of the University of Michigan
Secretary-Treasurer: Arthur J. Jones, of the University of Pennsylvania
- 1925 (Cincinnati) President: Edward F. Buchner, of Johns Hopkins University
Secretary-Treasurer: Arthur J. Jones, of the University of Pennsylvania
- 1926 (Washington) President: V. A. C. Henmom, of the University of Wisconsin
Secretary-Treasurer: S. A. Curtis, of the University of Michigan
- 1927 (Dallas) President: Walter S. Monroe, of the University of Illinois
Secretary-Treasurer: S. A. Curtis, of the University of Michigan
- 1928 (Boston) President: W. W. Kemp, of the University of California
Secretary-Treasurer: S. A. Curtis, of the University of Michigan
- 1929 (Cleveland) President: F. C. Ensign, of the State University of Iowa
Secretary-Treasurer: S. A. Curtis, of the University of Michigan
- 1930 (Atlantic City) President: Edward H. Reisner, of Teachers College, Columbia University
Secretary-Treasurer: S. A. Curtis, of the University of Michigan
- 1931 (Detroit) President: Henry W. Holmes, of Harvard University
Secretary-Treasurer: S. A. Curtis, of the University of Michigan
- 1932 (Washington) President: Lester B. Rogers, of the University of Southern California
Secretary-Treasurer: S. A. Curtis, of the University of Michigan
- 1933 (Minneapolis) President: Paul C. Packer, of the State University of Iowa
Secretary-Treasurer: Fowler D. Brooks, of DePauw University

- 1934 (Cleveland) President: Stuart G. Noble, of Tulane University
Secretary-Treasurer: Fowler D. Brooks, of DePauw University
- 1935 (Atlantic City) President: E. S. Evenden, of Teachers College,
Columbia University
Secretary-Treasurer: Fowler D. Brooks, of DePauw University
- 1936 (St. Louis) President: Edgar W. Knight, of the University of
North Carolina
Secretary-Treasurer: Fowler D. Brooks, of DePauw University
- 1937 (New Orleans) President: William S. Gray, of the University
of Chicago
Secretary-Treasurer: Fowler D. Brooks, of DePauw University
- 1938 (Atlantic City) President: Harl R. Douglass, of the University
of Minnesota
Secretary-Treasurer: Fowler D. Brooks, of DePauw University
- 1939 (Cleveland) President: Marion R. Trabue, of Pennsylvania State
College
Secretary-Treasurer: Fowler D. Brooks, of DePauw University
- 1940 (St. Louis) President: Frank N. Freeman, University of Cali-
fornia
Secretary-Treasurer: Clifford Woody, University of Michigan
- 1941 (Atlantic City) President: A. R. Mead, of University of Florida
Secretary-Treasurer: Clifford Woody, University of Michigan
- 1942 (San Francisco) President: Grayson N. Kefauver, Stanford
University
Secretary-Treasurer: Clifford Woody, University of Michigan
- 1943-1945 Cancelled because of the war; 1942 officers to serve for the
duration.
- 1946 (Atlantic City) President: Wesley E. Peik, of the University of
Minnesota
Secretary-Treasurer: Clifford Woody, University of Michigan
- 1947 (Atlantic City) President: Carter V. Good, of the University of
Cincinnati
Secretary-Treasurer: Clifford Woody, University of Michigan
- 1948 (St. Louis) President: B. Othanel Smith, University of Illinois
Secretary-Treasurer: Clifford Woody, University of Michigan
- 1949 (Atlantic City) President: A. S. Barr, University of Wisconsin
Secretary-Treasurer: Claude A. Eggertsen, University of Michigan
- 1950 (Atlantic City) President: J. G. Umstatt, University of Texas
Secretary-Treasurer: Claude A. Eggertsen, University of Michigan

QUALIFICATIONS FOR MEMBERSHIP

At first the membership was restricted to individuals offering Education courses in colleges and universities, since the purpose of the Society was to consider problems involving the organiza-

tion and teaching of courses in education. However, in the latest revisions of the Constitution, 1948, one finds this statement: "It shall be the purpose of this Society to promote and improve the teaching of education in the universities, colleges, teachers colleges and other institutions of higher learning which admit graduates from accredited high schools and in which courses in education are taught in the United States. The Society recognizes five general fields for its operation as follows:

1. Problems of the administration of departments of education,
2. Problems of the teaching and organization of courses in education,
3. Problems of research in the general field of education,
4. Problems of the general education of teachers, and
5. Problems of specialization in teaching fields."

Having broadened its scope, the Society thus revised its statement concerning qualifications to read: "Membership shall be confined to teachers and administrators in universities, colleges, teachers colleges and other institutions of higher learning which admit graduates from accredited high schools and in which courses in education are taught."

The By-laws state that the Executive Committee shall consider the applications for membership on the following basis: (a) evidence of permanent interest in the work of education in colleges and universities and teachers colleges and other institutions of higher learning, (b) active participation in such work as evidenced by present position, and (c) training of such a nature as to indicate real contribution to the work of the Society, or evidence of actual contribution in the past." Membership dues were \$2.00 a year until 1949 when the dues were increased to \$3.50. Statement for dues are sent out in December, payable in January for the incoming year. A follow-up statement is sent out in January and if the member does not remit upon receipt of the second notice, he is automatically dropped from the membership list.

SIZE OF MEMBERSHIP

While complete official records are not available, it is safe to assume that the membership was small at the time the Society was organized. The first published list of members appearing in

February 1919, contained 243 names. In February of 1923 the list contained 207 names. The membership increased to 551 in 1940, but decreased to 393 in 1943. The membership since that time has been approximately 350. Possibly one reason for the decrease has been the fact that some individuals joined the Society primarily for its yearbooks but the Society has not published a Yearbook since 1944 when the new publication policy was adopted, as discussed below.

OFFICERS

According to the revised Constitution, "the affairs of the Society" shall be placed in the hands of an executive committee consisting of the president, vice-president, and secretary-treasurer during their terms of office, the retiring president and secretary for one year from the time of their retirement, and three other members of the Society each for a term of three years, one to be elected each year. The president shall preside at the meetings of the Society. The vice-president automatically becomes president at the expiration of the term for which he is elected, or in case the office of president becomes vacant through death or resignation. The president and vice-president are elected annually, and the secretary-treasurer for a term of three years.

MEETINGS

The Society has regularly held one annual meeting at the same time and place as the meeting of the American Association of School Administrators. No provision has been made for other meetings, although the executive committee has given consideration to the holding of divisional meetings at various places in the United States. The program for the annual meeting, which is open to the membership, makes provision for several general sessions, and for sectional meetings in such areas as History of Education, Educational Psychology, Educational Sociology, or Administration and Supervision. A special sectional meeting is provided when a group makes its desires known to the president of the Society.

PUBLICATIONS OF THE SOCIETY

The early programs of the Society consisted of the presentation and discussion of papers by the members. At first the Society had no publications, but in 1907 the Society distributed to the membership reprints of an article entitled "The Department of Education and Other Departments in Colleges" by Sutton and Holton, published in the *Journal of Experimental Pedagogy*. The next year the reprint "History of Education" by Burnam and Suzzallo, published as a bulletin of Teachers College, Columbia University, was purchased and distributed. In 1909 the Society, itself, published a pamphlet "Observation and Practice Teaching in University Departments of Education." In 1910 it published another pamphlet "The Aim, Scope and Methods of a University Course in Public School Administration" by Spaulding, Burris and Elliott.

The first publication, dignified by the title of yearbook, was published in 1911. Its title was "*Research Within the Field of Education, Its Organization and Encouragement*" by Cubberly, Dearborn, Monroe and Thorndike. This was published as *School Review*, Monograph No. I, by the University of Chicago Press. The Second Yearbook, published by the same agency, had a multiple title and several contributions, "*Graduate and Undergraduate Courses and Degrees; Normal Schools and University Departments of Education; the Present Status of Education as a Science*" by Buckner, DeGarmo, James, and Johnston, and nine other contributors. This yearbook was known as *School Review*, Monograph No. II.

Since 1911 the Society has published 29 yearbooks; the last one in 1944 bearing the title *Adjustments in Education to Meet War and Postwar Needs*. The Society has not followed the policy of publishing a yearbook annually. It has committees working on materials, some of which may eventuate into yearbooks, but a yearbook is not issued unless suitable material is authorized by the Executive Committee. In certain years limitation of funds prohibited the publication of a yearbook. For a time the Society did follow the policy of publishing a yearbook every other year, and in the year in which no regular yearbook was published the Society published a digest of the papers which were read at the

annual meeting. In 1942 it was voted to discontinue the practice of publishing digests. In 1947 the Society ventured on a monograph series and published its first monograph, *Requirements for the Degrees of Doctor of Philosophy in Education and Doctor of Education*. In 1948 it published a reprint, *The Measurement and Prediction of Teaching Efficiency: A Summary of Investigations*, under the direction of A. S. Barr. In 1949 the reprint *Educational Psychology in Education of Teachers* was distributed. In February, 1950, under the editorship of Harold Rugg, the volume, *The Emerging Task of the Foundations of Education: The Study of Man, Culture and Education* was prepared by the Committee on Social Foundations.

The Society through its programs and yearbooks has had an active interest in building a science of education and stimulating research among the membership. Many of the programs and yearbooks involved the presentation of reports of studies undertaken by various members. The yearbook of 1915 entitled, *Reports of Investigations by Members of the Society of College Teachers of Education* presented selected reports and then listed the investigations which members of the Society had undertaken and directed. All told, 241 different investigations were listed.

The Society not only carries on its program at the annual meetings, prepares its own yearbooks and publications, but as an organization it co-operates with other agencies interested in the professional training of teachers or in research pertinent to the field of education. The Society holds an associate membership in the American Council on Education; it had a representative on the National Committee on Research in Secondary Education—a committee set up during the régime of John W. Tigert as Commissioner of Education; it has held joint programs with various departments of the National Education Association; it sends two delegates to the meetings of the Co-ordinating Committee on Teacher Education, sponsored by the American Council on Education; it is affiliated with the Council on Co-operation in Teacher Education, the Association for Student Teaching, and the Personnel Section of the American Association of Colleges for Teacher Education.

WORKING COMMITTEES OF THE SOCIETY

In September, 1947, the Executive Committee of the Society set up committees in various educational areas, to serve for a period of some three or four years, who would work actively in the preparation of reports and toward contributions to the annual programs and publications of the Society. Each committee has a chairman. The committee also has a sponsor, who is a member of the Executive Committee. The original committees approved by the Executive Committee were in the following areas:

- Higher Education
- Social Foundations
- Historical Foundations
- Curriculum Construction and Supervisory Procedures
- Organization and Administration
- Educational Psychology
- Special Methods and Integration of Theory and Practice
- General Education
- Education of Adult Educational Personnel

It is expected that the deliberations of these committees, studying appropriate materials and procedures for courses in patterns of teacher education, will not only contribute to the programs of the sectional meetings but will eventuate in printed monographs.

HISTORY OF EDUCATION JOURNAL

The Executive Committee at its meeting on October 7 and 8, 1949, at Chicago, authorized the History of Education Section to publish its *History of Education Journal*, under the editorship of Claude A. Eggertsen of the University of Michigan, and a board of editors. This is a quarterly publication available to members in the Society at \$1.50; to non-members at \$2.50.