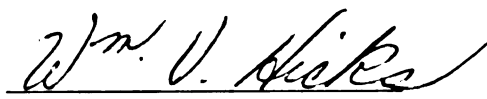




This is to certify that the
thesis entitled
"The Contributions of Thomas Milton Carter to
Teacher Education, Albion College, 1923-1962."

presented by
George Rennison Reed

has been accepted towards fulfillment
of the requirements for
Ed. D. degree in Elementary Education


Major professor

November 5, 1970
Date _____

ABSTRACT

THE CONTRIBUTIONS OF THOMAS MILTON CARTER TO TEACHER EDUCATION, ALBION COLLEGE, 1923-1962

By

George Rennison Reed

This study traces the contributions of Dr. Thomas Milton Carter to the teacher education program of Albion College during his tenure as chairman and faculty member of the education department from 1923 to 1962. The role he has played in the development of the department, the influence he has exerted, and the forces that have molded his life and thought are areas with which this study deals.

The organization of this study follows the chronology of the development of the education department of Albion College and traces the life of Carter from birth through his long professional career into his productive years of retirement. In connection with this research, two types of sources were available. First, there were the primary sources consisting of personal interviews with Carter and persons who knew him personally, Carter's published and unpublished works, personal papers, and letters, and the official minutes of the Albion College faculty meetings. Second, there were the secondary sources

such as periodical articles, newspaper articles, official Albion College publications, and various professional textbooks.

This study shows that although a normal course was developed and offered to interested Albion College students as early as 1893, Albion College had not developed a professional department of education by the time Thomas Milton Carter joined Albion's faculty as chairman of the department in 1923. From a modest beginning, Albion College's education department, under Carter's direction and guidance, became AACTE approved in 1952.

Although criticized by some for his ineffective classroom teaching, as a college professor, Carter's greatest attribute may have been his ability to inspire his students. The students who studied under Carter developed the firm conviction that they were being prepared to make significant contributions to the world. They shared Carter's belief that it was possible to combine liberal arts and teacher education in such a manner that good teachers for the public schools would be produced in such a way that both the public schools and liberal arts would benefit.

Although Carter has not established the reputation of being a great scholar, he demonstrated the ability to take various points of view and give them meaning and vitality. In this way, he was able to inspire his students

and to encourage them to go forth with a strong commitment to education. During his active teaching days, Carter was an inspirational speaker who possessed the ability to generate enthusiasm and interest among his listeners for matters of an educational nature.

Dr. Carter has established the reputation of being an exceptional leader in terms of developing the teacher education program at Albion College during the years, 1923-1962, in terms of the inspirational character of his teaching, in terms of his ability to produce students with a strong commitment to education, and in terms of his willingness and ability to adapt to new conditions and changes of the times. Today, at eighty-two years of age, Carter remains a man with a sense of mission, a continuing interest in all matters of educational concern, and a desire to be of service to his fellowman.

THE CONTRIBUTIONS OF THOMAS MILTON CARTER
TO TEACHER EDUCATION, ALBION
COLLEGE, 1923-1962

By

George Rennison Reed

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
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DEDICATION

To Virginia, Karen, Ann, and Susan
with my gratitude and love.

ACKNOWLEDGMENTS

I wish to express my appreciation and gratitude to the members of my committee, Drs. William Vernon Hicks, George Myers, Donald W. Olmsted, and William Walsh, for the effort and time they have given on my behalf. In particular, I would like to thank Dr. Hicks, chairman of the committee, for his advice, encouragement, guidance, and support.

I wish to thank Dr. Thomas Milton Carter who has cooperated so graciously and given so freely of his time and energy in providing pertinent personal data.

I wish to express a final, but most important, note of appreciation to my wife, Virginia, and our three daughters, Karen, Ann, and Susan, for their love, patience, encouragement, and understanding during the several years of my doctoral program.

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INTRODUCTION

This study traces the contributions of Thomas Milton Carter to the teacher education program of Albion College during his tenure as chairman and faculty member of the education department from 1923 to 1962. The role he has played in the development of the department, the influence he has exerted, and the forces that have molded his life and thought are areas with which this study deals.

Dr. Carter has given complete cooperation; however, in no way, has he attempted to influence the nature or content of the dissertation. Graciously, he has given freely of his time, energies, and information. He granted the writer access to his unpublished writings, personal correspondence, and his scrapbooks containing pertinent information dating back to the beginning of his career as a professional educator.

Other sources include articles written by Carter that are published in various textbooks and professional journals, official Albion College publications, as well as other textbooks and professional journals.

This study records a number of Carter's contributions to his students, his profession, and the institution which he served for a period of thirty-nine years, Albion

College. Also, this study endeavors to portray the unique personality and spirit of Tom Carter, for without doing so, it would risk not creating a faithful record of the man.

CHAPTER I

THE EARLY HISTORY OF ALBION COLLEGE

At the time Michigan was organized as a separate territory in 1805, there were fewer than thirty colleges and universities in the United States.¹

During the thirty-two-year period in which Michigan was advancing from territorial status to statehood, the interest of religious organizations in the founding and support of colleges was an important feature of higher education in America.² Michigan was no exception.

Higher education in Michigan began to take shape during a period when religious organizations and church bodies were dominant in the founding and maintenance of colleges and universities.³

In 1833, the Reverend Henry Colclazer, the Reverend Elizah H. Pilcher, and Dr. Benjamin Packard, M.D.,

¹Donald G. Tewksbury, The Founding of American Colleges and Universities Before the Civil War (New York: Teachers College, Columbia University, 1932), p. 15.

²Willis F. Dunbar, The Michigan Record in Higher Education (Detroit: Wayne State University Press, 1963), p. 22.

³Ibid.

conceived the idea of establishing within Michigan a Methodist educational institution.⁴

Proposals respecting its location were submitted to the annual conference in 1834.⁵ The institution was chartered by the Territorial Legislature in 1835.⁶

In 1839 the charter was amended and the location changed to Albion.⁷ In 1841 the cornerstone of the main building was laid, and in the fall of 1843 the institution began operation.⁸

The 1892-1893 Albion College Yearbook contains the following account of the early history of Albion College:

In the year 1833, certain prominent residents of the Territory of Michigan--Reverend Henry Colclazer, Reverend Elijah H. Pilcher, and Benjamin H. Packard, M.D.--conceived the project of establishing an institution of learning above the grade of Common School to be under the control of the Methodist Episcopal Church. Resolutions were submitted by them to the Ohio Annual Conference within whose boundary this territory was included. The subject received favorable consideration and a committee was appointed to take steps for the founding of an academy. An act of incorporation was secured from the legislative branch of the Territorial government bearing date March 23, 1835, and the institution, under the name

⁴Elijah H. Pilcher, History of Protestantism in Michigan (Detroit: R. D. S. Tyler and Company, Publishers, 1878), p. 130.

⁵Minutes of the Fifth Session of the Detroit Annual Conference of the Methodist Episcopal Church held in the village of Dexter, September 26-October 2, 1860, p. 11.

⁶Ibid.

⁷Ibid.

⁸Ibid.

and title of Spring Arbor Seminary, was located at Spring Arbor, in Jackson County, on the site of an old Indian village.

For some time nothing further was done. The school was never opened at this place, and no buildings were erected. Under the discouraging conditions that prevailed many of its friends were ready to abandon the enterprise. In the meantime the village of Albion had sprung into existence, and some of its most prominent citizens made the proposition for the removal of the school to that place. This received the endorsement of the Michigan Annual Conference which had been formed by division of the Ohio Conference, and the Legislature of the State in 1839 amended the charter, giving it the corporate name of Wesleyan Seminary, making the proposed change of location, and reconstructing the Board of Trustees.⁹

An interesting document concerning the possibility of transferring the proposed school to Albion is a written report of a committee to a Methodist Conference. This report is dated 1838 and is preserved in a folder stored in the office safe of the Head Librarian, Stockwell Memorial Library, Albion College.

This committee report reads:

The committee appointed to enquire into the condition of the Spring Arbor Seminary have attended to the duty assigned them, and beg leave to

REPORT

That some years since while Michigan was embraced within the bounds of the Ohio Conference, a Committee was appointed by that body to take measures to establish an institution of learning, under the control and patronage of the Methodist E. Church within the then territory of Michigan. That committee succeeded in obtaining a charter for a primary institution to be located at Spring Arbor:

⁹Albion College Yearbook, 1892-1893 (Albion, Mich.: Albion College, Press of V. J. Tefft, 1893), p. 5.

Subsequently about seven or eight thousand dollars were subscribed for the institution of which sum not more than \$4500 are available. One hundred & seventy three acres of land have been offered to the seminary by certain individuals resident at Spring Arbor: but the institution has never gone into operation nor has it ever become seized of any real estate, or other property. In consequence of doubts, generally entertained, in relation to the propriety of location: A committee was appointed at our last Conference to confer with the trustees in relation to a re-location--That committee were providentially prevented from attending the meeting of trustees & matters are in the same situation as they were one year hence. The trustees hesitate to do any thing more until the location is confirmed or a re-location is authorized. There are other places where the Institution is desired, and one which stands ready to make a valuable donation in case it shall be located there.

Your Committee conceives it to be a matter of great importance that the institution should go into operation immediately. The time, it is presumed is not distant when the peninsula of Michigan separated from the surrounding country as well by the character of her population, as by her well marked geographical boundaries, will be erected into a separate conference. The necessity of sustaining the seminary must therefore be apparent. We are all aware of the importance of moral & religious instruction in connection with literature. We know that if such education is provided for the rising generation, it must be done by the Church. & experience shows that a literary institution flourishes best under the auspices & guardianship of some particular denomination.

Hence the importance of retaining the Charter & rearing up an Institution that shall accomplish for the children of our growing denomination in that rising state the Education which their brethren in Sister States enjoy. The Committee beg leave to Submit the following resolutions.

Resolved, That the following persons be & hereby are, appointed a Committee to confirm the present location of Spring Arbor Seminary or to locate the seminary at some other place--viz. Jona E. Chaplin, John Janes, Alvin Billings, John Owen, O. D. Rowland and Julius D. Morton.

Resolved That the above named committee be, & hereby are, requested to petition the legislature of Michigan to make the necessary alterations in the Charter should the location of the Seminary be changed.

All of which is respectfully submitted

E Thomason

W N Wells

A Billings¹⁰

This document suggests that some Methodists of that period were concerned with the advisability of rapid movement in the area of founding schools. Evidence suggests, also, that early Michigan Methodists were interested in obtaining assistance for their proposed seminary. In his Historical Sketches of Education in Michigan, W. L. Smith states:

In the year 1833, Dr. B. H. Packard, then of Ann Arbor, Rev. H. Colclazer and Rev. E. H. Pilcher, having consulted together, resolved to seek to establish a seminary of learning under the patronage of the Methodist Episcopal Church.

In conformity with this design, an invitation was given to persons in different localities, to make propositions were made and submitted to the Ohio Conference, which, at that time, had jurisdiction here. At this session of that body, a committee was appointed, with full powers to accept of the best proposition and to secure from the Legislative Council a charter¹¹

Continuing his discussion of this chapter in the early history of Albion College, Mr. Smith writes:

¹⁰Methodist Conference Committee, Ohio Conference, "Report, 1838."

¹¹W. L. Smith, Historical Sketches of Education in Michigan (Lansing: W. S. George & Company, State Printers and Binders, 1881), p. 88.

. . . But in the summer and fall of 1838, the proprietors of the village of Albion, and other residents, made an offer of liberal assistance to the trustees, provided the location should be changed to that place. This offer was accepted, and their consent for the necessary change in the charter was sent to the Legislature. The charter was amended as desired, and the board of trustees was reorganized in the village of Albion, on the 29th of April, 1839. . . .¹²

Dr. James E. Pilcher, in his biography of his father, Elijah, gives us additional information concerning the decision that was made to move the proposed institution from Spring Arbor to Albion. This is Dr. Pilcher's account:

The Legislature of 1835 granted a charter locating it in the township of Spring Arbor, but several efforts to organize it having been made without success. and modifications in the centralization of the population and the shaping of the great thoroughfares showing that the location would not be convenient, it was determined three years later to accept an invitation from the nascent village of Albion to locate there. The charter was accordingly amended to permit this, and under the name of The Wesleyan Seminary at Albion, the institution was finally organized.

Mr. Pilcher devoted a great deal of time and labor to the development of the school. On the 6th of July, 1841, with appropriate ceremonies, he helped lay the corner stone of the main building. The work was then pushed forward so that pupils could be received in the autumn of 1843, and the first spring exhibition occurred in 1844. . . .¹³

Active head of the institution which opened to classes in the fall of 1843 was the Reverend Charles F.

¹²Ibid.

¹³James E. Pilcher, M. D., Life and Labors of Elijah H. Pilcher (New York: Hunt & Eaton, 1892), p. 111.

Stockwell. The 1892-1893 Albion College Yearbook contains the following description of the Reverend Stockwell and the early seminary days:

. . . Rev. Charles F. Stockwell, A.M., a graduate of Middletown University, was appointed Principal, who, with an earnest corps of teachers, entered upon the work of instruction. Students in large numbers flocked to the institution and a very healthful educational spirit was awakened in the church. The patronage was not confined to the Methodist church, but was general. During this period several young men prepared for College who subsequently reached places of distinction. A large number resorted to the school to get scholastic training in preparation for the ministry. In this first period the institution was very successful.¹⁴

The first catalogue of the institution, the catalogue of the Wesleyan Seminary at Albion, Michigan, for the academic year 1843-1844, lists fifty-nine courses in eight departments.¹⁵

The eight departments listed were the ancient languages, English, fine arts, mathematics, modern languages, moral science and belles letters, natural science, and normal department.

Listed as available from the English department were courses in arithmetic, chirography, geography, grammar, and reading.

In the natural science department, students were offered astronomy, botany, chemistry, geology, history, mineralogy, philosophy and physiology.

¹⁴ Albion College Yearbook, 1892-93, op. cit., p. 6.

¹⁵ Catalogue of the Officers and Students of the Wesleyan Seminary at Albion, Michigan for the Academic Year 1843 & 44 (Marshall: Office of the Democratic Expounder, 1844), pp. 16-19.

Moral science and belles letters courses consisted of courses in analysis of language, ancient and modern history, composition, constitution, elements of criticism, elocution, "evidences," mental philosophy, logic, political economy, rhetoric, and scholar's companion.

Seven courses were listed under mathematics. They were first lessons in algebra, bookkeeping, drawing, geometry, surveying and leveling and trigonometry.

Ancient languages included Greek and Latin. Latin courses listed were Cicero, Horace, Latin grammar, Latin lessons, Latin lexicon, Latin reader, Roman Antiquities, Roman History, Sallust, Tacitus, and Virgil. Greek courses were ancient atlas, ancient Greek geography, Greek grammar, Greek history, Greek lexicon, Greek reader, Homer's Iliad, Testament, and occasional lectures.

The six modern language courses offered were in French. These were dictionary, grammar, "La Henriade," tables, Telemaque, and "Vie de Washington."

No courses were listed for the department of fine arts or the normal department.

Although the first catalogue lists the faculty members, it does not give the academic training of these early pedagogues other than showing that Reverend Charles F. Stockwell was the holder of a B.A. degree. Faculty members listed were Mr. Stockwell, professor of languages and mathematics; Jesse Vose, professor of natural and moral science and English literature; William W. Clarke, associate

teacher; Nelson Voluntine, assistant; and Miss Octavia Gardner, preceptress.¹⁶

Hopes for the future were apparent in the general statement contained in the first catalogue:

This Institution is in its infancy. Scarcely nine months have passed, since it first opened. Like all institutions of western society, it is the work of a day, yet effected under the patronage, and by the virtue and enterprise of men possessing all the experience and refinement of the most cultivated eastern society. Under such auspices, the objects of the Institution must be realized, and thus far the most sanguine expectations of its founders have been more than verified.

Notwithstanding the embarrassments necessarily attendant upon the opening of a Literary school in a wilderness, the hundreds of ambitious youths thronging the Wesleyan Seminary this its first year, speak volumes for its future character and usefulness.

Its location is one of the most interesting [sic] and lovely, in all this beautiful Peninsula, the fair Peloponnesus of the west. The salubrity of the climate is unsurpassed, and it is believed, no case of ill health has occurred from local causes, since the school opened. The moral character of the Institution is already established.

A respectable Apparatus [sic], Chemical, Philosophical, and Astronomical, is now furnished; also, a fair Geological Cabinet, and Library, all of which are rapidly increasing.

The Board of Trustees believe they are prepared to offer the youth of Michigan facilities for a thorough and practical education, no where else to be found in institutions of its kind in the state.¹⁷

Another section of the first catalogue lists student expenses. Tuition varied from three dollars to five dollars a quarter. For the "Common English Branches," it

¹⁶Ibid., p. 5.

¹⁷Ibid., p. 22.

was three dollars; the "Higher Branches," four dollars; and for languages, five dollars. "Board, per week, including lodging" cost a student \$1.25. "Washing, per week," cost each student thirteen cents.¹⁸

The second catalogue of the institution lists six persons as faculty members. Not one of the members of the second faculty listed was the same as that listed in the first catalogue. This catalogue lists Elijah W. Merrill, A.M., as "acting principal" and professor of ancient languages and elocution; Reverend Judson D. Collins, A.B., professor of natural and moral science; the Reverend Asa S. Baker, professor of mathematics and normal science; the Reverend Joseph S. Sutton, tutor of Indians; Miss Nancy Fitch, preceptress; and Mrs. Hellen E. Furguson, teacher of instrumental music.¹⁹

The third catalogue appears to be that of 1852-1853. This catalogue indicates the teaching force increased from five to eight members during the first ten years of the institution's existence. The Reverend Clark Titus Hinman, D.D., is listed as president and professor of moral and intellectual science. In addition to Dr. Hinman, the faculty consisted of the Reverend Norman Abbott, A.M., professor of mathematics; Lewis R. Fisk, professor of natural

¹⁸Ibid., p. 19.

¹⁹Catalogue of the Officers and Students of the Wesleyan Seminary at Albion, Michigan for the Academic Year 1845--6 (Marshall: Seth Lewis, 1846), p. 4.

science; the Reverend Park Donelson, A.M., professor of ancient languages; Issac C. Cochran, professor of primary English literature and belles lettres; Miss Mary E. Adams, principal of the female department and teacher of French and fine arts; Miss Matilda C. Dean, teacher of primary branches; and Miss Ellen M. Brown, teacher of instrumental music.²⁰

Between 1846 when the second catalogue was printed and 1853 when the next one now possessed by the college was printed, others must have been printed which have not been preserved. This is true, it seems, since the fourth catalogue the college possesses today, that for 1853-1854, printed in 1854, is referred to on its title page as the "Twelfth Annual Catalogue."²¹

It was in 1853 that Ira Mayhew succeeded the Reverend Hinman as the institution's chief executive. Mr. Mayhew, however, held the position only fifteen months. He left Albion to become Michigan's superintendent of public instruction.²²

²⁰Catalogue of the Officers and Students of the Albion Female Collegiate Institute, and Wesleyan Seminary, at Albion, Michigan, 1852-1853 (Detroit: George E. Pomeroy & Co., Tribune Office, 1853), p. 4.

²¹12th Annual Catalogue of the Officers and Students of the Albion Female Collegiate Institute and Wesleyan Seminary at Albion, Michigan, 1853-1854 (Detroit: George E. Pomeroy & Co., Tribune Office, 1854).

²²Old Albion, 1861-1909 (Albion: Junior Class of Albion College, The Recorder Press, 1909), p. 14.

Under Mr. Mayhew, the Wesleyan Seminary and Female Collegiate Institute had a faculty of eight members. The catalogue for 1853-1854 shows that in addition to heading the institution as principal, Mr. Mayhew also was professor of moral philosophy and political economy.²³

The next catalogue, that for 1854-1855, lists Professor Mayhew as principal but includes a footnote stating that "Mr. Mayhew having been elected Superintendent of Public Instruction in November last, the Trustees of the Institution appointed Prof. Abbott Acting Principal for the remainder of the year."²⁴

The Professor Abbott referred to was the Reverend Norman Abbot, A.M., listed in the 1854-1855 catalogue as professor of Mathematics.²⁵

This catalogue lists tuition at \$32 a year²⁶ and indicates on a following page that:

. . . the studies of the first two years of the Classical Course, are those prescribed for admission to the University of Michigan. . . .²⁷

The library, at this time, contained 1,000 volumes:²⁸

²³Catalogue for 1853-1854, op. cit., p. 4.

²⁴13th Annual Catalogue of the Officers and Students of the Albion Female Collegiate Institute and Wesleyan Seminary at Albion, Michigan, 1854-5 (Ann Arbor: E. B. Pond, Printer, Argus Office, 1855), p. 6.

²⁵Ibid. ²⁶Ibid., p. 22.

²⁷Ibid., p. 28. ²⁸Ibid., p. 31.

. . . to which Students have access by paying 25 cents per Term. The Reading Room is furnished with some of the first Periodicals from Philadelphia, New York, Boston, and Cincinnati, and also with the leading American and Foreign Reviews. . . .²⁹

This catalogue records the first reference to campus literary associations:

The Clever Fellows, Eclectics, Young Ladies Association and the Atheniaedes Society, are literary circles formed for the improvement in the art of composition. Periodicals are published monthly by each of these Societies, under the names of the American Peloponnesus, the Eclectic Review, the Young Ladies Casket, and the Athenoeum.³⁰

Professor Abbott served as acting principal for the remainder of one year only as the 1855-56 catalogue lists the Reverend Thomas Henry Sinex as the chief executive of the Institute.³¹ The Reverend Norman Abbott, A.M., is listed as professor of Mathematics.³²

Old Albion, 1861-1909, records that Thomas Henry Sinex was a graduate of Asbury University. He received his A.B. degree in 1842. Later Asbury awarded him the A.M. and D. D. degrees. He preached in a number of Indiana communities before returning to his alma mater to teach. He, also, taught at Asbury Female College, New Albany, and was

²⁹Ibid., p. 31.

³⁰Ibid.

³¹14th Annual Catalogue of the Officers and Students of the Albion Female Collegiate Institute and Wesleyan Seminary at Albion, Michigan, 1855-6 (Detroit: Steam Power Press of R. F. Johnstone and Co., Advertisers Buildings, 1856), p. 6.

³²Ibid.

principal of the Female Academy, Bloomington, Indiana, in 1854 , when he was chosen to head the institution at Albion.³³

Old Albion also states that Dr. Sinex served the institution for ten years.³⁴ It was during these ten years that the state legislature passed two more acts in behalf of the institution at Albion. The first of these was passed February 9, 1857. It changed the institution's name from the Wesleyan Seminary and Albion Female Collegiate Institute to the Wesleyan Seminary and Female College at Albion. The act also provided that the Board of Trustees henceforth would be elected in equal portions by the Michigan Annual Methodist Conference and the Detroit Annual Methodist Conference. A third provision specified that the president of Albion should be elected by the Board of Trustees.³⁵

The second law passed for the institution during Dr. Sinex's administration was an act which, on February 25, 1861, caused the Wesleyan Seminary and Female College to change its name to Albion College.³⁶

When the institution became a college in 1861, Dr. Thomas M. Carter in his "Albion College Studies, Vol. II" states the curriculum underwent a number of changes:

³³Old Albion, 1861-1909, op. cit., p. 15

³⁴Ibid.

³⁵Michigan Laws, 1857 (Lansing: Hosmer & Fitch, Printers to the State, 1857), pp. 183-185.

³⁶Michigan Laws, 1861 (Lansing: John A. Kerr & Co., Printers to the State, 1861), pp. 54-57.

. . . It is difficult to compare the curriculum of 1860 with that of 1865. In the first place the institution until 1861 was a seminary. It was in 1861 that the college was established. Secondly, the practice of listing the texts had been dispensed with between these two dates, and in its place was a list of courses. There seems to be little correlation between the two lists, for while the number of texts in 1860 was 87, the number of courses in 1865 was only 57. Art had increased to so great an extent that it, too, was a major subject, inasmuch as its percentage was 12.28, the same as that of Latin and Greek. Political economy and physiology had been dropped during the intervening period, and natural science (1.75%) had been added; physics (3.5%), and English literature (1.75%) had been added.³⁷

The fact that the institution had become a college by the time the first "college" catalogue was issued in 1861 did not mean that the school announced sweeping changes in policy. At least no such announcements were made in the book which is labeled the "Nineteenth Annual Catalogue." This is the catalogue for 1860-1861, and it is the first in which the name "Albion College" appears as the sole name of the institution.³⁸ Other than the change in name, this catalogue is almost indistinguishable from the catalogues of the previous five years.

Old Albion, 1861-1909, states that the successor to Dr. Sinex was the Reverend George Beniers Jocelyn who

³⁷ Thomas M. Carter, "Albion College Studies, Vol. II" (unpublished articles, dated June 7, 1940, available at the Albion College Library), p. 181.

³⁸ Nineteenth Annual Catalogue of the Officers and Students of the Albion College, 1860-1861 (Albion: L. W. Cole, Printer, Weekly Mirror Press, 1861), title page.

became president of Albion College in 1864.³⁹ Supporting this statement is an entry in the 1864-1865 college catalogue which lists the Reverend George Beniers Jocelyn, D.D., as president of the college.⁴⁰

During this period, the Civil War was being fought, but the Albion College catalogues of the period gave only slight evidence that the war was affecting campus life. The catalogue for 1864-1865 indicated that its next issue would contain, in a "Roll of Honor," the names of former students in service "in the war for the Union."⁴¹ This catalogue also requested readers to supply names of "young ladies who have been engaged in the Christian or Sanitary Commission or other departments of the service. . . ."⁴² The next catalogue appeared, however, in 1866 without containing the names of those in service.⁴³

It is in the 1864-1865 catalogue that we find that the college had adopted the three-term system for the academic year 1865-1866. The fall term was scheduled to start September 21, 1865, and to end late in December. The winter term was to begin January 3, 1866, and to end late in

³⁹Old Albion, 1861-1909, op. cit., p. 16.

⁴⁰Catalogue of Albion College for the Academical Year 1864-1865 (Albion: Union Herald Office), p. 4.

⁴¹Ibid., p. 31.

⁴²Ibid.

⁴³Catalogue of Albion College for the Academical Year 1865-1866 (Jackson: Daily Citizen Steam Printing Establishment, 1866).

in March. Commencement was to be held June 28, 1866, at the end of the spring term which was to start April 3, 1866.⁴⁴

It is in the 1865-1866 college catalogue that we find a detailed description of the two college courses offered at that time.⁴⁵ Classical students when freshmen, during their first terms on the campus, studied Latin (Virgil and prose composition), Greek (Herodotus and prose composition), mathematics (algebra), and natural science. The second term, freshmen took Livy and prose composition as their Latin, Homer's Iliad and prose composition as their Greek, and geometry as their mathematics. The course was much the same during the third term except that the Latin consisted of Cicero and a review of prose composition, the Greek a continuation of Homer's Iliad and prosody, and the mathematics the completion of geometry.

During the first term of the sophomore year, students took Latin (the odes of Horace and prosody), Greek (Demosthenes de Corona), and mathematics (plane and spherical trigonometry). During the second term, sophomores moved into the Epistles of Horace for their Latin and began the study of modern history. No mathematics was listed for them during this term. However, in natural science, they studied chemistry and mineralogy.

⁴⁴1864-1865 Catalogue, op. cit., p. 30.

⁴⁵1865-1866 Catalogue, op. cit., pp. 21-25.

By the third term of their sophomore year, their mathematics course dealt with conic sections and analytical geometry. Natural science featured chemistry and botany. They also took philosophy during this term.

Students were faced with more Latin during the first term of their junior year, Quintilian, lectures on Roman history, and essays. It was at this point that they also begin to study French. Mathematics included differential and integral calculus.

The second term of the junior year included a course in Greek, the study of archaeology, and literature. French featured the study of Fasquelle's Colloquial Reader, and natural science, the principles of physics.

The third term of the junior year took the young classical scholars into the Prometheus of Aeschylus and Grecian history for their Greek and into a classical reader for their French. Natural science continued the study of the principles of physics.

The senior year brought more Latin during the first term. It featured also logic, philosophy, history of philosophy, and political economy. Under the heading of Greek for the second term were Plato's Apology of Socrates, essays, Grecian philosophy and literature. Natural science included geology and zoology with the latter listed as an elective.

By the time the third term of the senior year was reached, classical scholars were studying "moral science,"

evidences of Christianity, and the history of civilization in Europe, and astronomy.

Students could avoid Latin and Greek by taking the scientific course. During his first term, a freshman would take algebra, history, and natural history. His second term would give him geometry, modern history, and geometrical drawing. In his third term, he would complete his geometry and take botany, history of the United States, and rhetoric.

Modern language study started during the first term of the sophomore year with French and English. In English, sophomores heard lectures on the English language. Their third course was plane and spherical geometry.

With this geometrical background, sophomores started the second term with surveying and descriptive geometry for their mathematics and continued their study of French. Their science course was chemistry.

Chemistry was completed during the third term. This, also, was the term when they started reading French. Conic sections and analytical geometry gave them their mathematics for the term.

The three courses scientific students took during the first term of their junior year were mathematics, differential and integral calculus, German, and "shades, shadows, and perspective" in art.⁴⁶

⁴⁶Ibid., p. 25.

The second term of the same year took them into physics and German. The third term featured astronomy, physics, history of civilization in Europe, and German.⁴⁷

The study of literature finally came in the first term of the senior year with English literature. The rest of the study for the term consisted of logic, political economy, and history of philosophy.

The philosophy scientific students received during the second term of the senior year was listed as "mental science." The rest of the course consisted of geology, zoology, and mineralogy as natural science studies. During the third term, however, their entire course consisted of studies the college regarded as philosophy. These were "moral science," evidences of Christianity, international law, and Butler's analogy.⁴⁸

Beginning Normal and Pedagogy Courses

Six years after the opening of the Wesleyan Seminary at Albion, the education of teachers by the State of Michigan began in 1849 with the establishment of the Michigan State Normal College at Ypsilanti, just ten years after the founding of the first state normal school in the United States at Lexington, Massachusetts.⁴⁹ However, before the

⁴⁷ Ibid.

⁴⁸ Ibid.

⁴⁹ David M. Trout, ed., The Education of Teachers (Lansing: The Michigan Cooperative Teacher Education Study, 1943), p. 157.

State of Michigan established its own institutions for the preparation of teachers, private and church-related academies and colleges were engaged in the business of teacher education.⁵⁰

Although the first catalogue of the Wesleyan Seminary at Albion listed no courses for the normal department, the following description of the normal department was printed in the first catalogue of the institution:

VII NORMAL DEPARTMENT

This department is devoted exclusively to Ladies and Gentlemen, who wish to qualify themselves to teach; and will be conducted by the double method of Recitations and Lectures.⁵¹

No listing of a normal department was carried by any of the institution's catalogues from 1845 to 1856. The 1857-8 catalogue of the Albion Female College and Wesleyan Seminary contained the following statement concerning a "Teacher's Department":

Teacher's Department

Gentlemen and ladies, who are preparing themselves for teaching, will receive, in the fall term, in addition to the ordinary instruction in the recitation room, special instruction in regard to the theory and practice of this profession, and in all subjects necessary for their thorough qualification as teachers.⁵²

⁵⁰ Ibid.

⁵¹ Catalogue of 1843 & 44, op. cit., p. 19.

⁵² Sixteenth Annual Catalogue of the Officers and Students of the Albion Female College & Wesleyan Seminary at Albion, Michigan, 1857-8 (Albion: L. W. Cole, Printer, Weekly Mirror Press, 1858), p. 32.

An identical statement concerning the "Teacher's Department," was included in the seventeenth,⁵³ eighteenth,⁵⁴ nineteenth,⁵⁵ twentieth,⁵⁶ and twenty-first⁵⁷ catalogues of the institution. The twenty-second annual catalogue, 1863-64, is missing from the college's collection of these catalogues. There was no listing of a normal or teacher's department in any of the institution's catalogues from 1864 to 1876. Although these catalogues do not reveal a continuous program of teacher education as such, the following statement, taken from the 1877-78 catalogue, indicates the possibility of more of a program than the catalogues might indicate:

The State Board of Education by recent action having greatly abridged the Academic Course of the Normal School, we have arranged the above Teachers' Course to supply a want which would be otherwise sorely felt by those who are preparing

⁵³Seventeenth Annual Catalogue of the Officers and Students of the Albion Female College & Wesleyan Seminary at Albion, Michigan, 1858-9 (Albion: L. W. Cole, Printer, Weekly Mirror Press, 1859), pp. 31-32.

⁵⁴Eighteenth Annual Catalogue of the Officers and Students of the Albion Female College & Wesleyan Seminary at Albion, Michigan, 1859-60 (Albion: L. W. Cole, Printer, Weekly Mirror Press, 1860), pp. 31-32.

⁵⁵Nineteenth Annual Catalogue of the Officers and Students of the Albion College, Albion, Michigan, 1860-61 (Albion: L. W. Cole, Printer, Weekly Mirror Press, 1861), p. 31.

⁵⁶Twentieth Annual Catalogue of the Officers and Students of the Albion College, Albion, Michigan, 1861-62 (Detroit: Tribune Book & Job Printing House, 1862), p. 34.

⁵⁷Twenty-first Annual Catalogue of the Officers and Students of the Albion College, Albion, Michigan, 1862-1863 (Kalamazoo: Olney & Curtiss, 1863), p. 27.

themselves for the Teacher's Profession. Students who desire, in addition to the above, to pursue the Languages, either ancient or modern, can do so by entering some of the classes in the College or Preparatory Departments.⁵⁸

The "above Teachers' Course" referred to in the statement above included arithmetic, English grammar and U.S. history during the first term of the first year; physical geography, algebra, 1st, and English analysis during the second term of the first year; and advanced English analysis, algebra, 2nd, and free-hand drawing during the third term of the first year. Map drawing, algebra, 3rd, elementary astronomy, algebra, 4th, elementary physics, English composition, general history, elementary rhetoric, and plane geometry were the offerings during the second year. The third, and final, year of the "Teachers' Academic Course" featured Grecian history, geometry, perspective, higher algebra, Roman history, physiology, rhetoric, Jr., natural history, and botany.⁵⁹

Although the establishment of a "Teachers' Course"⁶⁰ was effected during the 1877-78 academic year, the courses offered represented offerings from other departments rather than courses from an education or normal department. At this time, no courses were designated as normal, pedagogy, or education courses; nor was any faculty member listed as an instructor or professor of education.⁶¹

⁵⁸ Catalogue of Albion College for 1877-78 (Albion: Albion College, Printer & Binder, Frank F. Cole, 1878), p. 22.

⁵⁹ Ibid.

⁶⁰ Ibid.

⁶¹ Ibid.

Although a thorough examination of the Albion College Faculty Meeting Reports for this period failed to reveal any information pertinent to the "Teachers' Course," the following statements and information recorded in the 1878-79 college catalogue reflected the interest and attitude of college officials concerning the importance of Albion's offering instruction in this area:

TEACHERS' DEPARTMENT

Among the most useful of all departments of human activity is the Teacher's profession. With thoroughly trained and skillful teachers, we shall have well organized and successfully conducted schools. The young will become rapidly educated, and the money expended will bring forth the largest results. The State Normal School cannot meet all the demands made for the preparation of teachers. The appliances are not sufficiently extensive for this end, and recently the institution has, in large measure, turned aside from the work of giving academic instruction, substituting that which is purely professional therefor. Hence the Colleges must supply the needed instruction in Language, Mathematics, Literature, History and Science. To meet this want we have arranged two Teachers' Courses. The following is the

TEACHERS' SHORTER ACADEMIC COURSE⁶²

	First Year	Second Year	Third Year
1st Term	Arithmetic	Map Drawing	Grecian History
	Eng. Grammar	Algebra. 3rd	Geometry
	U.S. History	El. Astronomy	El. Physics
2d Term	Phys. Geography	Algebra. 4th	Higher Algebra
	Algebra. 1st	Trench. Study of Words	Roman History
	Eng. Analysis	Eng. Composition	Physiology
3d Term	Ad. English Analysis	General History	Rhetoric, Jr.
	Algebra. 2nd	Elementary Rhetoric	Natural History
	Free-Hand Drawing	Pl. Geometry	Botany

⁶²Catalogue of Albion College for 1878-79 (Albion: Albion College, 1879), P. 37.

TEACHERS' LONGER ACADEMIC COURSE

The longer Course will embrace the shorter one, with the addition of nine terms of Latin, including Latin Grammar, Latin Reader, Caesar, Cicero and Virgil. This course requires four years for the completion for those who enter without advanced standing. At the completion of either course a certificate will be given specifying which of the Courses has been pursued and finished.⁶³

Teachers in our Primary schools will be greatly profited by taking such studies of either of these Courses as they have not finished, and thus prepare themselves for a higher grade of schools. We do not this year make a separate list of students preparing for the Teachers' profession, but their names are printed in the other lists of the Catalogue.⁶⁴

The course offerings for the Teachers' Shorter Academic Course as well as for the Teachers' Longer Academic Course remained the same during the 1879-80,⁶⁵ 1880-81,⁶⁶ and 1881-82 academic years.⁶⁷

From 1882 to 1886, descriptions of the Teachers' Courses were not included in the college catalogues. In lieu of the course descriptions, the following statement was used:

⁶³Ibid.

⁶⁴Ibid., p. 38.

⁶⁵Catalogue of Albion College for 1879-80 (Albion: Albion College, 1880), pp. 36-37.

⁶⁶Catalogue of Albion College for 1880-81 (Albion: Albion College, 1881), pp. 39-40.

⁶⁷Catalogue of Albion College for 1881-82 (Albion: Albion College, 1882), pp. 41-42.

TEACHERS' DEPARTMENT.

Students who have reached the close of the Sophomore year will receive a Teacher's Diploma, if they desire it, which will certify to their fitness to teach in any of the High Schools of the State. Such persons will be much better prepared to fill responsible positions in the profession than those who seek the ordinary Normal training. The principal part of the drill work and purely recitation work of the college is completed by the end of the Sophomore year.⁶⁸

In addition to the above statement, the 1884-85 catalogue contained the following statement:

A Teachers' Association has been formed in the Institution, consisting of the Professors and such students as are preparing for the teacher's profession. Regular and frequent sessions are held for the study of methods of instruction, organization and management of schools, and other general or practical questions of school work. To these session all students have access without charge.⁶⁹

The following entry from the Albion College Faculty Minutes, 1878-1897 contains additional information regarding the newly-formed Teachers' Association:

The faculty voted to organize a Teachers' Association. Members of the faculty and all students above the third year would be eligible for membership by virtue of rank. The number of meetings during each term be at least three. Purpose of the Association was not discussed.⁷⁰

⁶⁸Catalogue of Albion College for 1882-83 (Albion: Albion College, 1883), p. 67.

⁶⁹Catalogue of Albion College for 1884-85 (Albion: Albion College, 1885), p. 78.

⁷⁰Albion College Faculty Minutes, 1878-1897. Monday, March 9, 1885, p. 157. (This notebook is stored in the office of the head librarian, Albion College).

From 1843 to 1886, for the most part, the institution's program for teacher preparation did not vary significantly from the general program available to all regularly enrolled students. There was little special preparation of teachers with emphasis upon methodology and pedagogical principles. From 1886 to 1893, no mention was made of a Teachers' Course, Teachers' Department, or Teachers' Association in any of the college catalogues.

However, as the result of an act passed by the Michigan State Legislature in 1893, Albion College developed a normal course and featured the newly-developed normal course in a prominent fashion in the 1893-94 college catalogue:

NORMAL COURSE.

State Teachers' Certificates.

The Legislature in the spring of 1893 passed an Act providing for the granting of State Teachers' Certificates to students graduating from our Michigan Colleges. The statute contains the following provisions:

(1) There must be a course of study covering 16-1/2 hours.

(2) Such course must be approved by the State Board of Education.

(3) Certificates to be granted by the Board of Education.

(4) To be granted only to those who in addition to the satisfactory completion of the Normal work graduate from the College. Certificates will be given only to those who earn a degree.

(5) The certificate authorizes the graduate to teach four years without examination; in other words, the life of the certificate is four yours.[sic]

(6) But at the end of three years the certificate can be made perpetual upon satisfactory proof of the holder's success in the Teachers' Profession.

The Act is regarded as inaugurating a wise movement, and for many reasons:

(a) It connects more directly our higher institutions of learning with one of the agencies of our progressive civilization.

(b) It will enable many young people who are ambitious to reach a high plane of scholarship through the medium of the College, to obtain professional training they would not otherwise have the opportunity to secure.

(c) It will raise the standard of scholarship in the Teachers' Profession by turning more College graduates toward the profession.

(d) It will result in better professional preparation of college graduates for the teachers' work and hence more practical efficiency.

Albion College is availing herself of the provisions of this law, has arranged a Normal Course, and will supply those who desire the opportunity to get a State Certificate the means of entering the profession under these favorable conditions. The studies embraced in this course will be found in the Tabulated Scheme of Work of the Junior and Senior years as printed elsewhere, and also in outlines of college work.⁷¹

The studies in the Tabulated Scheme of Work of the Junior and Senior years included Psychology, Methods in English, Methods in Physiology, Geography, and Arithmetic, School Laws and Systems, Michigan and other States, Applied Psychology, History of Education, School Systems of France and Germany, Normal German, Normal Latin, Normal Greek, and School Organization.⁷² An explanatory note states that courses in Normal Latin and Normal Greek were optional and not all courses listed were given each year. The note further states that "Whatever shall be taught is

⁷¹The Yearbook of Albion College for 1893-94
(Albion: Albion College, 1894), pp. 54-55.

⁷²Ibid., p. 61.

determined principally by the demand, though other circumstances enter into the case."⁷³

The studies in outlines of college work included Applied Psychology which was required in the normal course, but was elective for a degree.⁷⁴ As part of the course's requirements, "All Normal students visit public schools to study methods of teaching."⁷⁵ A stated prerequisite of Normal Work was that "One third of a year must be devoted to the study of Psychology before any student can take up the Psychological work of this course."⁷⁶

Other courses listed in the outlines of the college work for the Normal Course included the following:

Testing of the principles and methods by visits to several High Schools.

History of education, four hours--taken up after the student has had a full course in Psychology. The course consists of the study of Education theories since the Renaissance with introductory survey of earlier theories. Quick's Educational Reformers is used as a text book with collateral readings from the leading authors.

In addition to text book work members of the class read and report on the principal educational classics, also the biographies of great educators.

The French and German systems of education are taught by lectures with the aid of the best authors.

Methods in Physiology and Geography:

(1) Subjects are treated by topics.

(2) Committees appointed to formulate methods of teaching. Reports made, criticised.

⁷³Ibid.

⁷⁵Ibid.

⁷⁴Ibid., p. 78.

⁷⁶Ibid.

Portions of the lessons taught by different members. Committees report on the work of other committees, the teacher finally criticising students' reports and criticisms.

In Methods in English there is class drill in Orthography and Orthoepy, elements of sentence structure, logical classification of phrases and clauses, paragraph structure, etc.

The fundamental principles and the philosophy of grammar both as a system and an instrument to the ends of interpretation, of investigation, and of criticism.

An effort is made to develop the imagination through use of imaginative literature, and to develop the power of clear, correct thought and expression.

The school system of Michigan is carefully studied and also the school systems of several of the leading States of the Union.

Observation and nature work is intended to fit the teacher to bring the pupil in touch with nature as a great system of truth.

School laws of Michigan and many other States are carefully studied and compared and methods of school organization given in detail and discussed.

Attention given to methods of teaching as based on Psychology and experience.⁷⁷

The 1893 Act which provided for the granting of State Teachers' Certificates to students graduating from Michigan colleges was designated as Act No. 136, Public Acts and Joint and Concurrent Resolutions of the Legislature of the State of Michigan passed at the Regular Session of 1893.⁷⁸ Act No. 136 was approved May 27, 1893.⁷⁹

⁷⁷Ibid., pp. 78-79.

⁷⁸Public Acts, State of Michigan, 1893 (Lansing: Robert Smith & Co., State Printers and Binders, 1893), pp. 223-224.

⁷⁹Ibid., p. 224.

Although the establishment of a "Normal Course"⁸⁰ was effected during the 1893-94 academic year, the courses offered, at that time, represented offerings from other departments rather than courses from an established normal department.⁸¹ Apparently, this was not an unusual situation during that period. Elsbree states that "the Committee of Ten on Secondary School Studies in their deliberations in 1894 gave attention to pedagogical training, placing emphasis, as in the past, on command of subject-matter. 'Methods of teaching' was subordinated to academic training."⁸²

During the first semester of the 1893-94 school year, an article printed in the November 11, 1893, edition of the college student newspaper, Pleiad, described the "Teacher's Normal Course"⁸³ and stated that "The President and committee on college courses have made quite extended preparations for the Teacher's Normal Course which will be begun next term."⁸⁴ The article concluded by listing the teaching assignments as follows:

⁸⁰The Yearbook of Albion College for 1893-94, op. cit., pp. 54-55.

⁸¹Ibid., pp. 78-79.

⁸²Willard S. Elsbree, "Teacher Education in the United States," The Education and Training of Teachers, The Yearbook of Education, 1963, ed. by George Z. F. Bereday and Joseph A. Lauwerys (New York: Harcourt, Brace & World, Inc., 1963), p. 181.

⁸³Pleiad (Albion), November 11, 1893, p. 2.

⁸⁴Ibid.

Prof. Smith Burnham will give a course of two hours a week in the winter term and two hours in the spring term in History of Education. Next term Miss Bancroft will give a course of two hours a week on--A Study of the English Schools. Mrs. Lovejoy, a course of one hour a week on--A Study of the German Schools. Prof. F. Lutz a course of one hour a week on--A Study of the French Schools. Prof. Goodrich a course of one hour a week on--How to teach the Greek Language. In the spring term Prof. C. E. Barr will give a course on--Observation and Nature work. This much has been outlined thus far. No doubt very many will avail themselves of the privileges of this course.⁸⁵

Not one of the assigned faculty members was listed as an instructor or professor of pedagogy in the 1893-94 college yearbook.⁸⁶ However, this situation apparently was not an unusual one during the 1890's. Elsbree makes the following observation:

Educators at the turn of the century were pointing out the desirability of combining instruction in methods with instruction in subject-matter and emphasizing the need for integration of the two.⁸⁷

Albion College offered special courses of instruction "designed with particular reference to the preparation of teachers . . ."⁸⁸ during a college-sponsored summer school from July 9, 1894 to August 10, 1894.⁸⁹

⁸⁵Ibid.

⁸⁶The Yearbook of Albion College for 1893-94, op. cit., pp. 8-9.

⁸⁷Elsbree, op. cit., p. 183.

⁸⁸Albion College Summer School, 1894 (Albion: Albion College, 1894), p. 3.

⁸⁹Ibid., p. 1.

The 1894 summer school faculty members were listed in the following manner:

FACULTY

DELOS FALL, M.S.,
Professor Chemistry, Albion College.

W. C. HULL, Ph.B., Pd.B.,
Superintendent Public Schools of Albion.

CHAS. E. BARR, A.M.,
Professor Astronomy and Biology, Albion College.

ROBERT S. AVANN, A.M., Ph.D.,
Professor Latin, Albion College.

SMITH BURNHAM, Ph.B.,
Instructor in History, Albion College.

CHAS. L. McCLELLAN,
Instructor in Arithmetic and Principal Commercial
School, Albion College.

JENNIE A. WORTHINGTON,
Instructor in Piano and Harmony, Albion College.
Instructor in Music, Public Schools of Albion.

LENA B. FORD,
Primary Work, Albion Public Schools.

MRS. EVA B. STEEL,
Instructor Shorthand and Typewriting, Albion College.

EMILE DURFEE, ⁹⁰
Albion College.

A number of the special courses offered during the summer school session of 1894 were of a pedagogical nature as the following course descriptions indicate:

BOTANY--Professor Barr.

A course in Botany will be offered of such nature as to suggest approved methods to teachers. The more technical points in the science will be

⁹⁰Ibid., p. 3.

lightly touched on, while the more comprehensive and more significant facts in plant structure and plant growth will be made of special prominence. These facts, according to the experience of the instructor in charge, may be made of absorbing interest to pupils of all ages and from the lowest grades to the highest. It will be taught by a method such as will enable those that take the course to introduce it into any grade of the public school work.⁹¹

HISTORY OF EDUCATION--Mr. Burnham.

In this course the aim will be to trace the development of educational theories since the Renaissance. Quick's Educational Reformers will be used as a text, supplemented by lectures and readings. Attention will be given to the reading of educational classics.⁹²

BOOK-KEEPING--Mr. McClellan.

A course of instruction in Book-keeping especially adapted to teaching it in the public schools has been arranged for those who may desire to secure a better knowledge of it for that purpose. Book-keeping is included in the curriculum of many public schools in Michigan, and the public school teacher is generally expected to be able to teach it. The course planned for our Summer School will prepare one to teach it satisfactorily in the public schools. Work will be arranged to accommodate anyone who may desire information in Book-keeping, either elementary or advanced.⁹³

FREEHAND DRAWING--Mr. McClellan.

The course in Freehand Drawing will be designed to accommodate all who desire to better fit themselves to teach it in the public schools, especially in the lower grades. The work will not only be of special advantage to teachers but anyone taking it will be benefited.⁹⁴

⁹¹Ibid., pp. 8-9.

⁹²Ibid., p. 10.

⁹³Ibid.

⁹⁴Ibid.

PSYCHOLOGY APPLIED TO TEACHING--Superintendent Hull.

A course in advanced work for teachers of experience and those who have a knowledge of the elements of mental science from study or observation. Discussions of empirical psychology afforded by school work. Text book--McLellan's Applied Psychology.⁹⁵

MUSIC.

The work of the Music Department is designed especially to assist those teachers who are not musicians, but yet are obliged to teach music in the public schools; and also to give others who have already made some study of the subject an opportunity to review and do more advanced work.

CHORUS WORK--Miss Worthington.

The Chorus work will be a practical exposition of the best methods of conducting large classes of pupils. Tempos, quality of tone, attack, and other elements which enter into chorus work will be considered. A high grade of music will be used, and it is hoped to make this one of the most enjoyable features of the Summer School. The fee will be \$1.00 for the term.

HARMONY--Miss Worthington.

This subject will be taught from the practical as well as theoretical standpoint. The work will be especially helpful to public school teachers. The study will include intervals, triads, fourfold chords, their definitions, analysis and treatment. The intervals will be sung, introduced into exercises and recognized by ear. The same with triads and seventh cords.[sic]

PIANO AND VOICE--Miss Worthington

The lessons in these branches will be private and arrangements can be made for as many lessons as desired. The latest and most approved methods will be used. This will be an excellent opportunity for teachers to do some work along these lines while attending the Summer School. Special rates will be made upon consultation.⁹⁶

⁹⁵ Ibid., p. 8.

⁹⁶ Ibid., p. 13.

In addition to the special courses for teachers listed above, the 1894 summer school brochure listed the following course:

REVIEW COURSE.

There is nowhere a more practicable course offered for progressive teachers, and there could not be a more favorable opportunity for students to remove conditions or make up a few hours' work.

Superintendent Hull--	Mr. Burnham--
Theory and Art of	U. S. History,
Teaching	Civil Government.
Grammar and Reading.	
Professor Barr--	Mr. McClellan--
Physiology,	Arithmetic,
Geography.	Penm'ship and Orthog'phy.
Miss Worthington--	Miss Ford--
Public School Music.	Kindergarten and
	Primary Work.

The Kindergarten and Primary Classes will be organized to exemplify the theory of the natural method in education as given in the lectures by the various instructors. The teachers will also be taught the handling of the Froebel gifts. The instructor is a very superior Primary and Kindergarten teacher, and the spirit and technique of her work will be extremely helpful to all who enter these classes.⁹⁷

Other courses offered during the 1894 summer school session included: algebra, chemistry, English and American literature, geometry, German, general history, Greek, Latin, physics, and United States history.⁹⁸

Another section of the summer school brochure contained information on 1894 rates of tuition, board, and lodging:

⁹⁷Ibid., p. 4.

⁹⁸Ibid., pp. 7-10, 13-15.

RATES OF TUITION

There will be a charge of \$8.00 for the term (or \$2.00 per week for less time), for work in the Review Course. This admits the student to any of the classes in which he desires to take work in this course.

In the Special Courses, classes will be formed in the various studies offered, providing there are five or more persons to take work in the same study. Tuition, \$4.00 per term, for each study, except where otherwise specified.

If a person desires to spend most of his time in special courses, taking only one study in the review course, a reduction will be made in the regular charge for the Review Course.

BOARD AND LODGING.

Good board can be obtained in club or private families for \$2.25 to \$2.50 per week.

Pleasantly located and nicely furnished rooms with private families may be had for 50¢ to 75¢ per week, each, (two persons to occupy one room at these rates.)

On arrival in Albion come at once to the Secretary's office in the South Building of Albion College, where dues may be paid, and any desired information regarding rooms, board, etc., will be given.

To secure rooms in advance or for any information relative to the work of the school that is not contained in this circular, address as below, and the same will be cheerfully given.

W. C. Hull, Albion, Mich.⁹⁹

The college catalogues indicated no change in the normal course from 1894-1899. However, the following additional statement of explanation was carried in the 1895-1896 college yearbook:

⁹⁹Ibid., p. 16.

While only 16 1/2 hours are designated as Normal work, this follows, and must depend upon, studies which are vital to the scholarship of the teacher. These Normal branches relate mostly to methods of teaching and only in a subordinate degree to subjects or principles taught. Applied Psychology is Normal, but not less than five hours of General Psychology, which is not Normal, must have been thoroughly studied. The two hours of English relate to the method of teaching the English language, but this is preceded by nearly sixty hours of English, most of which the candidate for a Teacher's Certificate must have mastered. Indeed the great body of required study is entirely outside of these 16 1/2 hours, some of which are taught in all Normal schools, but are usually not pursued to as great an extent as in our best colleges. We aim, as far as time will permit, at perfection in scholarship and in methods of teaching.¹⁰⁰

Although a "Teachers' Course" was established during the 1877-78 academic year¹⁰¹ and a "Normal Course" became a part of the college curriculum during the 1893-94 academic year,¹⁰² it was not until the academic year of 1899-1900 that a member of the Albion College faculty was designated as a "Professor of Pedagogy." During the first semester of the 1899-1900 school year, a news item in the Pleiad contained the following account:

PROFESSOR W. H. BLOUNT.

Professor Blount, who has been elected to the chair of pedagogy is a native of Irvington, Ind. He received his early education in the public schools of that place. At the age of fourteen he

¹⁰⁰The Yearbook of Albion College for 1895-1896
(Albion: Albion College, 1896), p. 49.

¹⁰¹Catalogue of Albion College for 1877-78, op. cit.,
p. 22.

¹⁰²The Yearbook of Albion College for 1893-94, op. cit., pp. 54-55.

entered Butler college, the department of liberal arts of Indianapolis University. He completed the seven year course in five and took his degree in 1897, as valedictorian of his class. The following year he took the degree of A.M., pursuing the subject of pedagogy. Last year was spent in professional study.

Professor Blount is interested in athletics. For two years he was president of the Advisory Board of Athletic Control at Butler. He played as end on the 'varsity at various times. Last Saturday he received an offer from his alma mater of the position of physical director. Of course he refused. He is in sympathy with the work on the gridiron.¹⁰³

Without any statement of an explanatory nature, the "Normal Course" became the "Department of Pedagogy" during the 1899-1900 school year. The 1899-1900 college yearbook contained the following listing of faculty members and course descriptions of the new department's offerings:

DEPARTMENT OF PEDAGOGY.

W. M. BLOUNT, A.M., Professor of Pedagogy.
DELOS FALL, Sc.D., Methods in Science.
CHAS. E. BARR, A.M., Nature Study.

The course in this department has been approved by the State Board of Education, and students completing it are entitled to the College Teachers' State Certificate provided for by the Act of 1893.

History of Pedagogy. Fall term. Four hours. Reading of the educational classics and study of the actual conditions from ancient to modern times. Emphasis is laid upon the development of the educational ideal, and the contributions and influence of various periods, countries and men are discussed. The course consists of lectures and reports, and as text-books, Laurie,

¹⁰³Pleiad (Albion), September 27, 1899, p. 13.

Painter and Compayre are used. In addition a critical discussion, necessitating at least thirty hours of research work, is required of each student.

Applied Psychology. Fall term. Four hours. An attempt to evolve important educational principles from the study of Psychology. The special problems will be the excitement and maintenance of interest, and the adaptation of subject matter to mind, etc. The course consists of lectures and reports, and as text-books, McClellan and Roark are used. An original paper upon topics to be assigned will be required of each student in the class.

Comparison of American and Foreign School Systems. Two hours. Winter term. The comparative feature is emphasized in this work. No attempt is made to treat the countries studied in an absolute way, but continual effort is used to draw such comparisons that the weak points in our domestic system may be made apparent, and that possible remedies may be discovered. The systems of Germany, France and England offer the best fields and occupy the major portion of the work, but by means of reports the student is familiarized with the systems of all the important countries of the world. No one text-book is used, but constant reference is made to the Library. Lectures and reports.

School Management. Two hours. Winter term. This course will include a hasty survey of School Law, but will be mainly concerned with the care of the school room. Special attention will be given to those preparing to be superintendents. Lectures will be based upon White and Tomkins.

Special Methods, in branches to be decided upon. Four hours Winter term, two hours Spring term. This work includes the Objective, Subjective and Pedagogical Methods in each subject, a discussion of devices and a teacher's review. The work is made thoroughly practical by practice work and observation in the city schools.

Child Psychology. A treatment of Child Development, laying particular emphasis upon the period of adolescence and its bearing upon education. Tracy's Psychology of Childhood will be used in the earlier part of the work, which will be continued by lectures. Some periodical upon the subject will be subscribed for, and an effort will be made to give a scientific and thorough

knowledge of this phase of Psychology, which is so essential for intelligent management of the youth.

Nature Study. One hour. Spring term. A brief course in methods and principles.¹⁰⁴

Professor Blount's tenure as Professor of Pedagogy was short-lived; he was not listed among Albion College faculty members for the 1900-1901 academic year. It appears that Professor Blount has the distinction of having been not only the first, but also, the only Professor of Pedagogy at Albion College. An examination of the college catalogues and yearbooks from 1843 to 1970 reveals the fact that no other staff member was appointed to the faculty as a professor of pedagogy.

From 1900 to 1904, the college yearbooks carried course descriptions identical to the Department of Pedagogy course descriptions given in the 1899-1900 yearbook. However, no staff members were listed for the department and the faculty did not include a professor of pedagogy. The various pedagogy or normal courses were offered in connection with work in the various departments of the college as they had been since the establishment of the Teachers' Course in 1877.¹⁰⁵

¹⁰⁴ The Yearbook of Albion College for 1899-1900
(Albion: Albion College, 1900), pp. 57-58.

¹⁰⁵ Catalogue of Albion College for 1877-78, op. cit.,
p. 22.

From June 17th to July 15th, 1904, Albion College conducted a summer school.¹⁰⁶ In addition to English, French, German, Greek, Latin, history, economics, chemistry, physics, mathematics, and astronomy, the summer school's courses of instruction included several normal courses.¹⁰⁷ Ernest Burnham, A.M., was the "Instructor in Normal Work."¹⁰⁸

From 1904 to 1919, the various normal courses were offered in connection with work in the different departments of the college. The following statement from the 1909-10 college yearbook was repeated in successive yearbooks from 1910-1919:

The various Normal Courses are offered in connection with work in the different departments of the institution. Applied Psychology [sic], History of Education and School Law are required of all candidates for the Teacher's College Certificate. The remainder of the work candidates should elect, as far as possible, from the departments in which they expect to teach.¹⁰⁹

During the period from 1909 to 1919, students were informed that normal course work was restricted to juniors and seniors.¹¹⁰ Also, students were advised to adjust their college work so that the normal courses could be distributed over the last two years of their undergraduate work.¹¹¹

¹⁰⁶Albion College Summer School--1904 (Albion: Albion College, 1904), p. 2.

¹⁰⁷Ibid., pp. 2-5.

¹⁰⁸Ibid., p. 1.

¹⁰⁹Yearbook of Albion College for 1909-1910 (Albion: Albion College, 1910), p. 52.

¹¹⁰Ibid., p. 51.

¹¹¹Ibid.

Offering normal course work in connection with work in the different departments of the college during the junior and senior years appears to have been the practice of the period as Elsbree notes that "Educators at the turn of the century were pointing out the desirability of combining instruction in methods with instruction in subject-matter and emphasizing the need for integration of the two. It was urged that while a student was learning his mathematics he should also be learning how to teach it to others."¹¹² Also, among the joint recommendations of the Committee of Seventeen of the Department of Secondary Education of the National Education Association in 1907 was a proposal calling "for not less than fifteen semester hours of time to be devoted to professional subjects distributed through the last two years of the college course."¹¹³

Although departmental requirements varied somewhat, the following course descriptions are representative of normal course offerings during the period from 1910 to 1919 at Albion College:

NORMAL WORK IN GERMAN.

In order that every prospective teacher of German may have the opportunity to train professionally before going out into the active work of teaching, it has been decided to add this feature to the German Department.

¹¹²Elsbree, op. cit., p. 183.

¹¹³Ibid., p. 182.

Every student, desiring to avail himself of this opportunity, is expected to take regular work in German while engaged in the Normal work. The Normal Course is intended to cover the Junior and Senior years of the college course.

First Year.

First and second semesters. Methods in German. Credit three hours.

Second Semester.--History of Modern Language Teaching. Elements of Phonetics. Analytical-inductive method of teaching German Grammar. What and how to select for a reading course in German. Credit two hours.

During the entire year the student is required to attend beginning language classes as observer.

Second year.

First and second semesters. Methods in German. The student is expected to attend the beginning class in German, assist in looking over and correcting written work as well as work on the black-board for the purpose of personal preparation and teach a class of pupils of high school strength in the afternoon in the presence of the instructor. Discussion and criticism once a week. Credit two hours.¹¹⁴

CHEMISTRY

Course XV.--Normal Chemistry. Two hours each semester.

Students expecting to teach chemistry will be given work in practice teaching, chemical manipulation and the care and management of a laboratory.¹¹⁵

BIOLOGY

Course III.--Laboratory Methods and Microscopical Technique. Second semester, three hours. Three double hours in the laboratory, with lectures

¹¹⁴Yearbook of Albion College for 1910-1911 (Albion: Albion College, 1911), p. 27.

¹¹⁵Yearbook of Albion College for 1915-1916 (Albion: Albion College, 1916), p. 48.

or quizzes each week. This course is especially designed for those who expect to teach the natural sciences and to use the microscope in critical investigation. It applies on the Normal Course. It includes methods of killing, fixing and preserving, section cutting and mounting; the microscope and microscopical methods; the theory of microscopic vision; testing and proper use of instruments, with repair of same; field work; fauna and flora; general care of a laboratory. Those taking this as a normal course will be expected to give a certain amount of time to work with classes in the laboratories.¹¹⁶

As recorded in the above normal course descriptions, provisions were included for students expecting to teach to participate in practice teaching in the various classes and laboratories. It is interesting to note that "opportunity for observation and practice teaching with secondary pupils be given" was one of the joint recommendations of the Committee of Seventeen in 1907.¹¹⁷

As early as 1893, normal course students at Albion College were provided with opportunities to "visit public schools to study methods of teaching."¹¹⁸ The Department of Pedagogy's "Special Methods" course, in 1899, featured "practice work and observation in the city schools."¹¹⁹

¹¹⁶ Ibid., p. 49.

¹¹⁷ "Joint Recommendations of the Committee of Seventeen on the Professional Preparation of High School Teachers," Addresses and Proceedings (National Education Association, 1907), p. 537.

¹¹⁸ The Yearbook of Albion College for 1893-94, op. cit., p. 78.

¹¹⁹ The Yearbook of Albion College for 1899-1900, op. cit., p. 58.

However, it was not until 1919 that a course of "Apprenticeship Teaching" was introduced and established in the college's newly-developed Department of Education.¹²⁰

This course was made possible through the cooperation of the Albion (Michigan) High School. The student teacher was expected to assist a regular high school teacher in the classroom. Also, the student teacher was provided with an opportunity "for some regular teaching."¹²¹ At this time, opportunities for "Apprenticeship Teaching" were reserved for those Albion College students who were preparing to teach at the high school level.¹²²

It was in 1919 that the Pleiad carried the following announcement:

A new department has been created in Albion College--the Department of Education, of which Dr. E. L. Kuhnes is the head. Mr. Kuhnes was a graduate of Upper Iowa University in 1906. He received his doctors degree from the New York University School of Pedagogy in 1914. Dr. Kuhnes has had a wide experience in the educational field, in the public schools, as a County Teacher's Institute conductor and as a college professor. The new department promises to be a popular one.¹²³

Although Dr. Emery L. Kuhnes was identified in the above Pleiad article as "head" of the new Department of

¹²⁰ The Yearbook of Albion College for 1919-1920
(Albion: Albion College, 1920), p. 67.

¹²¹ Ibid.

¹²² Ibid.

¹²³ Pleiad (Albion), October 8, 1919, p. 1.

Education, officially, he was listed as "Professor of Education" in the 1919-1920 college yearbook.¹²⁴

Under the heading of "Education and Psychology," education courses were listed and described in the following manner in the 1919-1920 college yearbook:

EDUCATION AND PSYCHOLOGY

Course I.--Outlines of Psychology. First semester, four hours. Not open to Freshmen. An introduction to the systematic study of psychology, its structural and functional organization and its significance as a physical basis for a study of the more important facts of normal mental life--attention, perception, memory, reasoning, emotion, volition, etc. Tuesdays, Wednesdays, Thursdays and Fridays at 7:50 and 1:15.

Course I-A.--Laboratory Psychology. Second semester, four hours. Open to Juniors and Seniors or Sophomores who have completed Course I. This course includes individual and class experiments; the tabulation and analysis of psychological data; the keeping of a note book and the writing of a term paper in which shall be set forth an historical sketch, the procedure, results and conclusions regarding some psychological problem investigated experimentally. Tuesdays, Wednesdays, Thursdays and Fridays at 7:50.

Course II.--History of Secondary Education. Second semester, four hours. Open to Sophomores. A brief survey of secondary education is made, beginning with the Renaissance, as an introduction to a study of the development of the American high school. The American system is compared with the systems of England, France and Germany. Text: Brown, The Making of Our Middle Schools. Mondays, Tuesdays, Wednesdays and Thursdays at 1:15.

Course III.--Methods of Teaching in High School. First semester, four hours. Open to Juniors and Seniors. This is a general methods course and supplements the normal courses dealing

¹²⁴The Yearbook of Albion College for 1919-1920,
op. cit., p. 9.

with the teaching of special subjects in the high school. This course deals with the problems of classroom teaching. The following topics are treated: selection and arrangement of subject-matter, economy in classroom management, teaching foreign languages, training in expression, in enjoyment and in reflective thinking, individual differences, supervised study, the use of books, laboratory methods, questioning, measuring the results of teaching. Mondays, Tuesdays, Wednesdays and Thursdays at 2:10.

Course IV.--Psychology of the High School subjects. Second semester, four hours. Open to Juniors and Seniors. Prerequisite Course I. A review of the literature on adolescence. Special discussion of the mental processes involved in algebra, geometry and manual training. Mondays, Tuesdays, Wednesdays and Thursdays at 2:10.

Course V.--Science of Education. First semester, four hours. Open to Juniors and Seniors. A course dealing with general educational problems and scientific methods of solving these problems. Reports on observations in schools required of each member of the class. Text: Judd, Introduction to the Scientific [sic] Study of Education. Tuesdays, Wednesdays, Thursdays and Fridays at 8:45.

Course VI.--Principles of Education. Second semester, three hours. Open to Juniors and Seniors. Educational problems will be discussed from the standpoint of biology, psychology, sociology, ethics and of the physiology of the nervous system, including the following general topics: brain localization and its bearing on the educational problems, manual training and physical education; order of maturiay [sic] of the nervous system and its educational bearing, physical growth and its periodicity, perception, apperception, and sense training; ear-mindedness eye-mindedness and motor-mindedness; habit, play, educational ideals, the evolution of morality in the race and in the individual, principles of moral education, religious education, the reorganization of education, dominant ideas in current educational thought, etc. Tuesdays, Wednesdays and Thursdays at 8:45.

*Course VII.--Second Administration and Supervision. Second semester, four hours. Open to Juniors and Seniors. This course deals primarily and in a practical way with problems of

administration and supervision. The following general topics will be discussed: the organization of the elementary school, the junior high school, vocational schools and vocational guidance, the problem of Americanization, principles determining the course of study, how to make a course flexible, methods of supervision of instruction, how to inspire a corps of teachers, how to introduce new methods without antagonizing [sic], how to judge teaching, value of tests. Mondays, Tuesdays, Wednesdays and Thursdays at 2:10.

*Course VIII.--Educational Measurements. Second semester, four hours. Open to Juniors and Seniors. A study of the standard test movement in education, a brief historical perspective, principles underlying the demand for standards, an organization of the principal tests designed to measure the outcomes of specific studies in elementary and secondary curriculums, a critical discussion of the validity of tests, the use of standard tests to the administrator and to the teacher. Mondays, Tuesdays, Wednesdays and Thursdays at 2:10.

Course IX.--Observation and Practice in Mathematics. Two hours per week throughout the year. Hours to be arranged.

Course X.--Apprenticeship Teaching. Through the cooperation of the Albion High School this course has been made possible. The work consists in assisting daily one of the regular high school teachers in the regular classroom. The duties of an apprentice shall be to keep records, criticize written work, prepare blackboard work, conduct written lessons, coach backward pupils, and do anything that belongs to classroom management. An opportunity will be given for some regular teaching. Open to Seniors. Hours to be arranged.¹²⁵

*Not given in 1920-1921.

With the exception of the course listed above as "Course IX--Observation and Practice in Mathematics," the departmental course offerings remained the same during the 1920-1921 school year.¹²⁶

¹²⁵Ibid., pp. 65-67.

¹²⁶Albion College Year Book 1920-1921 (Albion: Albion College, 1921), pp. 59-61.

Three additional course offerings were made available to education and psychology students during the 1921-1922 school year. The following courses were listed in addition to the courses offered by the department during the 1920-1921 school year:

3. ADVANCED PSYCHOLOGY.

Second semester, three hours. A continuation of course I with special references to the more complex mental states. The time will be about equally divided between the study of the emotions, volitions, and rational thought. Mondays, Wednesdays, Fridays at 1:15.¹²⁷

4. EDUCATIONAL PSYCHOLOGY.

Two hours, first semester. The aspects of psychology that possess educational significance will be treated. Emphasis on instinctive tendencies, the learning process, and individual differences. Lectures, assigned readings, reports, and discussions.

Open to Juniors and Seniors. Tuesdays and Thursdays at 10:15.¹²⁸

12. MENTAL MEASUREMENTS.

Second semester, two hours. A study of the standard mental tests, including a historical perspective. Practice in giving the tests, and statistical treatment, and interpretation of psychological data.

Open to Juniors and Seniors. Tuesdays and Thursdays at 10:15.¹²⁹

The departmental course offerings remained the same for the 1922-1923 school year with the exception of an additional course in individual mental testing which was described in the following manner:

¹²⁷ Catalogue of Albion College for 1921-1922 (Albion: Albion College, 1922), p. 50.

¹²⁸ Ibid., pp. 50-51.

¹²⁹ Ibid., p. 52.

14. INDIVIDUAL MENTAL TESTING.

Two hours, second semester. This course aims to familiarize the student with the technique of the Stanford-Binet test. Opportunity for practice in testing children will be provided and attention given to the use of these tests in connection with the problems of grading and promoting.

Open to Juniors and Seniors. Tuesdays and Thursdays at 10:15.¹³⁰

Although the departmental course offerings increased in number and scope under the guidance of Professor Kuhnes, there was no indication of an appreciable reduction in normal methods courses in the various other departments of the college. During the 1922-1923 school year, the following departments offered departmental courses in teaching methods: biology, English, history, home economics, Latin, mathematics, modern languages, physics, and public speaking.¹³¹

Professor Kuhnes remained at Albion College for a period of four years, 1919-1923. His successor was Professor Thomas Milton Carter who joined the Albion faculty in September of 1923. The following announcement of Professor Carter's appointment was noted in the Pleiad.

Ten new faculty members including two heads of departments, seven instructors and the new business secretary of the college have started their work at Ablion College.

To fill the place left vacant by the resignation of Prof. Emery L. Kuhnes as head of the department of Education and Psychology, Prof. Thomas M. Carter comes to Albion with the degree

¹³⁰ Catalogue of Albion College for 1922-1923
(Albion: Albion College, 1923), p. 59.

¹³¹ Ibid., p. 58.

of Doctor of Philosophy which he recently received from the University of Chicago. Previous to this Professor Carter had studied at Illinois Wesleyan University where he received his degree of Bachelor of Arts. At Northwestern University he was given his Master of Arts degree, as well as having received the degree of Doctor of Divinity from Garrett Biblical Institute.

In recognition of his ability in the department of Education at the University of Chicago, Professor Carter was provided with an office where he has been carrying on research work. He has had experience as a chautauqua lecturer and several years as the pastor of churches in Chicago and other parts of the state of Illinois. For one year of the World War he was an army chaplain.

A native of Kentucky, Professor Carter spent his early years in the southern state where he received his primary education. With Professor Carter is Mrs. Carter, the daughter of a prominent Illinois Methodist layman who was a member of the last General Conference.¹³²

Noting the Albion arrival of Thomas Milton Carter marks the conclusion of this chapter. It has been the purpose of this chapter to trace the early history of Albion College and the early development of the college's department of education.

¹³²Pleiad (Albion), September 27, 1923, p. 1.

CHAPTER II

DR. THOMAS MILTON CARTER, CHAIRMAN OF THE EDUCATION DEPARTMENT, ALBION COLLEGE, 1923 TO 1962

The history of the education department of Albion College is inextricably linked with the life of the man who guided its destiny for a period of thirty-nine years, Thomas Milton Carter. Presently in his eighty-second year, Dr. Thomas Milton Carter, Professor Emeritus, in residence, of Education and Psychology, served as chairman of the Education and Psychology Department of Albion College from 1923 to 1962.

The son of a Kentucky sharecropper, Tom Carter was a school dropout at the age of twelve. Returning to school when he was nineteen, Carter finished his academy work in 1910. He received his A.B. degree from Illinois Wesleyan College in 1914; completed the degree requirements for the S.T.B. at the Garrett School of Theology in 1917; received his M.A. degree from Northwestern University in 1921; and completed requirements for his fourth earned degree, a Ph.D., at the University of Chicago in 1923.

Carter has experienced a colorful life of varied experiences. He has played a variety of roles. Son of a

sharecropper, he has been a hired farm hand, a school dropout, a penniless college student working his way through school, a house-to-house book salesman, a shoe salesman, a small-town Methodist minister, a chautauqua lecturer, assistant to the president of Hamline University, an army chaplain in an active and reserve military career that embraced thirty years and two world wars, full professor of education and psychology, author of fifty-four published professional articles reflecting his varied interests and knowledge, and chairman of Albion College's department of education and psychology for a period of thirty-nine years. Carter is listed in Who's Who in America, American Men of Science, Who's Who in American Education, and in The Michigan Schoolmasters' Club. In addition to being active in various professional organizations, he has given freely of his time and talents to various church, civic, and fraternal organizations of his adopted hometown of Albion, Michigan.

It is the purpose of this chapter to trace the life of Thomas Milton Carter from birth to age thirty-five at which time he joined the Albion College faculty as a full professor of education and psychology and chairman of the education and psychology department. The contents of this chapter stem principally from information provided by Carter during personal interviews. Many hours were spent with him during which periods of time, he discussed his

life in great detail and answered questions. Graciously, he gave freely of his time and personal information.

Early Years

Thomas Milton Carter was born February 29, 1888, near Chaplin, Kentucky. There is some question in his mind as to the exact location of his birthplace. His father, Ambrose, stated that Tom was born near a little place called Maud which is located in Nelson County, not far from the county seat, Bardstown. Tom's aunt, Kate Cooksey, his father's oldest sister, claimed to the day of her death that Tom was born in Washington County in a log house on the Burns' Bend of the Chaplin River. Although the exact location of his birthplace is unknown, Carter has assumed that his father was right. Tom was the third son of Ambrose and Susan (Burns) Carter. Their first son, Joseph, died in infancy.

When Tom and Hudia, his oldest brother, were quite young, their parents sold the small amount of land which they owned on the Chaplin River and moved to Illinois where Ambrose Carter planned to rent land and cultivate it. Ambrose soon discovered that he lacked sufficient funds to purchase the necessary livestock and equipment to stock and run a farm that could produce a living for his family and him. The only alternative available to him was to accept the offer of employment as a hired hand by a

farmer who owned farm land near Dalton, Illinois. Tom's brother, James, was born while the Ambrose Carter family resided in Illinois.

Returning to Kentucky, shortly after James' birth, the Carter family resided in a log house on the John Burns' farm located on the Burns' Bend of the Chaplin River in Washington County. Ambrose worked for John Burns as a hired hand. During this period, Ambrose was able to rent some land upon which he could plant tobacco. Although he and his sons worked hard, Ambrose was unable to achieve any degree of success in his farming.

Early Years of Schooling

The first schools Tom attended were the Prather and Burns Schools in Washington County, Kentucky. The Burns School supplanted the Prather School because a new building was needed and the Burns School location was a more central one for the school-age members of the community. Tom's recollections of his Washington County school days are limited; he felt intimidated by the teasing attitude of his teacher; and, as the result of being knocked down on the hard playground, he was unconscious for some time. That night, he was delirious. He did not go to school the next day and was not completely oriented as to time and place of previous events for a period of several days.

The school district of Chaplin, Kentucky, served all the children in Chaplin and surrounding area within a five-mile radius. If all the eligible children had shown up on any one day, they would have more than filled the one-room school. The school was always adequate in size, however, because many parents elected not to send their children to school. Chaplin School teachers were hired "to make the kids behave." Each teacher who accepted this mandate set about to accomplish it with vigor. Carter recalls that when he first attended the Chaplin School he had hoped to find a teacher superior to the one he had encountered during his Washington County schooling. For several years, after Tom began to attend Chaplin School, no teacher completed a full year of teaching in Chaplin. Viewing those first years at the Chaplin School, Carter says, "If Father had said we boys could not attend school any longer, but instead would have to stay home and work, we would have received his statement with pleasure rather than disappointment." The school situation was chaotic and student behavior became worse rather than better.

More regrettable than the students' behavior was the attitude of many parents. Parents were amused at the ability of the pupils to outwit the teacher and proud of their sons who were able to endure severe punishment without a tear or whimper. Their attitudes demonstrated a lack of respect for law and order. Similar attitudes were

reflected in the fierce fighting which took place in the Chaplin School. Teachers were unable to cope with the situation. A pupil, no matter how badly beaten, would not reveal his assailant. Instead, he would organize a group to retaliate in kind. School morale was low because the parents and other citizens projected a negative attitude toward education. The school authorities provided the teacher with very few materials and these were of extremely poor quality.

This was the situation in Chaplin, Kentucky, on a fall day when Miss Nan Huston became the new teacher of Chaplin School. She was young, attractive, and had a winsome voice and manner. Although she radiated poise and self-control, no one expected her to remain at the Chaplin School very long. She opened school the first day with a prayer. The pupils had been prayed for and at before but not the way Miss Huston prayed. She asked them to join her in thought while she talked to God about her desire to help them. Recalling this experience, Carter says, "Her prayers seemed different. She appeared to be really praying, not just reciting words. When she prayed she talked in an earnest and friendly manner with the apparent assurance that her petition would be realized." Miss Huston never said a prayer merely as a part of the opening exercises nor did she pray every day.

As the days passed, the pupils became less and less prone to make trouble for Miss Huston. Student behavior improved. If a pupil misbehaved, Miss Huston did not get excited or angry. She did not scold or whip him or even threaten to do so. Instead she asked him to come and sit beside her "while we talk over our problem." She spoke in a calm voice, but with sufficient volume to be heard by the other pupils if they wished to listen. After hearing a few of her conversations with misbehaving students, the pupils listened carefully because what she said was so different from what they had ever heard from a teacher before.

She said people often make mistakes and fail to live up to what their better selves tell them. When that occurs a person should not be discouraged, but struggle harder to do the right thing next time. She would tell an errant student that she was disappointed and displeased with his conduct but not displeased with him as a person. She would tell him that she had great confidence that he could and would do better. "And," Carter recalls, "before long we were doing better, not only in our relations with ourselves and the teacher but also in our efforts to learn."

Miss Huston was in love with the world in which she lived. She loved sunrise, sunshine, and sunset. She liked to hear the thunder roll and would put on rain garb

and stand in the rain to catch the beauty of lightning flashes. She saw lessons in flowers, sticks, stones, and weeds. Animal life of every kind fascinated her. But her greatest asset was her unquenchable faith in her pupils. This she manifested continually and in many, many ways. To her pupils, Miss Huston stressed the importance of always doing their best, of maintaining high ideals and standards of conduct. Carter states, "She made us feel a strong dislike for cheap and tawdry things and to experience the satisfaction that comes from valuing the better things of life."

Although she was an excellent teacher, the needs of the younger and less capable students were more than one person could meet. Gradually, Miss Huston enlisted and trained a number of the older students to aid her in presenting material and providing the drill required by the younger pupils. The older pupils not only provided guidance and drill for the younger pupils, they also relearned what they had not mastered previously. She taught her students that through reading they could enter into other worlds of thought. She tried to help them develop the habit of thinking and meditating about their previous experiences. Recalling her encouragement to think, Carter says, "This, I think, was one of the most important things I learned from Miss Huston. It is amazing how people seem

to fear being alone with their own minds. She taught us the pleasures of silent thought and meditation."

At the end of the first year of schooling under Miss Huston's tutelage, many of her students had developed a thirst for knowledge and a desire to learn. Tom Carter was one of them. In earlier years, by his own admission, he had disliked attending school and would have quit with pleasure if his parents had suggested his withdrawing from school. However, after experiencing the pleasures of learning under the guidance of Miss Huston, he was anxious to continue his education. Carter says,

I was learning and loved it. By working hard and with the aid of Miss Huston and others, I was beginning to overcome some of my poor educational background which was the result of, in part at least, my irregular attendance at school. Each day was too short and I looked forward to the next school day with eagerness.

Carter Gets Religion

Early in the year in which Miss Huston came to Chaplin, a revival meeting was held at the local church. In Chaplin, such revivals were held once or twice each year. The Carter boys were expected to attend the nightly revival meetings. After a hard day's work in the fresh air, Tom and his brothers usually slept through most of each service, much to the embarrassment of their parents. However, one night, Tom was determined to stay awake and listen to the message. That night when the altar call was

given, Stella Houtchens, a recent convert who was a friend of Tom's and who was about his age, came to Tom and asked him if he wanted to become a Christian. He told her he did not know. She told him how wonderful it was to be a Christian and although he was impressed by her words, he told her he thought it would be impossible for him to become a Christian and continue to associate with the gang of boys he went around with at school. She promised to help him and he went to the altar with her. Stella knelt beside Tom at the altar, put her arm around his shoulder, and prayed for him. Suddenly Tom became aware of what to him was a very pleasing experience.

Later, this sense of pleasure turned to one of doubt as Tom wondered if he had been tricked by her winsomeness into doing something that was foolish for him to try to do. The next day, his gang teased him a great deal, saying he looked like a warty toad beside a beautiful red bird. He took the teasing in stride and said nothing. Several days later, his mother told him she wanted very much for him to be a Christian and hoped he would become a minister. Again, Tom listened but made no reply. For a number of days, Tom refused to return to the altar nor would he talk to anyone about the reason he would not return. The Carter's pastor, the Reverend W. S. Maxwell, and Stella tried to talk with Tom; he refused to listen to them and would not answer any of their questions.

Several days passed and, without any encouragement from anyone, Tom went to the altar one night and earnestly prayed. Upon completing his prayer, he arose and told the congregation he believed God had forgiven his sins and he was going to try to be a Christian. On his way out of the church, Stella stopped him and said she would help him. Mr. Maxwell, Tom's parents, and several friends and neighbors spoke to Tom in an encouraging fashion, offering him their help and support. With this kind of encouragement, Tom felt that he was prepared to face the taunts of the members of his gang.

Tom had expected the going would be rough when he encountered his gang the following day. When he arrived at school, his gang was waiting for him. They surrounded him and one said, "I hear you 'got religion' last night." A second said, "Yes, I was in church when he got it." Another said, "Now, tell us how it feels to have religion. Are you different today than you were yesterday?" A fourth boy asked, "Are you washed in the blood of the lamb?" At this, several of the boys unbuttoned Tom's shirt to see how one would look after being so washed. Looking back, Carter reflects,

Although they were somewhat cruel in their approach, their questions stemmed from a sense of curiosity. They were young realists and they wanted to find out what some of the religious statements which they had heard really meant. Here was their chance and they wanted to make the most of it.

Tom's tormentors subjected him to further harassment. Time after time, he lay awake at night wondering how long he would be able to endure the mental anguish which he was experiencing. Several times he was tempted to tell his tormentors that he was not a Christian and that he would knock anyone's block off who said that he was a Christian. However, the thought that Miss Huston and Stella would soon learn of his words and actions dissuaded him from his intent and encouraged him to continue his sincere efforts to follow the tenets of the Christian creed.

Suddenly, for no apparent reason, conditions changed. Two of the most vicious fighters in the Chaplin School informed the other gang members that any person who teased Carter would receive a sound thrashing from one or both of them. Carter can give no reason for this change of heart. He says, "It could have been that Bob Wood and Clyde Shields were just looking for a new excuse to fight. They loved to fight and woe to anyone who provoked them." As the result of this development, the world looked brighter to Tom. He was not molested any more by any of his companions.

Tom was sorry to see school close that year. He wanted to continue his education. He, also, wished to keep on trying to be a Christian. He knew he would miss the encouragement of Stella and Miss Huston and wondered

if he would lose some of his enthusiasm for both education and religion during the summer months. Fortunately for Tom, Mr. Maxwell gave him additional attention during the summer months. He often took Tom with him when he went to preach in the Mount Zion Church. Mr. Maxwell told Tom that he liked to have Tom accompany him so that Tom could drive while he did a little resting and thinking. Remembering those rides, Carter says, "As I look back upon those Sunday afternoons with him, I realize what he was attempting to do. We talked enough to prevent his resting much or thinking about the sermon he was soon to preach." At any rate, the idea of becoming a minister was growing in Carter's mind. Tom was looking forward to school and getting a good education.

Days, Months, and Years of Discouragement

It was near the end of the summer and Tom was looking forward to the beginning of the new school year when his father called Tom and his brothers together to tell them they would have to quit school. Ambrose Carter had bought a farm and needed his sons' full time help to do the farm work. Only one year earlier Tom would have received his father's words with pleasure, but his attitude toward school and what it represented had changed. To Tom, no day at school seemed long enough and he looked forward to the next one with eagerness and anticipation. Now all that

he had dreamed about and hoped for seemed to disappear into a dark and forbidding cloud. His father's statement seemed like a prison sentence for life. Education and Christianity had, in Tom's thinking, become tied together and he wondered how one of his hopes could be realized without the other.

There was one bright spot in the dark cloud that Tom felt had encompassed him. Working to pay for a farm that would provide a home for their parents in their old age and a place to which he and his brothers could return in later life provided them with a goal worthy of serious consideration. With this goal in mind, Carter did not find life on the farm unpleasant in itself. He was eager to move forward as rapidly as possible toward paying for the farm and was disturbed when everyone was not working. He was anxious to get the farm paid for so that he could be excused from family responsibilities and resume his quest for further education.

Several developments troubled Tom. As soon as they purchased the farm, Carter's parents decided a new house was needed. The old one was a dilapidated log structure with a couple of lean-tos. The new house was a modest one, but it added considerably to the Carter's indebtedness. A new well and other conveniences had to be added; the new house was in a different location. The farm fences were in a poor state of repair; it was

necessary to buy new fencing materials. These additional expenditures bothered Tom, even though he appreciated having them, for he was aware that the extra expenses would prolong the time when he could return to school.

Carter, also, was troubled because his father spent so much time away from the farm, leaving much of the farm's management and operation to his boys. Ambrose told his family it was necessary for him to spend prolonged periods of time away from home selling books and patent medicines in order to earn sufficient money to pay expenses between crops. However, he seldom earned little more than his traveling expenses while away because much of his time was spent in attending revival meetings. He became known as one who was quite useful in contributing to the success of various revivals, a distinction he seemed to enjoy.

Tom, also, was disturbed because his father spent so much time trying to find people who would lend him money. Spending much time, Ambrose would search for prospective moneylenders. Many times, for security, he would use his churchmanship. While Tom did not doubt his father's honesty, he did question his father's judgment in business matters and farm management. Unfortunately for the Carter family, Tom was right in questioning his father's ability to manage the family's financial affairs. One day, Ambrose explained that their debts far exceeded the value

of the farm and that the farm, equipment, grain, and livestock would have to be sold at a public auction. After the auction, the Carter family lived in a tenant house on the Preston Neel farm near Shaker Town, Kentucky. Mr. Neel employed Ambrose and his four sons to till the largest tobacco crop that had ever been grown in that area. When this crop was sold, Ambrose decided to move his family to Illinois. Uncle Tom Burns who was unmarried and made his home with the Carter family decided to go with them. Preparations were completed to make the move.

Just before it was time to leave for their new home in Illinois, Tom went to his father and asked him to relieve Tom from further family responsibilities. Tom explained to his father that he wished to continue his education. Ambrose Carter stated that he could not afford to send Tom to school any more. Tom told his father that he was not asking for any help of a financial nature. He assured his father that he would find some way to do what he felt he must do. With this kind of assurance, Ambrose granted his son's request.

Fortunately for Tom, Miss Huston was taking a leave of absence from teaching in the public school that year. During this period, she was tutoring a number of her former students in her home. She agreed to tutor Tom. Carter was older than any other pupil attending Miss Huston's private tutorial school. Also, as he recalls,

he was less advanced educationally than the other students were. However, it was not an embarrassing situation for him as each pupil was tutored privately.

When Ambrose Carter reached Illinois, he found a house in a little village called Brunswick. He did not have capital enough to rent a farm with a dwelling and a barn on it. So with the small amount of money in his possession, Ambrose bought some second hand farm equipment and a team of old and inefficient horses with which to farm some land near by which did not have any buildings on it. As soon as these arrangements had been completed. Ambrose began to urge Tom to leave Chaplin and join his family in Brunswick. Although Ambrose had hardly enough land to keep him and his two young sons busy, he expected Tom to get a job as a hired man and turn over his wages to his father.

Tom did not accede to his father's urging to join the family at once. He elected to remain in Chaplin until Miss Huston's school closed for the summer. For his board and room, a small amount of cash, and feed for his horse, he had been making a nightly trip between Chaplin and Bloomfield, Kentucky, carrying mail and hauling light freight for his uncle, Bill Duncan.

When Miss Huston's private tutorial classes ceased in May, 1905, Tom joined his family in Brunswick, Illinois. Tom's older brother, Hudia, had gone to work as a hired man two or three months before Tom arrived in Brunswick.

Although Hudia had not declared his emancipation from family responsibilities, Tom discovered that Hudia was acting on that principle. Hudia had borrowed money to buy a horse and buggy. He was using his wages to pay these debts; therefore, he did not have any money to contribute to the family purse. From Hudia's example, against which Tom heard no complaint, Tom assumed that his father expected him to move out on his own in getting a start in life. The two younger boys were now old enough to begin to take the places in the family income plan which Hudia and Tom had occupied.

Working on this assumption, Tom told his parents that he wished to save all the money he could so that he could return to school, on a full time basis, just as soon as possible. His parents seemed pleased with his ambitions and hopes. However, his father informed him that he could not afford to send Tom to school. Again, Tom told his father that he did not expect any financial assistance; he only wanted his father's permission to be released from making further financial contributions to the family's finances. Tom restated his desire to get an education without any family assistance. Thinking that his father agreed with his request, Tom proceeded to act as if his request and plans were accepted and understood by all concerned.

The next morning, Tom went to work for Will Rawlings for whom he worked during most of his stay in Illinois. Rawlings paid Tom twenty-two dollars per month for his work as a hired-hand on the Rawlings' farm. When corn-husking time arrived at the Rawlings' farm, Tom was delighted to learn that by working as hard as his nerves and muscles would permit, he could earn between two and three dollars per day as the custom was to pay for that work by the bushel of corn husked rather than by the amount of time spent on the particular job. At the end of the season, Tom had husked nearly four thousand bushels of corn.

Tom remained with his family and worked on the Rawlings' farm for two years. Each month, he kept two dollars of his monthly wages and gave the remaining sum to his father to put in the bank for him. When he felt that he had saved enough money to continue his attempts to secure an education, he went to his father and asked him to draw out the money which Tom had given to him to put in the bank for Tom's education. Tom's father voice trembled as he told Tom there was no money in the bank. Ambrose Carter had used Tom's savings to buy farm equipment and to pay doctor bills for Tom's mother who had been ill.

As he comprehended the meaning of his father's words, Tom was dumbfounded. He sat for a long time without

saying a word. Suddenly, he arose, walked out of the house, and went to a cornfield some distance away and sat down where no one could see him and disturb his thoughts. Remembering this experience, Carter says, "I, also, knelt and prayed aloud because I felt the need to articulate my thoughts and feelings and to weigh each word carefully before uttering another." At first, Tom felt angry. As he thought about the situation he rationalized that the welfare of his parents was at stake. They, possibly, had done the best they could, he reasoned, and they were his parents to whom he owed much.

Returning to the house, Carter began to pack a small trunk with the few clothes he had. While he was packing, his father came upstairs and asked him what he was planning to do. Carter informed his father that he was leaving for Wilmore, Kentucky, where he planned to attend the Asbury College Academy which had a liberal admissions policy of permitting enrollment of various students of any age or state of knowledge. Ambrose asked Tom not to leave, stating that his family still needed his assistance. Tom told his father that he had paid his family obligations so far as money was concerned and that his decision to leave was final. Tom told his father that the two younger boys would provide all the help he would need on the rented farm. The next morning, Tom Carter left his father's house never to know it intimately again.

Asbury College Academy

Carter arrived at Wilmore, Kentucky, with less than five dollars in his pocket. He was met at the railroad depot by E. Stanley Jones, a senior at the college, who took Carter to the president's office. Tom told President Haines that he had no money and related to him how he had worked and saved and thought he had accumulated quite a tidy sum only to find when he called for it that none was available. The president told Tom that he had a job for him taking care of his lawn, his horse, and performing various other services around the president's house. Haines, also, told Tom that he would try to find further work for him so that Tom could meet his total expenses. Several days after Tom's arrival on the Asbury campus, President Haines called him to his office and informed Tom that he had found a job for him that would provide Carter with room, board, and tuition if he was willing to accept the job. Tom told President Haines that he would accept the job. He was so delighted with the opportunity to earn enough to cover his school expenses that he neglected to ask what the job was and what his responsibilities were. President Haines said Tom could continue to take care of his horse and lawn for which he would pay Carter one dollar per week which he could use for other necessities.

The job turned out to be hauling the swill from the three dining-rooms to the hog pen on the back part of the campus. Tom did not mind the work, but having to wear the clothes of a scavenger across the campus in the presence of the faculty and other students was a bit hard to take. He kept the hog feeding job until about the middle of the second semester at which time he was promoted to another job which consisted of washing pots and pans in the kitchen, scrubbing the kitchen and dining-room floors, carrying in the water for use in the kitchen and dining-room, and bringing in the coal for cooking and heating that area of the building.

His second year, 1908-1909, found Carter in better economic circumstances. Near the close of his first year at Asbury, the S. A. Mulligan Book Publishing Company sent a representative to the Asbury campus in search of a crew of house-to-house salesmen for their books. A friend of Carter's, James Boyles, had worked for the company, earlier, and had experienced sufficient success so that he was willing to work for them again. The publishing firm employed Boyles as crew leader and signed up several Asbury students, including Carter, for summer employment. Although Tom worked long hours plying his trade as a book salesman, his efforts were successful and by the summer's end, he had earned enough money to cover his room rent and tuition fees for his second year of academy life. He,

previously, had completed arrangements to wait tables for his board during his second year at the academy.

Although Carter had a number of excellent teachers during his student days at Asbury College Academy, he recalls one particular instructor with feelings of affection and gratitude. She taught English and her name was Miss Morrison. Tom's roommate, Worley Marksburry, had about the same amount of previous educational experience as Tom and was a year or two older than he. Worley and Tom had found geography, history, arithmetic, and beginning Latin difficult, but not discouragingly so. But English grammar seemed to be beyond their grasp. Day after day, for nearly two months, Worley and Tom sat in Miss Morrison's English class and watched boys and girls, little more than half Worley and Tom's ages, diagram sentences. The other students would draw a complex of lines and then proceed to place certain words on those lines, but how the other students knew which word to place on a certain line was beyond the comprehension of Worley and Tom.

Finally, one evening, Worley and Tom held a long and serious conference at the end of which they concluded they might as well leave the academy and give up their hopes for further education. They realized that some facility in the English language was basic to further learning in other subjects. They reasoned they would be defeated in their attempts to secure further education

without a sound understanding of English. They concluded they might as well admit their defeat and stop deceiving themselves. Recalling their conclusion, Carter reflects, "I think a sentence of death would have been but little harder to bear than the thought of the years ahead with the dark shadow of defeat and the failure to realize all that I had dreamed about and hoped for."

The next day, Worley and Tom agreed that they owed it to Miss Morrison to thank her for her efforts in their behalf and to tell her why they were planning to leave school. Upon hearing their story, Miss Morrison asked Worley and Tom to sit down. She said she would like a chance to try again to teach them what they thought they could not learn. Today, Carter cannot recall all Miss Morrison said and did during the hour and a half period she devoted to Worley and him, but he does remember that she taught them more English grammar than they had learned in all their previous schooling. Six weeks later, Carter and Marksburry were placed in a more advanced class in English grammar.

After a few more months at the academy, Carter acquired a number of techniques of learning which enabled him to gain an understanding of the various subjects offered. Reviewing his educational experiences at the academy, Carter says, "I have always been conscious of the lack of mastery of some of the fundamental skills which

have made learning slower and more awkward for me than might have been the case if my earlier years had been richer in educational experiences." In spite of such handicaps, Carter carried a heavy academic load, each year, which permitted him to finish the regular four-year academy program in three years. When he was graduated from Asbury College Academy, Carter gave the commencement address for his class.

Georgetown, Illinois

Just prior to Carter's graduation from the academy in 1910, the dean of Asbury College and Asbury College Academy, Dr. Ezra T. Franklin, was appointed president of a new college which was to be located near Georgetown, Illinois. Dean Franklin invited six academy seniors, including Carter, to join him at New College and serve as a nucleus around which he could organize student life at the college. Carter accepted Franklin's offer not only because it promised an element of adventure, but also because it would provide economic advantages which seemed attractive to him. Dean Franklin appointed Carter manager of the New College bookstore. Carter's appointment as bookstore manager included a generous financial arrangement which permitted Carter to keep all bookstore profits.

During the summer of 1910, Carter worked as a carpenter for his uncle, Jim Carry, in and near Chaplin,

Kentucky, and conducted revival services at Loveridge, Kentucky, for a period of two weeks. Although his first preaching attempts were not completely successful, they were satisfying to Carter and he decided to become a preacher of the Christian gospel. Working with his uncle provided him with opportunities to review his former experiences and attempt to project his future.

As the summer of 1910 drew to a close, Carter left Kentucky and joined President Franklin at New College near Georgetown, Illinois. Upon his arrival, he ordered books and completed the necessary arrangements so that the college bookstore was ready for business when the college opened its doors for the first time.

Shortly after his arrival, Carter requested the Georgetown quarterly conference of the Methodist Church to grant him a local preacher's license. Although he was a stranger to the members of the Georgetown quarterly conference, his request was granted upon the recommendation of President Franklin.

Carter recalls, "President Franklin and those faculty members and students whom he had gathered around him were thrilled with the thought that they were participating in the creation of an institution which might develop into a reputable institution of higher learning." Two large and substantial buildings were being constructed on the college property and expectations were that they would be ready for

occupancy by the opening day of school. A number of houses had been built near the new campus; several others were in the process of being constructed; and a village called Olivet, Illinois, was being established there.

President Franklin soon realized that in the midst of many hopeful possibilities, a number of difficulties existed which threatened the development of the fledgling institution. Franklin and several of the college trustees envisioned a Methodist institution fashioned after the academic model represented by Asbury College with which they were familiar. However, one influential member of the college's board of trustees, Edward Richards, wanted to create an institution which would emphasize the teaching of Richards' version of Christian holiness. Richards suggested naming the new college "Illinois Holiness University" and informed the other trustees that he wanted holiness and little else taught there. Although Richards had made substantial contributions to the college, his suggestions were not accepted by the board of trustees. Although various difficulties created problems for the developing institution, the faculty members and students of New College enjoyed a satisfying year of academic experiences.

During the summer of 1911, Carter worked as a carpenter in and near Chaplin, Kentucky. When he returned to Georgetown in the fall to begin his second year of

college, he received an appointment as supply pastor of a little church in Tilton, Illinois, which was a small suburb of Danville. In addition to carrying a full academic load, Carter served as the Tilton church's pastor throughout the 1911-1912 school year.

During this second year of Carter's enrollment at New College, he was chosen as a delegate to the annual national convention of the Y.M.C.A. and Y.W.C.A. which was scheduled to convene in Little Rock, Arkansas. Among the several delegates nominated to deliver the Sunday evening sermon, Carter was selected to perform the task. Remembering this incident, Carter says, "My good judgment told me I was not capable of such a task, but President Franklin urged me to do it, saying it would give our new college publicity which was very much needed and desired."

Nearly six thousand students and faculty members assembled in Little Rock for the convention. When Sunday night came, Carter experienced less fear than he had anticipated in contemplating his scheduled sermon. He sensed the impersonality of the large audience and felt a greater sense of freedom in addressing this group than he had experienced, earlier, in addressing smaller groups. Carter says, "I did a better job than I thought I could. The audience was most receptive. I sometimes think, even yet, that it was the best sermon I ever preached."

As the end of the second academic year of the existence of New College approached, President Franklin announced his decision to return to Asbury. He invited those students who had come to Georgetown with him to return to Asbury with him. Carter was the only one of the original group who did not accept Franklin's invitation. Although he was strongly bound to a number of his classmates by ties of friendship, Carter was determined to break away from the group as he could no longer endure the religious fanaticism exhibited by several of them.

Bloomington, Illinois

At the conclusion of the second year at New College, virtually the entire student body and practically all members of the faculty left the campus. The general feeling was that only a few would return to Georgetown for the next school year. Carter was permitted to retain his room for the summer months so that he could live in the area and complete his assignment as supply pastor of the Tilton church. The summer was a pleasant one and Tom did quite a bit of visiting in the homes of his parishioners, a ministerial responsibility he had neglected previously.

During the summer of 1912, Carter made a trip to Bloomington, Illinois, to have his New College credits evaluated by the registrar of Illinois Wesleyan University. During his stay in Bloomington, he contacted the

superintendent of the Bloomington Methodist Church District and requested assignment as student pastor to one of the district's churches. His negotiations were successful. Illinois Wesleyan accepted all of his New College credits so that he was able to register as a junior at Illinois Wesleyan in the fall of 1912. The church superintendent promised Tom a pastorate in the Bloomington circuit for the 1912-1913 school year.

Shortly before the university was to open in the fall of 1912, Carter attended the annual meeting of the Illinois Methodist Conference where he was admitted and officially appointed to the Bloomington circuit. His assignment turned out to be a fortunate one for him. He had a double assignment. One church was in the village of Shirley, Illinois. The second church was located in the village of Covell, Illinois. Each church was less than ten miles from Bloomington in a village served by a railroad line that provided adequate service for Carter's needs. Trains run in such a manner that he could ride out to either Covell or Shirley in the morning in time for the forenoon services and return to Bloomington after the evening services. He established an alternate schedule, going to Covell on one Sunday and to Shirley the following Sunday. Carter's double pastorate paid him enough to meet all of his college and living expenses.

In addition to his church work, Carter carried a full academic load at Illinois Wesleyan University. During his senior year, in addition to his combined church-school workload, Tom became a member of the University Glee Club which made several short trips to give concerts, participated in campus politics, acted in the senior play, and served as editor of the college paper. As the result of this unusually heavy schedule, Tom's appearance reflected his fatigue and concern. The representative of a faculty committee met with Carter to suggest the advisability of his going to a physician for the purpose of having a complete physical examination. Tom followed the instructor's suggestion. Fortunately, the doctor found nothing wrong. Carter carried out his multiple responsibilities and completed his senior year at the university in a successful fashion. During this period, he had decided to continue his education by enrolling in a theological seminary following his graduation from the university. Through a program of careful budgeting and judicious spending, Tom had managed to save a considerable sum of money which he had earmarked for his expenses at the seminary.

Reviewing his two years on the Bloomington circuit, Carter says, "On the whole, my pastoral experiences were satisfying to me. The membership in each of the two churches grew; the attitude of the two congregations was

gratifying to me; and, the district superintendent seemed pleased with my accomplishments." As the result of Tom's efforts in Covell and Shirley, the district superintendent offered to support Carter's application for a student pastor's appointment in the Chicago area where he planned to attend the Garrett School of Theology. Carter visited the seminary and was advised by members of the school's administrative staff not to accept a student pastor's appointment during his first year of graduate study if he could meet his expenses without working. At the time of the interview, Carter felt secure in the knowledge of the money he had managed to save during his last two years of undergraduate work at Illinois Wesleyan and assured the Garrett administrators that he would be able to meet the expenses of his first year of graduate work without the income from outside employment.

After graduation from Illinois Wesleyan University in the spring of 1914, Carter remained in Bloomington to complete his pastoral duties and to prepare his annual report to the district superintendent. One day, as Tom was working on this report, he was visited by two men who submitted bills for Susan Burns Carter's funeral expenses, cemetery lot, and tombstone. In answer to their requests for funds to cover these expenses, Carter said, "These debts belong to my father, Ambrose Carter." The men agreed with him, but explained that they had sought to have

Ambrose pay the debts for years. Recently, they had learned that Ambrose had moved to Kentucky where he was living in a destitute state. An informant had reported to them that Ambrose "did not have a dollar to apply on the debts and probably never would have enough money to pay them." The man told Tom that his mother's body would be moved to a potter's field, the tombstone and the cemetery lot would be sold and the proceeds applied on the debts unless they were paid.

The money which Carter had saved to meet his expenses at the seminary was enough to pay the debts. He paid the debts and found himself in a situation similar to the one he had confronted seven years earlier when he had enrolled in Asbury College Academy. He was ready to enroll in the school of his choice; however, he was penniless. His final student pastoral wages provided him with the necessary funds to pay his transportation to Evanston, Illinois, where he enrolled at Garrett Biblical Institute.

Seminary Years

When Carter enrolled at Garrett in the fall of 1914, he applied for a loan from the Methodist General Board of Education. It was the first time that Tom had found it necessary to borrow money to finance his education. Feeling confident that he could find some part-time work, he did not borrow enough to cover his entire expenses

for the first year of his graduate work. He was unable to secure a student pastor's appointment as all of those positions had been filled prior to his arrival in Evanston. Tom elected to search for other kinds of employment and soon secured a job in retail sales.

In addition to his job of selling women's shoes at Marshall Field and Company on Saturdays, Carter became student pastor of a small community church in Shermerville, Illinois, a small village northwest of Evanston. His combined income from his two jobs provided him with sufficient funds to cover all of his living and school expenses for his first year of graduate school.

In May, 1915, Carter was asked by the district superintendent to take the pastorate of the Methodist church at Le Roy, Indiana. Tom accepted the Le Roy pastorate and remained there until he completed his seminary studies in August of 1916. Although Tom completed the three year seminary program in two years, he was not allowed to graduate until the scheduled commencement time for his class in the spring of 1917. However, the seminary officials permitted him to accept a new church assignment as a regular pastor in the Illinois conference in September of 1916.

Westfield, Illinois

During his first year at Garrett, Carter had resumed a friendship with Lillian Zimmerman of Bloomington, Illinois. He and Lillian had dated a few times while Tom was attending Illinois Wesleyan. The Zimmermans had relatives in Chicago. During the spring of 1915, Mrs. Zimmerman and Lillian were guests of their Chicago relatives. While in Chicago, Lillian dated Tom a time or two. Upon her return to Bloomington, she and Tom exchanged letters and developed the habit of writing regularly to each other. During the Christmas holiday of 1915, Tom was a guest in the Bloomington home of the Zimmermans'. In February of 1916, Lillian was a houseguest of her relatives in Chicago. Tom made dinner reservations for two at the dining-room of the Morrison Hotel in Chicago. After dinner, Lillian and Tom discussed her heart condition which was the result of the effects of rheumatic fever she had experienced when a small child. Tom asked if she did not think that marriage would be unwise on her part. She replied that she had given a great deal of consideration to the subject of marriage and had concluded that if bearing a child would endanger her life, and possibly cause her death, she still would marry one who loved her and whom she loved. She continued by saying that her decision was not as difficult to make as the decision to be made by the man whom she might marry. She explained that, if her death was caused by

childbirth, she would be ending her life on a note of joy in the new life while the man would face sorrow and loneliness at least for a period of time.

When they parted, that night, Tom returned to his room at Garrett. After a sleepless night, he telephoned Lillian and asked her to meet him at the Morrison Hotel at 9:30 a.m. She did and returned to Bloomington with an engagement ring.

In late August, 1916, Carter completed his work at Garrett, preached his last sermon at Le Roy, and prepared his annual church report to the Northwest Indiana Methodist Conference. Upon saying farewell to his congregation in Le Roy, Tom headed for Bloomington to marry Lillian and accept an assignment as a fulltime minister in the Illinois Methodist Conference.

On September 8, 1916, Lillian Zimmerman and Thomas Milton Carter were married in a quiet home ceremony in Bloomington, Illinois. Immediately after their wedding, they left for Decatur, Illinois, where the Illinois Methodist Conference was scheduled to be held. During the conference, ministerial assignments for the new year were announced. Carter's assignment was to the Methodist church in Westfield, Illinois, a small community with a population of around one thousand. When the conference ended, Lillian and Tom returned to Bloomington, packed their few possessions, and left for Westfield.

Although several members of the Westfield Methodist Ladies' Aid disliked Carter's refusal to attend the regular meetings of their organization and expressed the opinion that their new minister was not very sociable, the Carters' first year in Westfield went rather well. During the year, several new members joined the church; all missionary assessments were met; and all operating expenses were paid from current income. At the fourth quarterly conference, the district superintendent complimented the members of the Westfield congregation and asked for a motion concerning the pastor. The members of the conference voted to have Carter remain in Westfield for another year.

During his second year at Westfield, 1917-1918, Carter watched several young men from his church leave for military service. He felt that he should join them. Because the birth of their first child was imminent, Tom was somewhat reluctant to say anything to Lillian about his desire to offer his services as a military chaplain. When he did speak to her about enlisting, she asked him if he wanted to go. Tom told her he did not wish to go, but felt he should go because he was young, met the service requirements, and that the sacrifice of his enlisting probably would not be as great for them as for others who had greater family responsibilities. With Lillian's encouragement, Carter sent a letter of application for an officer's commission in the chaplains' corps of the United States

Army to Washington, D.C. Within a few days, he had received a reply to his letter in the form of a telegram. The telegram contained instructions for Carter to report to Jefferson Barracks for a physical examination. A short time later, he received his orders to report for duty. A daughter, Ruth, was born to Lillian and Tom just a few days later.

Two weeks before the birth of her granddaughter, Mrs. Zimmerman came to Westfield. She took care of Lillian and Ruth and helped Tom pack in preparation for the move to Bloomington where Lillian and Ruth were to live until Tom received a more permanent assignment. Carter accompanied Lillian, Ruth, and Mrs. Zimmerman to Bloomington and completed the living arrangements for Lillian and Ruth at the Zimmerman home.

On April 10, 1918, Carter left for the east coast to report for duty in his new assignment as a military chaplain. Lillian accompanied him to the depot and waved a fond farewell to him as his train pulled out. One week later, Tom received a telegram containing the message of Lillian's death. Recalling their conversation the night before he gave Lillian her engagement ring, Carter says, "I was able to endure the feelings of loss and sorrow stemming from the knowledge of Lillian's death because I was confident that had she known two years earlier what the outcome would be, she would have followed the same course."

Ruth never knew her mother, but her Grandmother Zimmerman became an inseparable substitute.

U. S. General Hospital No. 16

Carter's one and only assignment during World War I was as chaplain of U. S. General Hospital No. 16 which was located near the city of New Haven, Connecticut. He was the only chaplain at his post during most of his tour of duty and had very few directives to guide him in his work; therefore, he enjoyed the privilege of formulating his own plans and carrying them out. He received cooperation and support from all military authorities. His greatest problems were created by officials of various welfare agencies. Carter had been given the authority and responsibility by his commanding officer of coordinating the work of all such agencies with representatives and facilities on the base. Many of the agency officials resented the position and authority of the coordinator.

Return to Civilian Life

Two months after the official ending of World War I, Carter was discharged from military service. Upon receiving his discharge, he went to Bloomington, Illinois, to see his daughter, Ruth. Knowing that the annual meeting of the Illinois Methodist Conference would not be held for several months, Carter decided to seek employment, for the time being, outside the ministry. He secured a position

with the Marshall Field Company as a departmental manager of the junior miss dress sales department and remained with the Field Company until the summer of 1919 at which time, he became a lecturer and supervisor of a number of chautauqua lecture circuits in North and South Dakota.

Hamline University

When the chautauqua season ended in the fall of 1919, Carter joined the administrative staff of Hamline University, St. Paul, Minnesota, as assistant to the president of the university. As presidential assistant, Tom was assigned a variety of different tasks. One of his assignments was to represent President Kerfoot at various speaking engagements the president had accepted, but was unable to fill. The most memorable of these pinch-hitting roles in Carter's mind is the time he shared the speakers' platform with William Jennings Bryan. Bryan and Carter shared dinner that day and enjoyed a long conversation with each other. Carter says, "I still count that occasion a wonderful opportunity and a great inspiration."

Carter enjoyed his experiences at Hamline University. He became familiar with some of the problems and challenges experienced by members of the faculty and administration. He began to give serious consideration to continuing his graduate work until he had completed the requirements for a doctoral degree at which time, he

thought he might join the faculty of a small, church related, liberal arts college. However, when Carter left Hamline University in June, 1920, he enrolled for the summer term in a graduate program leading to a master's degree in religious education at Northwestern University.

Northwestern University

At the time of his enrollment at Northwestern, Carter planned to complete the requirements for a master's degree in religious education and join the staff of a large Methodist church as director of religious education. Unfortunately, as the months passed, discouraging developments occurred which caused Carter to question the future of a religious education director. When the program of preparing religious education directors was initiated at Northwestern, two years prior to Carter's enrolling in the program, a number of churches in Evanston added directors of religious education to their respective staffs with the understanding that the newly appointed directors would complete the new program of training while carrying on their new responsibilities at the churches. Before Carter had completed the requirements for his advanced degree, a number of these Evanston churches had eliminated the position of religious education director from their respective staffs. Carter also noted that the few students who had completed the program were employed but briefly as directors

of religious education. His private survey revealed a number of these men had accepted appointments as regular pastors. Others had elected to continue their graduate education in the area of higher education with the intention of becoming instructors at the college level. With these facts in mind, Carter decided to revive his former plan to continue his graduate work until he had completed the requirements for a doctoral degree. Upon completing the degree, he planned to seek employment at a small, church-related, liberal arts college as a member of the education department's faculty.

University of Chicago

Carter completed the requirements for the master's degree and was awarded an M.A. in Religious Education by Northwestern University in 1921. His master's thesis was entitled "Standards of Value for the Religious Curriculum." Having completed his master's work, he decided to enroll in a doctoral program in the School of Education at the University of Chicago.

When an evaluation of Carter's previous graduate work at Garrett and Northwestern had been made by the graduate office of the University of Chicago's School of Education, he was surprised to learn that much of his previous graduate work was acceptable as transfer credit in the area of general education.

Although he had additional doctoral course work to complete, Carter was advised to begin his search for a suitable topic for his dissertation. Dr. Frank N. Freeman was head of the department of educational psychology at the time Carter began his search for a thesis topic. Dr. Freeman was generous with his advice and counsel and thoughtfully provided direction for Carter's thesis topic search. Freeman continued his role as Tom's mentor by becoming the chairman of Carter's doctoral committee.

Some time later, following one of Dr. Freeman's suggestions, Carter decided to do a study of the relation between anatomical maturation and mental maturation.

Carter says,

I could hardly have chosen a more interesting or more difficult topic. For several years, Dr. Thomas Morgan Rotch, a Harvard University professor of pediatrics, had postulated that a close relationship existed between anatomical maturation and mental maturation. Also, as the result of his studies, Rotch advocated the grading of children in school according to anatomical age rather than chronological age. A number of other pediatricians and educational psychologists shared and supported Rotch's beliefs. Various school people were interested in additional information on anatomical maturation and its relationship to the educational planning for children. Needless to say, there was great interest in my topic.

His thesis problem was more complicated than Carter had anticipated it would be. Many aspects of procedure had to be developed and standardized before reliable data could be collected and recorded. In order to determine the best index of anatomical development, Carter decided to use

X-ray equipment to photograph selected areas of the bodies of the members of his finite group. Carter says, "Rotch had stated that the normal anatomy of the wrist is the best part of the human skeleton to use as a standard index of anatomical maturation and I decided to test his thesis."

Carter received permission to use the University of Chicago's X-ray equipment and made arrangements to use children from the university's lab school and the public schools of nearby Chicago for his roentgenography. The radiographs were to be taken and developed under uniform conditions. How to turn the projections in the radiograms into objective data posed a problem. Carter decided to use a planimeter with which he could trace the circumference of each bone projection and determine its magnitude to 1/100 of a square inch. Adding the magnitude of all the bone projections measured in this way produced what Carter referred to as "total ossification" in the wrist region.

Carter discovered that the total ossification measurement of the wrist bones did not produce sufficient data for an accurate comparison of hand sizes. Another measurement was needed to produce data required to permit a more accurate comparison of the hands of children of different chronological ages, sex, and sizes. By establishing four specific points on the radiograph of the wrist bones of a child and connecting these four points with

straight lines, Carter created a quadrilateral which corresponded to the size of the X-rayed hand. These two measurements were used to form a ratio which provided an index of anatomical maturation of a child of any size, chronological age, or sex.

Having standardized his data collecting and recording procedures, Carter sought the following goals in his study of the problem:

1. To discover objective methods of determining, with exactness, the anatomical development of children through measurements of the ossification of their wrist bones.
2. To establish anatomical norms for boys and girls from five to seventeen years of age.
3. To develop various hypotheses regarding the relationship between anatomical development and mental development and the relationship between anatomical development and growth in physical height.

As the result of his study, Carter made the following conclusions:

1. Periods of acceleration and retardation in anatomical development, as determined by the ossification ratio, correspond to periods of acceleration and retardation of physical growth in height.
2. Large-type individuals, as determined by the size of the carpal quadrilateral, tend to develop anatomically earlier than small-type individuals.
3. The average of the ossification ratios of tall girls is higher than the average of the ossification ratios of short girls of the same chronological age from five to fourteen years of age, after which period there is no appreciable difference.

4. The average of the ossification ratios of tall boys is higher than the average ossification ratios of short boys of the same age from five to twelve years of age, after which period there is no appreciable difference.

Carter, also, concluded that the total ossified area of the wrist bones divided by the area of the carpal quadrilateral produced data that gave him a reliable index of anatomical maturation. To secure the raw data for his study, Carter had radiographs made of the hands of six hundred children ranging in age from two to twenty years. The radiographs were taken on, or within a few days of, the respective birthdays of the participating children. Thus, the children of each age group were the same age. With the age range represented in the finite group, Carter was able to pair eighteen groups. There was exactly one year's difference in age between each set of paired groups.

In his study, Carter determined the mental ages of the six hundred children and correlated the mental age and anatomical maturation age of each individual in order to determine the relation of anatomical maturation to mental maturation. He found a wide variation in anatomical age of children of the same chronological age. He, also, found a wide variation in mental age of children of the same chronological age; however, the variation of one of these indices with the other index lacked significant correlation. The interpretation of the various correlations created a prolonged debate between Carter and Dr. Charles Hubbard

Judd, Dean, School of Education, University of Chicago. This debate caused the acceptance of Carter's thesis to be held in abeyance for a period of several weeks.

Recalling his debate with Dr. Judd, Carter says, "I was both hot-tempered and unwise. As the result of my foolishness, I took a dangerous and foolish risk which could have cost me dearly." Carter retains a vivid recollection of the circumstances leading up to his angry confrontation with Dr. Judd. Carter recalls the circumstances and his explosive meeting with Dr. Judd in the following manner:

I had completed all of my doctoral degree requirements including the final writing of my thesis. I presented my thesis to Dr. Freeman, my major professor, under whom I had done most of my work. Freeman read my thesis and said it was a meritorious piece of work. I asked him if his evaluation of my thesis meant that my thesis was accepted and his response was affirmative. Freeman, also, suggested my making an appointment with Dr. Judd to discuss with him the possibility of publishing my thesis as a University of Chicago monograph. Having my thesis published as a monograph could have meant a great deal to me. Unfortunately, I reacted in a negative way to Judd's suggestions concerning the revision of my thesis and the tentative plans to publish my thesis as a monograph were abandoned. As I look back upon my meeting with Dr. Judd, I realize that my reactions stemmed from my defensive feelings concerning the contents of my thesis.

Dr. Judd read my thesis and had his secretary make an appointment for me to come to his office and discuss my thesis with him. When I entered his office, Judd informed me that it would be possible to have my study published as a university monograph if I would reduce the thesis to about one-third its present length and change one of the chapters. I told him I could

not reduce my thesis to such a length without violating its contents and asked him which chapter he thought should be changed. He indicated he wanted me to change my last chapter and to reverse my conclusions. Judd said it was presumptuous on my part to assume that the scholars who had worked on similar studies, previously, were wrong and I was right. He continued by saying that he believed my data did not show clearly a justification for my conclusions and it seemed to him I had lost the true meaning of the data by some complex mathematical manipulation of the data. At this point in the discussion, I told Dr. Judd that I thought he did not understand the contents of my thesis. His face grew red and his voice raspy as he pounded on his desk and said, "Young man, I'll tell you something that you can understand; thesis not accepted." By this time, I was angry and told him I did not care whether or not he granted permission to me to publish my thesis. I said that I would publish the results of my study and tell the world why he did not accept my results. When I left his office and passed through the outer office, his secretary said, "No one ever talks to Dr. Judd like that." I repeated what I had said to him in a voice loud enough for him to hear it and went out.

Upon leaving Judd's office, Carter went to Dr. Freeman's office and told him what had happened in Judd's office during the thesis discussion between Judd and Carter. Freeman told Carter that Carter had little to gain and much to lose in employing aggressive tactics in any further meeting with Judd. However, Freeman told Carter that he agreed with Carter's conclusions and that he would talk with Dr. Judd and see what could be done to mollify Dr. Judd.

Several days later, Freeman called Carter to his office. Freeman expressed the view that Carter and Judd

had placed each other in a defensive position in which each was desirous of saving face. Freeman suggested Carter's rewriting the last chapter of his thesis. Freeman said, "Do not change your conclusions. Simply state the same conclusions, but state them in a somewhat different manner." Carter followed Dr. Freeman's advice and, in due time, Dr. Judd accepted Carter's thesis. In accepting Carter's thesis, Judd said,

Mr. Carter, I am going to accept your thesis because I have not the time nor the inclination to go through all the mathematical manipulation of your data and find your mistake, but I tell you now that some day you will be known as the man who gathered the most and the best data with which to solve your problem and then said there was nothing to it.

The prediction which Dr. Judd made was inaccurate; students who worked on similar problems, at a later date, reached the same conclusions Carter made in his study.

Reminiscing about this period of concern, challenge, and frustration, Carter states:

If I won the battle with Dr. Judd, I probably lost the war. In the first place, I was wrong when I said the thesis could not be reduced. After I came to Albion, I lectured a number of times on the topic of my thesis. Present at one of my lectures was an editor of a professional journal who told me that he would like to publish a brief of my thesis if I would prepare a brief about six or seven printed pages in length. I told him it could not be done. Later, I decided to try to brief my thesis and discovered my thesis could be briefed without doing violence to the substance of it. My brief was published in the Journal of Educational Psychology

and several of my colleagues who had read my thesis expressed the view that the brief was more enlightening than the thesis.

As for the chapter on my conclusions, what I actually did was to refine and to clarify the statements of my conclusions rather than to change their meaning. But when I dared to lock horns with Dr. Judd who was probably the most powerful figure in the field of education at that time, I took a dangerous and foolish risk which could have cost me my doctor's degree. Without my degree, my professional life might have been very different and, in all probability, far less satisfying than it has been.

In addition to his doctoral work at the University of Chicago from 1921-1923, Carter served as the minister of the Mc Kinley Park Methodist church. Another dimension was added to Carter's life during this period. Miss Frances Berry and Thomas Milton Carter were married on August 25, 1922, in Frances' home town of Hector, Minnesota. Frances was a student at Hamline University during the year Carter served as assistant to the president of the university. Although they had become engaged during this period, they had elected to postpone marriage for a year or two so that Frances could teach and earn some money. After her marriage to Tom, Frances worked in the library of the Lindbloom High School. In addition to her library work, Frances plunged into the work of the church. She taught a Sunday school class, directed the Epworth League group, sang in the choir, and assisted Tom in making pastoral calls. She contributed to the successful church

experiences the Carters enjoyed during their assignment to the Mc Kinley Park church. Carter says, "Frances deserves the greater part of the credit we received from the church members for the successful church program we conducted during our stay at Mc Kinley Park. She really did an outstanding job."

Vocational Plans

Knowing that Carter was nearing the completion of the thesis requirements for his doctoral degree, the director of the placement bureau at the University of Chicago invited Tom to come in for a vocational placement conference. During Tom's appointment with the director of the placement bureau, the director informed Carter there were several faculty openings among several southern institutions of higher learning. The director expressed the opinion that Carter would be wise to consider one of these vacancies because of his southern background which was still evident in his speech and manner. Tom told the placement director that he did not wish to teach in a southern college or university. Carter explained that he had decided to teach in a church-related, small liberal arts college and felt the more promising colleges of this type were located in the north.

Carter's major professor, Dr. Frank N. Freeman, was a close friend of Dr. Forest Moulton who, in 1923, was president of the board of trustees of Albion College

in Albion, Michigan. At that time, Dr. Moulton, an Albion College graduate, was the head of the department of astronomy at the University of Chicago. During one of their frequent conversations, Moulton asked Freeman to recommend a qualified applicant for the position of head of the department of education and psychology at Albion College. Freeman recommended Carter for the position. As the result of Dr. Freeman's recommendation, Carter was invited to visit the Albion campus and to have an interview with the newly-appointed president of the college, Dr. John W. Laird.

During his interview with Carter, President Laird proposed Carter's joining the Albion faculty as head of the department of education and psychology with the rank of an assistant professor. Carter answered Laird's proposal by saying that he would not be interested in joining the Albion faculty as an assistant professor. After considerable conversation, Laird suggested the possibility of Carter's being offered an associate professorship. Carter's response to this suggestion of Laird's was that he was not interested in an associate professorship either. Carter's second refusal irritated Laird and he emphatically informed Carter that he could not offer Carter a full professorship at this time. Recalling the results of his angry outburst in Judd's office, Carter responded in a quiet and courteous manner to President Laird's statement.

Carter calmly told Laird he understood Laird's position and thanked him for inviting him to the Albion campus. In apparent appreciation of Carter's calm response to his emphatic statement, Laird indicated he wished to give the matter of Carter's appointment further consideration and made an appointment to meet with Carter later that day.

Today, recalling his negotiations with President Laird, Carter says:

I was not holding out for the rank of professor because I prized my services so highly. I simply realized that any one assuming the position of head of the department of education in a liberal arts college would need all of the power and prestige he could muster.

When Carter met with Laird later that afternoon, President Laird offered Carter the position of department chairman of the education and psychology department with the rank of full professor providing Carter had completed all of his doctoral degree requirements prior to his joining the Albion faculty in the fall of 1923. Carter accepted Laird's conditional offer and returned to Chicago.

CHAPTER III

THE DEVELOPMENT OF A PROFESSIONAL DEPARTMENT OF EDUCATION, ALBION COLLEGE, 1923-1943

Upon his arrival at Albion in September, 1923, Dr. Carter discovered that his immediate predecessor, Dr. Emery L. Kuhnes, had exercised Kuhnes' prerogative as head of the department of education and psychology by electing to emphasize the departmental course offerings in psychology and mental testing. Realizing that Kuhnes had not experienced a satisfactory degree of success in his efforts to direct the activities of the department, Carter decided not to follow Kuhnes' example. Carter decided to concentrate upon structuring the departmental course offerings in such a manner that each student would have an opportunity to participate in a more diversified teacher certification program rather than in a program that emphasized mental tests and measurements to the exclusion of other allied areas of interest and importance. Carter says, "It was my desire to provide education and psychology courses of a 'service' nature that would help the student prepare for the task of handling the regular classroom responsibilities." Carter took time to become acquainted with his

new surroundings and responsibilities and made very few changes in scheduled departmental course offerings during his first year at Albion.

In addition to his administrative responsibilities and duties, Carter carried a teaching load of twenty hours per week. He, also, began writing articles for various professional journals. His first published article, written in collaboration with Dr. Frank N. Freeman, was entitled "A New Measure of the Carpal Bones and its Relation to Physical and Mental Development" and described the methods, techniques, procedures, and conclusions of Carter's doctoral thesis.¹

Curriculum

Although the Catalogue of Albion College for 1923-1924 listed sixteen courses under the heading of Education and Psychology,² nine of the sixteen listed courses were offered by the departments of English, mathematics, Latin, modern languages, physical science, biological science, home economics, public speaking, and history.³ Professor

¹Frank N. Freeman and Thomas M. Carter, "A New Measure of the Carpal Bones and its Relations to Physical and Mental Development," Journal of Educational Psychology (May, 1924), pp. 257-270.

²Catalogue of Albion College for 1923-1924 (Albion: Albion College, 1924), pp. 56-59.

³Ibid., p. 58.

Thomas M. Carter was the only faculty member listed for the department of education and psychology.⁴

The sixteen courses listed for the education and psychology department for the 1923-1924 academic year were:

1. General Psychology
2. Physiological and Experimental Psychology
3. Advanced Psychology
4. Educational Psychology
5. Psychology of Adolescence
6. Psychology of High School Subjects
7. History of Ancient and Medieval Education
8. History of Modern Education
9. Science of Education
- 10-a General Methods
- 10-b Methods in English
- 10-c Methods in Mathematics
- 10-d Methods in Latin
- 10-e Methods in Modern Languages
- 10-f Methods in Physical Science
- 10-g Methods in Biological Science
- 10-h Methods in Home Economics
- 10-i Methods in Public Speaking
- 10-j Methods in History
- 11 Educational Measurements

⁴Ibid., p. 7 and p. 56.

- 12 Mental Testing
- 13 Apprenticeship Teaching
- 15 School Administration and Supervision
- 16 Principles of Education

Courses 1, 2, 3, 6, 7, 8, and 13 were listed as three hour credit courses. Courses 4, 5, 10 a-j, 11, 12, and 15 were listed as two hour credit courses. The credit hours for course 16 were not listed and there was no course listed as number 14.⁵

In addition to a slight modification in the titles of two courses, there was only one curricular change in the department of education during the 1924-1925 academic year. Professor Carter offered, for the first time, a course in the "Science of Education" which surveyed a number of educational problems and identified "scientific methods of solving those problems."⁶

During the first semester of the 1925-1926 school year, Carter offered another new education course. He designed a course for beginning students in education who knew little of the subject matter of the educational curriculum. Carter structured the course in such a manner that a student would have an opportunity to gain a comprehensive idea of the nature of the many specialized courses

⁵Ibid., pp. 56-59.

⁶Catalogue of Albion College for 1924-1925 (Albion: Albion College, 1925), p. 62.

offered in the field of education as well as a general knowledge of educational practices, problems, and procedures. With the title of "Introduction to Education," this course was numbered "Education 102" and was not open to freshmen.⁷

The 1926-1927 academic year at Albion College brought few curricular changes in the department of education. Essentially, the courses offered represented curricular offerings of the previous year. Several courses were re-numbered and their respective catalogue positions were altered slightly.⁸

During the two year period from September, 1927, to June, 1929, no curricular changes were made in the department of education's curriculum. One new course was added to the department's curriculum for the 1929-1930 school year. The new addition was numbered "Education 293" and bore the title, "Extra-curricular Activities." The catalogue description of Education 293 was recorded in the following manner:

293. Extra-curricular Activities. This course deals with the organization and control of such extra-curricular activities as athletics, scouts and scouting, students' clubs, citizenship

⁷Catalogue of Albion College for 1925-1926 (Albion: Albion College, 1926), p. 63.

⁸Catalogue of Albion College for 1926-1927 (Albion: Albion College, 1927), p. 70.

through thrift programs, citizenship through health programs, etc. Credit, 2 hours⁹

With a cross-reference listing in the department of religion, a new course was listed for the education department in the 1930-1931 college catalogue. The course description of the new course was listed under the heading of "Psychology of Childhood" and carried two number listings, Education 234 and Religion 234.¹⁰ The course was described as follows:

234. Psychology of Childhood. The course deals with psychological development of childhood from birth to maturity; mental capacities, limitations, and problems of children at various stages of development are considered. Prerequisite, three hours of Psychology. Open to juniors and seniors. Credit, 3 hours¹¹

Commenting on the somewhat unusual listing of an education course as a religious course, and vice-versa, Carter says:

It was my feeling that a course of this nature should be offered to the students in our department. A departmental division organization took place during the 1929-1930 school year and I was appointed chairman of the Division of Education, Psychology, Philosophy, and Religion. During one of our division meetings, I discovered that Professor Samuel J. Harrison was qualified to teach a course in the psychology of childhood. I prevailed upon him to develop and offer such a course to our students.

⁹Catalogue of Albion College for 1929-1930 (Albion: Albion College, 1930), p. 73.

¹⁰Catalogue of Albion College for 1930-1931 (Albion: Albion College, 1931), p. 60 and p. 63.

¹¹Ibid.

Also, with a cross-reference listing in the department of music, methods of public school music were offered to Albion College students during the 1930-1931 school year.¹²

Major additions to the education department's curriculum during the 1931-1932 academic year reflected Professor Carter's desire and determination to continue his efforts to develop a professional department of education. Carter says, "It was my desire to create and offer practical education courses of a professional nature that would provide help and guidance for our students in their professional preparation."

The four new courses added to the education department's curriculum during 1931-1932 were listed as follows:

262. Elementary Education. A study of the elementary schools commonly included in the first six grades; including methods of supervision, types of recitations, lesson plans, some present day types of organization, administering and use of standard tests, study of specific method as applied to reading, arithmetic, language, geography, and health work. Open to juniors and seniors. Credit, 3 hours

301. The Curriculum. This course deals with the evaluation of curriculum material for education in a democracy. Credit, 3 hours

302. Seminar in Educational Methods. This course deals with the evaluation of current methods in Education. Credit, 3 hours

¹²Ibid., p. 59 and p. 73.

321. Research Problems in Education. Open only on consent of instructor to graduate students deemed capable of doing independent research relative to some chosen problem in Education. Hours and credit to be arranged.¹³

In evaluating the curricular changes in his department during this period, Carter says:

Although I was painfully aware of some of the restrictive conditions existing at the time in the department such as limited faculty and a rather ambitious program of course offerings, along about this time, I began to believe that I was developing in a modestly successful fashion a functional curriculum for our education students. For several years, I had viewed teacher education as a primary responsibility of the college. Fortunately for me, the president of the college, Dr. John Seaton, shared many of my beliefs and supported a number of my departmental proposals. My primary objective, it seems to me, was to produce teachers who were prepared to teach creatively with understanding and resourcefulness. I, also, hoped that many of these young teachers would have the ability and determination to improve as well as to transmit the social heritage.

For the first time, during the 1932-1933 school year, a course in "Apprenticeship Teaching in the Kindergarten and Elementary School" was offered by the education department at Albion College.¹⁴ Although a course in apprenticeship teaching was introduced and established in the department in 1919, opportunities for apprenticeship teaching, at that time, were reserved for those Albion

¹³Catalogue of Albion College for 1931-1932 (Albion: Albion College, 1932), p. 68.

¹⁴Catalogue of Albion College for 1932-1933 (Albion: Albion College, 1933), p. 66.

College students who were preparing to teach at the high school level.¹⁵

The course requirements for Education 253 - "Apprenticeship Teaching in the Kindergarten and Elementary School" were listed in the following manner:

The work of this course consists of the following phases: The apprentice must be present in the elementary school two hours consecutively each day, five days a week for one semester. She will work under the direction of a supervisor and will ordinarily be given experience in more than one grade. She will tutor individual pupils, supervise seat work, mark papers, prepare seat work, supervise special activities, take charge of the class when called upon to do so, and take complete control in the absence of the regular teacher. The apprentice will meet for conferences with the supervisor as often as deemed advisable by the latter. She will also meet regularly once a week with the director of teacher training. Credit, 5 hours¹⁶

Recognition of the new opportunity for student teaching at the elementary level was recorded in the 1932-1933 college catalogue as follows:

Apprenticeship Teaching. Through the cooperation of the Albion Public Schools apprenticeship teaching in all the grades, from the kindergarten through the high school, is made possible.¹⁷

Another 1932-1933 catalogue statement indicated that an education student was permitted to take two

¹⁵The Yearbook of Albion College for 1919-1920, op. cit., p. 67.

¹⁶Catalogue of Albion College for 1932-1933, op. cit., p. 66.

¹⁷Ibid., p. 65.

apprenticeship teaching courses with a maximum credit of eight hours only allowed toward graduation.¹⁸

From 1933 to 1936, no curricular changes were made in the course offerings of the education department. Two new courses were added during the 1936-1937 school year.¹⁹ These courses were open only to juniors and seniors who were preparing for teaching careers in the area of physical education.²⁰ The following course descriptions for these new additions were recorded in the college catalogue:

241. Principles and Methods of Physical Education. This course presents a brief survey of various programs in European countries and the United States, general and specific objectives, philosophy and technological principles underlying methods of teaching various forms of physical education material. Credit, 2 hours

242. Organization and Administration of Physical Education. Problems of organization and administration of physical education in public schools, colleges, and universities are presented in this course; such topics as history, schedules, buildings, relationships, organizations, staff, tests, and policies are included for consideration. Credit, 3 hours²¹

As Dr. Carter worked toward his goal of developing a professional department of education, he was encouraged by the support of the college president, Dr. John L. Seaton, who supported Carter's objective of offering a

¹⁸Ibid., p. 66.

¹⁹Catalogue of Albion College for 1936-1937 (Albion: Albion College, 1937), p. 69.

²⁰Ibid.

²¹Ibid.

practical program of educational experiences with emphasis on continued professional growth. President Seaton's support of Carter's concept of continued professional growth was reflected concretely in the following 1937-1938 catalogue statement:

GRADUATE WORK FOR ELEMENTARY AND HIGH
SCHOOL TEACHERS

After June 30, 1939, the State of Michigan will no longer issue a life certificate to teachers. Beginning at the above mentioned date the certificate granted upon the completion of a four-year college course will be a five-year provisional certificate. At the end of the five-year period a teacher may secure a permanent certificate provided (a) he has taught three years in the secondary schools of the State of Michigan; (b) he has earned ten additional semester hours of residence credit in an approved institution. The State Department of Education in Michigan recommends but does not require that the additional work beyond the A.B. degree which is required for the granting of a permanent certificate be in partial fulfillment for the Master of Arts degree.

In order to meet the above mentioned requirements for the training of secondary school teachers, Albion College offers the following plan:

Graduates of Albion and other accredited or approved colleges may enroll for extra credit work to fulfill the requirements for the permanent certificate. The work may be done in any field of subject-matter chosen by the candidate with the consent of the professor or professors in charge.

Students who do high quality work may apply this extra credit work toward the Master of Arts degree. Those who are interested are requested to refer to the catalog, pages 44, 45, and 46.²²

²²Catalogue of Albion College for 1937-1938 (Albion: Albion College, 1938), p. 48.

Upon referring to pages 44, 45 and 46 of the above-mentioned catalog, interested students were able to discover the college provided two possible programs leading to the Master of Arts degree.²³ Program A required completion of a minimum of twenty-four hours of course work, including eighteen hours in courses on the graduate or upper division level, and the preparation of a thesis, giving evidence of ability to pursue independent investigation. Also, a reading knowledge of a foreign language (French, German, or Latin) was required in all cases in which such a requirement was deemed necessary for successful work in the particular field.²⁴ Program B required completion of a minimum of thirty hours of course work in an approved program of graduate study.²⁵ Under Program B, the candidate had the option of writing a thesis for which he could earn six hours of credit.

For the first time, graduate courses in education were listed in a college catalogue of Albion College for the 1937-1938 academic year. The graduate courses in education were listed in the following manner:

GRADUATE COURSES

301. The Curriculum. This course deals with the evaluation of curriculum material for education in a democracy. Credit, 3 hours

²³Ibid., pp. 44-46.

²⁴Ibid., p. 45.

²⁵Ibid., p. 46.

302. Seminar in Educational Methods.
This course deals with the evaluation of current methods in Education.

321. Research Problems in Education.
Open only on consent of instructor to graduate students deemed capable of doing independent research relative to some chosen problem in Education. Hours and credit will be arranged.

322. Research Problems in Education.
Continuation of Course 321. Hours and credit to be arranged.

331. School Tests and Measurements.
A study of the principles underlying the demand for standards of measurement and a scrutinizing of the principal standardized Mental and Educational tests suitable for use in the school. Practice in taking and giving tests and statistical treatment of test data. Open to juniors and seniors. Credit, 3 hours²⁶

These courses did not represent additions to the department's curriculum. Each course had been listed in the previous year's college catalogue as an undergraduate course.²⁷ Only the designation of each course had been changed to that of a graduate level course.

The only curricular modifications during the 1938-1939 school year involved the general methods course which was divided into two methods courses representing, respectively, the areas of elementary methods and secondary methods.²⁸ The new additions to the department of education's curricular offerings were listed as follows:

²⁶Ibid., pp. 69-70.

²⁷Catalogue of Albion College for 1936-1937, op. cit., p. 70.

²⁸Catalogue of Albion College for 1938-1939 (Albion: Albion College, 1939), p. 70.

261. Methods of Teaching in the Elementary School. A study of organization, management, technique, and devices appropriate to the elementary school. Open to juniors and seniors. WALKOTTEN. Credit, 3 hours

291. Methods of Teaching in the Secondary School. A study of the problems of efficiency of instruction at the secondary school level. Open to juniors and seniors. CARTER. Credit, 3 hours²⁹

It is interesting to note that instructors' names were listed with their respective courses in the 1938-1939 college catalogue. This practice represented an innovation in catalogue course listings. Previous catalogues of Albion College did not utilize this approach.

From September, 1939, to June, 1943, no curricular changes were made in the education department's course offerings. Apparently, this absence of curricular change was the result of three factors: (1) the department's curriculum was fairly comprehensive and was meeting the needs of undergraduate students seeking teaching certification; (2) the advent of World War II served to emphasize change in various areas to the exclusion of others; and (3) during World War II, Dr. Carter was absent from Albion's campus while serving as an army chaplain on active military duty.

²⁹Ibid.

Student Teaching

A course in apprenticeship teaching was introduced in the education department of Albion College in 1919.³⁰ However, at that time, opportunities for student teaching were limited to those Albion College students who were fulfilling the requirements for secondary teaching certificates. It was not until the 1932-1933 academic year at Albion that a course in apprenticeship teaching, at the elementary level, was offered.³¹

Under Dr. Carter's direction, the administration of Albion College developed a written agreement with the Albion (Michigan) Public Schools which outlined the details of the student teaching program. The public school critic teachers were selected, jointly, by the superintendent of schools and the college's director of student teaching. Dr. Carter says:

The public school teachers, in those days, regarded their selection as critic teachers as a real honor and took their responsibilities seriously. In addition to his regular salary, the college paid the critic teacher fifteen dollars per apprentice teacher per semester and listed his name in the college catalogue as a critic teacher. The college also paid the school principals for the extra work involved in working with student teachers and their critic teachers. The principals' names were listed in the college catalogue as supervisors of critic teachers.

³⁰The Yearbook of Albion College for 1919-1920,
op. cit., p. 67.

³¹Catalogue of Albion College for 1932-1933,
op. cit., p. 66.

Dr. Carter recalls that several attempts were made to establish certain criteria to be used in the selection of critic teachers. However, due to the variety of subject-matter majors and minors possessed by the student teachers, the education department found it expedient to permit all fully-certified members of the Albion Public Schools faculty to serve as critic teachers for at least one semester, each year, if the need existed.

It would appear that the relationship between the Albion Public Schools and the department of education of Albion College has been a mutually beneficial one. By accepting student teachers, the school system provides valuable pre-service training for beginning teachers. At the same time, the public school system enhances its own program by the addition of enthusiastic young student teachers who provide a potential source for recruiting new staff.

From 1919 to 1943, secondary student teachers spent one hour, daily, Monday through Friday, working under the direction of their respective critic teachers in the Albion High School. They kept records, prepared blackboard work, corrected assignments, and were given opportunities to do some regular teaching. This student teaching assignment for each candidate for secondary certification was for a period of one semester. Credit given for student teaching for one semester was five semester

hours. A student had the option of student teaching for a second semester if he so desired. However, only three semester hours of credit were allowed for the second semester of student teaching.

From 1932 to 1938, elementary student teachers were required to spend two consecutive hours, each day, five days a week for one semester, in the elementary schools of Albion. Each student teacher was given the opportunity of participating in the regular elementary classroom routine. Credit and option for the second semester of student teaching were identical to those for secondary student teaching.

In 1938, the requirement for elementary teachers to spend two consecutive hours, each day, five days a week for one semester, was changed to "one-half day session every school day for one semester."³²

Carter says,

In addition to their classroom duties, all student teachers were required to meet one hour a week with their respective critic teachers to discuss their work. Also, I met with all student teachers for a weekly seminar. I conducted two seminars a week; one for elementary and one for secondary student teachers.

Carter states that it is his belief, based upon conversations with various public school administrators, critic teachers, students, and parents as well as his

³²Catalogue of Albion College for 1938-1939,
op. cit., p. 70.

personal observations of the student teaching program at Albion College in cooperation with the Albion Public Schools from 1923 to 1962, that a general feeling of satisfaction has been the prevalent feeling among those concerned with and participating in the program.

Carter says,

Problems arose periodically and usually were resolved in a more or less satisfactory fashion. Now and then, personality conflicts would appear. However, for the most part, the program has been a beneficial one for all participants.

In his 1942 report on teacher education in Michigan, Barnes corroborates Carter's contention in the following manner:

Superintendent Harrington, of the Albion Public Schools, expressed satisfaction concerning the practice teaching program. He felt that the school was fully repaid for the services it gave to the college. The attitude of the teachers in the Albion public schools and the feeling of satisfaction on the part of the school administration seems to be ideal for non-public teacher-education institutions. It is only under such conditions that the true value of student teaching can be attained.³³

Harrington's comment was part of his response to personal questions posed by Barnes in 1938.³⁴

³³ Richard Alan Barnes, The Development of Teacher-Education in Michigan (Chicago: University of Chicago Libraries, private edition, 1942), p. 174.

³⁴ Ibid.

Teacher Certification

When Thomas Milton Carter joined the Albion College faculty in September, 1923, that year's college catalogue carried the following statement concerning teacher certification:

Under the law of Michigan a State Teacher's Certificate, good for four years, is granted by the State Board of Education to Albion College graduates who have completed 11 hours in the Department of Education. These 11 hours must include courses in Psychology and the History of Education. Psychology I is considered a prerequisite for the requirements above indicated. After three years of successful teaching this certificate may be exchanged for a life certificate.³⁵

From 1923-1925, the requirements for teacher certification in the Albion College teacher education program remained the same. During the 1926-1927 school year, the following change in certification requirements was noted:

Under the law of Michigan a State Teacher's Certificate, good for four years, is granted by the State Board of Education to Albion College graduates who have completed 15 hours in the Department of Education.³⁶

Several changes in requirements for teacher certification in the Albion program were made the following year as the following catalogue statements indicate:

³⁵Catalogue of Albion College for 1923-1924, op. cit., p. 32.

³⁶Catalogue of Albion College for 1926-1927 (Albion: Albion College, 1927), p. 70.

The State of Michigan will grant a Life Certificate to graduates of Albion College providing they have met certain requirements in professional preparation. The requirements are twenty semester hours' credit in Education. Of these, five hours must be Practice Teaching, three Methods, and three Educational Psychology.³⁷

From 1927 to 1934, no change was made in teacher certification requirements for Albion College students. During the 1934-1935 academic year, the following changes were recorded:

The State of Michigan will grant Life Certificates to graduates of Albion College provided they have met certain requirements in professional preparation. The requirements are twenty semester hours of credit in Education. Of these, five hours must be Practice Teaching, three Methods, three Educational Psychology, three History of Education, and three Principles of Education.³⁸

Of these changes, Carter says, "The additional requirements simply reflected my desire to standardize our program and upgrade the professional requirements."

Perhaps an additional consideration was the fact that the State Board of Education was empowered to grant certificates to graduates of institutions other than Michigan State Teachers Colleges provided a course had been completed that was in every respect the equivalent of a

³⁷Catalogue of Albion College for 1927-1928 (Albion: Albion College, 1928), pp. 71-72.

³⁸Catalogue of Albion College for 1934-1935 (Albion: Albion College, 1935), p. 65.

life certificate course in a state teachers college of Michigan.³⁹

No changes were noted in certification requirements at Albion from 1934 to 1939. During these years, the catalogue statements on certification remained the same.

Effective June 30, 1939, requirements for teaching certificates were changed and the life certificates were eliminated under the new Michigan Teachers' Code.⁴⁰ Under the new code, a candidate for a teaching certificate in Michigan was required to present twenty semester hours of credit in education including courses in the history of education, educational psychology, principles of teaching, and a minimum of five semester hours in observation and practice teaching.⁴¹ Also, a teaching certificate candidate was required to present a teaching major of at least twenty-four semester hours and two teaching minors of at least fifteen semester hours each. A candidate for an elementary certificate could present four teaching minors instead of a major and two minors.⁴²

³⁹Ninety-first Report of the Superintendent of Public Instruction of the State of Michigan (Lansing: Franklin De Kleine Co., 1931), p. 35.

⁴⁰Barnes, The Development of Teacher-Education in Michigan, pp. 160-162.

⁴¹Ibid., p. 161.

⁴²Ibid., p. 162.

These certification code changes were reflected in Albion College's program of teacher education. The courses required to fulfill certification requirements in Albion's program, beginning with the 1939-1940 school year, met the requirements of the State of Michigan under the new Michigan Teachers' Code.⁴³

Carter says, "With a few minor changes in our program, our certificate requirements met all of the requirements of the State of Michigan under the new Teachers' Code."

Accreditation

On November 1, 1926, the Association of American Universities voted to place Albion College on its approved list.⁴⁴ This recognition brought to consummation plans and efforts that had been under way for nearly two years. President Seaton's report to the alumni discussed accreditation and its value to Albion College and its graduates as follows:

The recognition is of great value in many ways, both to the institution, itself, and to its graduates. It serves as a credential of the students and graduates of Albion College to any university, to which they may go. It also is a credential of the College to colleges, universities and other learned bodies at home and abroad.

⁴³Catalogue of Albion College for 1939-1940 (Albion: Albion College, 1940), p. 74.

⁴⁴Albion College Bulletin (Albion), December 20, 1926, p. 5.

According to its new regulations, Phi Beta Kappa will not even consider a college until it is on the list of the Association. Foreign universities also take this list as the basis of recognition. What Bradstreet's is to the business world, the list of the Association of American Universities is to the educational world.

There are three standardizing agencies particularly important for Albion College. The first, the University Senate of the Methodist Episcopal Church, legislates for all the schools of the church. The second, is the North Central Association of Schools and Colleges, which meets every year in Chicago and issues an approved list for the schools within its area. The third, is the Association of American Universities, which, because of its national and international scope is the most important of the agencies.

Albion College has long been on the approved list of the University Senate and of the North Central Association, and a year ago it received an "A" rating from the University of Illinois. It is the only college in the state with that rating.

Recently, the Association of American Universities sent Dr. David Robertson, formerly Dean of the University of Chicago, and now Assistant Director of the American Council on Education, to inspect Albion College. While here, he said many pleasant things about the organization of the Dean's office and the Business Office, the superior laboratories, and the general appearance of order and efficiency. His report to the Association was such that recognition was immediately voted. Albion is the first college in the state to receive that honor.⁴⁵

For a period of twelve years, from 1930 to 1942, the annual college catalogue carried a brief statement on recognition and accrediting. The statement read as follows:

⁴⁵Ibid.

The standing of a college in the educational world is important to its students, alumni, and friends. Albion College is fully accredited by the North Central Association of Schools and Colleges. It is on the "A" list of the University of Illinois and the fully approved lists of the Association of American Universities, and the American Association of University Women.⁴⁶

Additional recognition was granted to Albion College in 1940 when the Beta Chapter of Michigan, Phi Beta Kappa, was established on Albion's campus. The 1940-1941 college catalogue's statements on recognition and accrediting carried the following notation:

It (Albion College) has Beta Chapter of Michigan of Phi Beta Kappa, and it holds an honored place in various national educational organizations.⁴⁷

The Beta Chapter of Michigan, Phi Beta Kappa, was established at Albion College on November 8, 1940.⁴⁸

Participating Public Schools

From 1923 to 1962, a period of thirty-nine years during which time Professor Thomas Milton Carter served as chairman of the education department of Albion College, student teachers served their teaching apprenticeships in the Albion, Michigan, public school system. Initially,

⁴⁶Catalogue of Albion College for 1929-1930,
op. cit., p. 2.

⁴⁷Catalogue of Albion College for 1940-1941 (Albion:
Albion College, 1941), p. 3.

⁴⁸Ibid., pp. 31-32.

opportunities for student teaching placement were limited to those Albion College students who were preparing to teach at the secondary school level.⁴⁹ These students were assigned to the city's only high school, Washington Gardner High School, located on East Michigan Avenue.

In 1932, a new course in apprenticeship teaching, at the elementary level, was offered to those students wishing to prepare for teaching at the elementary school level.⁵⁰ Students preparing to teach at the elementary level, usually, were assigned to staff members of the Gardner Grade School which was conveniently located just two blocks northwest of Albion's campus. Later on, as the demand for student teaching placement positions outgrew the supply at Gardner, students were assigned to two of the system's other elementary schools, Austin and Dalrymple.⁵¹

Carter says, "The willingness of the Albion Public School staff to work with our student teachers was a source of great satisfaction for me during my entire tenure at the college."

⁴⁹The Yearbook of Albion College for 1919-1920,
op. cit., p. 67.

⁵⁰Catalogue of Albion College for 1932-1933,
op. cit., p. 66.

⁵¹Catalogue of Albion College for 1939-1940,
op. cit., p. 17.

Staff

Although during the years of his service to Albion College, Professor Carter usually was the only full-time member of the department of education's faculty, he was assisted through the years by several part-time instructors. Usually, the local school superintendent and principal of the high school were employed to teach a course, each, each semester. Also, members of various other departments were assigned to teach the special teaching methods classes such as English, home economics, and public school music.

During his first year at Albion, Carter was the only member of the faculty teaching education courses. He recalls, "My teaching load was about twenty hours per week, a load I continued to carry as long as I was a professor at the college." In addition to a heavy teaching load, Carter served as an educational advisor to the Starr Commonwealth for Boys and Battle Creek College during his first year at Albion.

Philip Andrew Buscemi, A.B., became Professor Carter's first part-time colleague in the fall of 1924.⁵² Buscemi was listed as an "Instructor in Modern Languages and Education."⁵³ Carter says, "As I remember it, Mr.

⁵²Catalogue of Albion College for 1924-1925,
op. cit., p. 8.

⁵³Ibid.

Buscemi taught the methods course in modern languages and a course in the history of education."

Buscemi remained at Albion for a period of one year. His successor, Blake Crider, A.B., served as Carter's part-time colleague for a period of three years during which time, in addition to his teaching duties, he also completed the requirements for his A.M. degree at the University of Chicago.⁵⁴

During the second year of Crider's tenure at Albion, a second part-time instructor was added to the education department's teaching roster. Don Harrington, A.M., superintendent of the Albion Public Schools, began teaching at Albion College with the rank of "Instructor in Education."⁵⁵ Harrington continued to serve in the dual capacity of school superintendent-instructor in education until his resignation during the spring of 1938. Carter says,

From the time of Don Harrington's appointment to our staff in 1927 until his resignation, working together, he and I were able to develop an efficient program for our apprentice-teachers. Don was a big help to me throughout the years of our association.

John Sedberry Marshall, Ph.D., was appointed to the Albion faculty in the fall of 1929 as a professor of

⁵⁴Catalogue of Albion College for 1928-1929 (Albion: Albion College, 1929), p. 11.

⁵⁵Catalogue of Albion College for 1927-1928, op. cit., p. 11.

philosophy and psychology.⁵⁶ Marshall taught the beginning and advanced psychology courses offered in the department of education at that time.

In the fall of 1930, William C. Harton, A.M., principal of the Albion High School, joined the education staff of Albion College as a part-time instructor.⁵⁷

Carter's three part-time colleagues, Harrington, Harton, and Marshall, were joined by a fourth in 1935 when Winnifred Shattuck Hance, A.B., was assigned to teach the course in public school music methods. Mrs. Hance had been a member of the college faculty since 1930, assigned to the music department's staff.⁵⁸

The part-time instructional staff of the department grew to a total of five when Warren W. Wilcox, Ph.D., joined the Albion faculty as an instructor in sociology and psychology in September, 1937.⁵⁹ Professor Carter, Associate Professor Marshall, and instructors, Dr. Wilcox, Mrs. Hance, Mr. Harrington, and Mr. Harton were the departmental staff members during the 1937-1938 academic year.

⁵⁶ Catalogue of Albion College for 1929-1930,
op. cit., p. 9.

⁵⁷ Catalogue of Albion College for 1930-1931,
op. cit., p. 9.

⁵⁸ Catalogue of Albion College for 1935-1936 (Albion:
Albion College, 1936), p. 11.

⁵⁹ Catalogue of Albion College for 1936-1937,
op. cit., p. 14.

Mr. Harrington's successor as superintendent of the Albion Public Schools, George Walkotten, A.M., replaced Harrington on the education staff, with the rank of instructor, in September, 1939.⁶⁰ Four other new part-time instructors were assigned to the department at the same time. The new staff members were: Howard Eugene Geiger, Ph.D. instructor in sociology and psychology; Pearl A. Ludy, A.M., instructor in home economics; John Granville Shrock, A.M., instructor in fine arts; and Edward Frank Voltmer, Ph.D., director of physical education.⁶¹ Thus, the following faculty members were listed on the roster of the education department during the 1939-1940 school year: Carter, Marshall, Geiger, Hance, Harton, Ludy, Shrock, Voltmer, and Walkotten.⁶² Mrs. Hance was replaced in September, 1940, by Rose Hamm, A.B., who taught the public school music methods courses.⁶³

Assistant Professor Geiger was in charge of the department during the 1941-1942 school year as Professor Carter had been called for active duty in the United States Army. In September, 1941, Melvin John Williams, Ph.D., joined the Albion faculty and taught the education

⁶⁰Catalogue of Albion College for 1939-1940,
op. cit., p. 16.

⁶¹Ibid.

⁶²Ibid., p. 73.

⁶³Catalogue of Albion College for 1940-1941,
op. cit., pp. 12 and 84.

department's course offering, "Psychology of Adolescence."⁶⁴ Also, during the 1941-1942 academic year, Shrock was on leave to the army; his successor was not named.⁶⁵

Regina Westcott Wieman, Ed.D., became a part-time staff member of the education department in September, 1942.⁶⁶ Also, at the same time, Shrock's successor, Barbara L. Busch, A.M., was appointed to the Albion faculty.⁶⁷ Miss Busch took over the art education class that Shrock had been teaching.

From 1942 to 1943, the education department's roster included Geiger, in charge of the department during Carter's leave of absence to the army, Busch, Hamm, Harton, Ludy, Marshall, Voltmer, Walkotten, Wieman, and Williams.⁶⁸

⁶⁴Catalogue of Albion College for 1941-1942 (Albion: Albion College, 1942), pp. 16 and 86.

⁶⁵Ibid., p. 15.

⁶⁶Ibid., p. 16.

⁶⁷Catalogue of Albion College for 1942-1943 and 1943-1944 (Albion: Albion College), p. 10.

⁶⁸Ibid., p. 80.

CHAPTER IV

DEPARTMENT OF EDUCATION, ALBION COLLEGE, 1943-1962

During the period of World War II, the majority of regular male students left the Albion College campus for military service. However, an army pre-flight unit was stationed at the Albion campus on February 27, 1943.¹ Instruction, housing, and boarding arrangements for the unit were completely separate from the corresponding civilian services although college faculty members were called upon to provide much of the academic instruction.

The following statement attests to the fact that college authorities were proud of their participation in a program for "war and civilian needs":

An army pre-flight unit was received on February 27, 1943, and is expected to be discontinued, along with eighty-three other pre-flight units throughout the country, on or about April 26, 1944. Instruction, housing, and boarding for the unit have been completely separate from the corresponding civilian services. This is a contribution to the national welfare which the College has been proud to make together with essential provision for civilian students. Virtually two colleges have been operated side by side, harmoniously, and with

¹Catalogue of Albion College for 1942-1943 and 1943-1944, op. cit., p. 4.

a high degree of success. The record is to the permanent credit of the Federal authorities and of Albion College.²

The regular civilian college program was maintained throughout World War II and shortly after the declaration of war, Albion College arranged its schedules so that superior students could graduate in two and a half to three years by utilizing summer schools to acquire from ten to fourteen hours of credit. Courses were offered in astronomy, biology, chemistry, economics, education, psychology, English, geography, history, political science, home economics, mathematics, modern languages, music, physics, sociology, and speech.³ Some of the summer courses, particularly at the freshman level, were organized on a double-period basis, making it possible for a student to complete an entire year's work in those subjects.⁴

In addition to the accelerated program, Albion College offered its regular program for students who did not wish to accelerate. Regular students were able to take their college work in the usual order and under the usual academic conditions.⁵

Accreditation

Recognition and accreditation are important to the standing of a college in the educational world. From

²Ibid.

³Ibid.

⁴Ibid.

⁵Ibid.

1942-1944, the college catalog carried the following statements on the recognition and accreditation of Albion College:

Albion is accredited by three national bodies, the Association of American Universities, the American Association of University Women, and the University Senate of the Methodist Church.

It is accredited by the North Central Association of Colleges and Secondary Schools, the regional standardizing agency.

It enjoys the enviable distinction of having Beta Chapter of Michigan of Phi Beta Kappa, the only other chapter, Alpha, being at the University of Michigan.

It is approved by and holds full membership in the National Association of Schools of Music. It has also an honored place in other national organizations.

It is approved by the Michigan State Department of Public Instruction, and its graduates qualify for the Michigan elementary or secondary certificate according to the course taken.⁶

Identical statements, concerning recognition and accreditation, were contained in the college's catalogues during the years 1944-1953. The 1953-1954 catalogue contained one brief modifying statement. The other statements were unchanged. The revised statement read as follows:

Albion is accredited by four national bodies, the Association of American Universities, the American Association of University Women, the American Association of Colleges

⁶Ibid., p. 2.

for Teacher Education and the University Senate of the Methodist Church.⁷

A wall type plaque, currently hanging in the office of the present chairman of the department of education, contains the following inscription:

This is to certify that ALBION COLLEGE is a member of the American Association of Colleges for Teacher Education. Dedicated to the improvement of teacher education in America.

Dated February 22, 1952, the plaque is signed by J. R. Rackley, President, and Edward C. Pomeroy, Executive Secretary.

In the 1956-1957 catalogue, the following additional statement was included with the previous statements concerning the recognition and accreditation of the college:

The Chemistry Department of Albion College is on the approved list of the American Chemical Society.⁸

All other statements referring to the recognition and accreditation of the college were similar to those of previous years. Thus, since 1942, only two new accrediting additions were recorded for the college: the American Association of Colleges for Teacher Education and the American Chemical Society. No further changes were noted for the period from 1957 to 1962.

⁷Albion College Bulletin, Catalog Number, 1953-1954 (Albion: Albion College, 1953), p. 9.

⁸Albion College Bulletin 1956-1957 (Albion: Albion College, 1956), p. 9.

Curriculum

No major curricular changes were noted among the course offerings of the department of education during the period from 1943 to 1950. Carter says, "Course content was updated and minor revisions were made in various courses, but no major curricular additions were made during this period."

Essentially, the education department's course offerings represented the courses required to meet the State of Michigan's teacher certification requirements. Courses were offered in the following areas:

1. Educational Psychology
2. History of Education
3. Principles of Education
4. Methods of Teaching - Elementary
5. Methods of Teaching - Secondary
6. Apprenticeship Teaching - Elementary
7. Apprenticeship Teaching - Secondary⁹

Other departments offered special methods courses designed for majors of their respective departments. During the 1948-1949 school year, special methods courses were offered by the following college departments:

1. Art
2. English

⁹Albion College Bulletin for 1948-1949 (Albion: Albion College, 1948), pp. 88-89.

3. Home Economics

4. Speech¹⁰

Two other courses were offered at this time. Each course represented a personal interest of its instructor. George Walkotten, superintendent of the Albion Public School system taught a course in school administration and Professor Carter offered a course in secondary counseling.¹¹

The course in curriculum, which had been offered by the department for the first time during the 1931-1932 school year,¹² was revised by Carter in 1948. When first introduced by Carter in 1931, the course featured an evaluation of curriculum materials for education in a democracy. Beginning in 1948, the revised curriculum course featured a study of desirable trends in curriculum construction for general education. Also, an examination was made of the programs of studies recommended by the State of Michigan Department of Public Instruction as well as several courses of study developed by public schools.¹³

Three new courses were added to the department's curricular offerings during the 1951-1952 school year. The three courses were described in the college catalog in the following manner:

¹⁰Ibid.

¹¹Ibid., p. 89.

¹²Catalogue of Albion College for 1931-1932,
op. cit., p. 68.

¹³Albion College Bulletin for 1948-1949, op. cit.,
p. 88.

328. Education of Exceptional Children. Study of children who are so different in mental, physical, or emotional characteristics that special educational provisions must be made for them and of the curricula best suited to the education of such children. Credit, 3 hours

361. Children's Literature. A course to survey and evaluate literature written for children; to gain facility in story telling and reading aloud; and to acquire an understanding of the place of appropriate literature for various periods of child growth. Credit, 3 hours

385. Comparative Education. A study of the educational systems of some of the leading countries of the world with implications for education in the United States. Credit, 3 hours¹⁴

No curricular changes were made during the 1952-1953 school year. The courses offered represented the curricular offerings of the previous year.¹⁵

With a cross-reference listing in the department of home economics, a new course was listed for the education department in the 1953-1954 college catalog. The course description of the new course was listed under the heading of "The Child" and carried two catalog number listings, Education 307 and Home Economics 307. The course was described as follows:

307. The Child. A treatment of the developmental patterns of individuals from pre-natal through pre-adolescent stages with a brief introduction to the adolescent period. Techniques for studying and guiding children

¹⁴ Albion College Bulletin for 1951-1952 (Albion: Albion College, 1951), pp. 101-102.

¹⁵ Albion College Bulletin for 1952-1953 (Albion: Albion College, 1952), pp. 100-103.

in their daily living, including a consideration of their health and care will be studied. Directed experiences with children are an integral part of the course. Education 307 is identical with Home Economics 307, and is taught jointly by the two departments.

Credit, 3 or 4 hours¹⁶

Carter states, "Actually 307 was an off-shoot of our 309 course in education psychology in which the subject of childhood development was surveyed. However, the new course treated the subject in greater depth and detail and represented an improved course offering to our students."

From 1954 to 1961, no curricular changes were made in the department of education. One minor change was made in a course listing. Education 307, The Child, was renamed in 1954. The new title for Education 307 was "307. Educational Psychology: The Child."¹⁷

Major additions to the education department's curriculum during the 1961-1962 academic year reflected the change in leadership of the department as well as an increased awareness of current trends in teacher preparation. The four new courses added to the course offerings of the department were listed in the following manner:

341. Science in the Elementary School.
A course designed to provide a background of information for elementary school science teaching. Both methods and materials of teaching are treated. Credit, 3 hours

¹⁶Albion College Bulletin for 1953-1954 (Albion: Albion College, 1953), p. 101.

¹⁷Albion College Bulletin for 1954-1955 (Albion: Albion College, 1954), p. 105.

355. Introduction to Directed Teaching--Elementary Level. A course designed to prepare the student for the classroom experience and to provide an understanding of educational procedures and problems at the elementary level.

Credit, 3 hours

365. Introduction to Directed Teaching--Secondary Level. A course designed to prepare the student for the classroom experience and to provide an understanding of educational procedures and problems occurring at the secondary level.

Credit, 3 hours

389. Current Trends in American Education. A survey of contemporary educational theories and their practical application in the modern school and of significant trends in public education--their origins, growth, and influence.¹⁸

Credit, 2 hours

Student Teaching

From 1943 to 1961, the following statement was carried in the college catalogues:

APPRENTICESHIP TEACHING. Through the cooperation of the Albion Public Schools apprenticeship teaching in all the grades, from kindergarten through the high school, is made possible.¹⁹

Course descriptions of the courses in apprenticeship teachings remained fairly uniform during the period from 1943 to 1961. Typical course descriptions of the period are listed below:

351. Apprenticeship Teaching in the Junior and Senior High School. Regular meetings daily with high school class, once a week

¹⁸Albion College Bulletin for 1961-1963 (Albion: Albion College, 1961), pp. 82-83.

¹⁹Albion College Bulletin for 1959-1960 and 1960-1961 (Albion: Albion College, 1959), p. 107.

with the critic, and twice a week with the director of teacher training. Open to juniors and seniors who have met the prerequisites.

Credit, 3 or 5 hours

353. Apprenticeship Teaching in the Kindergarten and Elementary School. The apprentice is present in the school room at regular hours each school day. Regular meetings with critic and with director of teacher training. Open to juniors and seniors who have met the prerequisites. Credit, 3 or 5 hours²⁰

Carter says,

The prerequisites referred to in the college catalogue course descriptions of apprenticeship teaching included a course in educational psychology which served as an introduction to the other required education courses. The other prerequisites included courses in history of education, principles of education, and methods of teaching.

In 1961, the titles and descriptions of the courses in apprenticeship teaching were changed to read as follows:

357. Directed Teaching--Elementary Level. A course providing an opportunity for students to observe, participate, and teach in the elementary schools. Credit, 5 hours

367. Directed Teaching--Secondary Level. A course providing an opportunity for students to observe, participate, and teach in the secondary schools. Credit, 5 hours²¹

From 1943-1961, a student could take two semesters of student teaching if he wished to do so. However a maximum of eight hours credit was allowed toward graduation.²²

²⁰Ibid., pp. 109-110.

²¹Albion College Bulletin for 1961-1963, op. cit., pp. 82-83.

²²Ibid., p. 82.

Carter says,

No changes were made in the actual requirements the students were obliged to meet during their apprenticeship teaching or directed teaching experiences. Student teachers were required to spend a portion of each school day for one semester at their assigned schools and to meet with me for a weekly seminar.

In 1961, Miss Gertrude Petch supervised the elementary student teachers and Professor Carter supervised the secondary student teachers.²³

Teacher Certification

From 1943 to 1953, the Albion College catalogues carried the following statement concerning teacher certification:

State Teacher's Certificate. The State of Michigan will grant certificates to graduates of Albion College provided they have met certain requirements in professional preparation. The requirements are: (1) a teaching major of not less than 24 semester hours and two teaching minors of not less than 15 hours each; (2) twenty semester hours of credit in Education, including Practice Teaching, Methods of Education, Educational Psychology, History of Education, and Principles of Education in accordance with the code of the State Board of Education. Students who wish to prepare for teaching should confer with the chairman of the Department of Education before the second semester of their sophomore year.²⁴

A number of changes in requirements for teacher certification in the Albion College teacher education

²³Ibid., pp. 82-83.

²⁴Albion College Bulletin for 1952-1953, op. cit., pp. 100-101.

program were made in 1953. The new statement concerning teacher certification was recorded in the college catalogue in the following manner:

State Teacher's Certificate. The State of Michigan will grant certificates to graduates of Albion College provided they have met certain requirements in professional preparation. The requirement may be met in two ways: A--By completing (1) a major of not less than 24 semester hours in some subject other than Education and two teaching minors of not less than 15 hours each; (2) 20 hours of credit in Education including Educational Psychology, History of Education, and Principles of Education in accordance with the code of the State Board of Education. B--By completing (1) a major in Education which will include all the courses specified under plan A and (2) four teaching minors. Plan B is for elementary teachers only but they may meet the requirements for the elementary certificate under plan A if they choose. Secondary teachers must follow plan A. Students who wish to prepare for teaching should confer with the chairman of the department of Education before the second semester of the sophomore year.²⁵

Carter says,

These changes represented the increased interest in elementary teaching among a number of our students stemming from the leadership of Eleanor McLaughlin who joined our department in 1952 as the staff member responsible for all elementary teaching certificate candidates. Dr. McLaughlin did a good job of restructuring the elementary program.

Although Carter mentions restructuring the elementary program, as noted earlier only a few curricular changes were made at this time. Permission was granted

²⁵ Albion College Bulletin for 1953-1954, op. cit., pp. 100-101.

by the State Board of Education for Albion College's department of education to offer a major in elementary education and Professor McLaughlin developed an acceptable elementary education major through the utilization of the courses offered by the department at that time.

The official statement concerning teacher certification remained the same from 1953 to 1961. In 1961, the following changes in certification requirements were noted in the college catalogue:

Course Requirements--Secondary Certificate

Students accepted as candidates for secondary teacher certification after September 1, 1961, in addition to the specific qualifications outlined for admission to the program, must:

- a. Complete one departmental major (30 semester hours) or one group major (36 semester hours).
- b. Complete one departmental minor (20 semester hours) or one group minor (24 semester hours).
- c. Complete 20 semester hours of professional Education including Introduction to Education, Educational Psychology: the Adolescent, Methods of Teaching in the Secondary School, Instructional Techniques and Materials, Introduction to Directed Teaching--Secondary Level, and Directed Teaching--Secondary Level.

Course Requirements--Elementary Certificate

Students accepted as candidates for elementary teacher certification after September 1, 1961, in addition to the specific qualifications outlined for admission to the program, must:

- a. Complete one departmental major (30 semester hours) or one group major (36 semester hours).
- b. Complete a planned program of 20 semester hours in a combination of methods and content appropriate to elementary education. These include Art 101 and 284, Home Economics 238, Psychology 322, Physical Education 217, Music 293 and 294, and Speech 309.
- c. Complete a minimum of 20 semester hours of professional Education, including Introduction to Education, Educational Psychology: the Child, Methods of Teaching in the Elementary School, Instructional Techniques and Materials, Introduction to Directed Teaching--Elementary Level, and Directed Teaching--Elementary Level.²⁶

The "specific qualifications outlined for admission to the program" referred to a newly-developed and carefully-planned program of admission not only to the teacher education program, but also admission to the course in directed teaching and ultimate recommendation for teacher certification.

The changes in requirements for certification and the establishment of specific qualifications for admission to the teacher education program were components of the comprehensive program of admission to Albion College's teacher education program that was established and operating on September 1, 1961.²⁷

²⁶ Albion College Bulletin for 1961-1963, op. cit., pp. 52-53.

²⁷ Ibid., pp. 50-53.

The new requirements were listed in the 1961-1963 college catalogue as follows:

Course For Teachers

The teacher preparation program at Albion is carefully planned to help the student develop a broad and diversified liberal arts education within which the professional growth of the individual can flourish, and at the same time develop areas of specialization necessary to the practical goals of the program.

Students interested in a career in education should confer with the Chairman of the Department of Education as early as possible in their college program so that course planning and counseling may be thoughtful and complete.

The State of Michigan will grant teacher certification to Albion College graduates who successfully complete the prescribed course of study and are recommended as having met the qualifications for selection as outlined below:

I. Students desiring admission to the teacher education program must file formal applications for entrance to the program prior to November 1 of the sophomore year and must have a cumulative academic average of at least 1.2 at the end of the third semester of their college work. In the evaluation of these applications, the following factors will be taken into account:

- a. Recommendations of freshman year instructors.
- b. Scores on College Entrance Examination Board tests.
- c. Results of qualifying examination administered by the Department of Education during the first semester of the sophomore year.
- d. Personal interview with member(s) of the Department of Education Staff.

II. Students admitted to the program must further:

- a. Pass a qualifying examination in area of specialization (major or minor) administered the second semester of the junior year.
- b. Pass a qualifying examination in professional Education administered the first semester of the senior year.
- c. Attain a cumulative average of 1.4 in area of specialization (major or minor) before undertaking directed teaching.
- d. Meet for a personal interview with a faculty committee of the Department of Education or a committee representing the Department.

III. Admission to directed teaching and ultimate recommendation for teacher certification rest on departmental evaluation of the student's level of development in the following areas:

- a. Mastery or competence in area of specialization.
- b. Knowledge and understanding of techniques and methods for effective classroom presentation.
- c. Professional perspective in the status and responsibilities of teaching as a profession.
- d. Health, emotional stability, and social intelligence.
- e. Proficiency in both oral and written communication.
- f. Familiarity with the growth and development of education in the United States as a social, political, and economic force.
- g. Understanding of how human beings grow and how they learn.²⁸

²⁸Ibid.

No other changes were noted in teacher education admission and certification requirements during the 1961-1962 school year at Albion.

Participating Public Schools

From 1943 to 1962, students enrolled in Albion College's student teaching program served their teaching apprenticeships in the Albion, Michigan, public school system. From 1943 to 1956, students preparing to teach at the elementary level were assigned to one of the following elementary schools: Austin, Dalrymple, and Washington Gardner. During the middle 1950's, two new elementary schools were constructed in Albion, and in 1956, a number of elementary student teachers were assigned to these two schools, one the North Elementary School, and the second, the Crowell Elementary School.

Students preparing to teach at the secondary level were assigned to the city's only high school, Washington Gardner High School, which also housed the city's only junior high school unit.

Staff

From 1943 to 1944, the staff members, full and part-time, included Professor Geiger, in charge of the education department during Professor Carter's leave of absence to the army, Busch, Hamm, Harton, Ludy, Marshall,

Voltmer, Walkotten, Wieman, and Williams.²⁹ Of the ten staff members listed, only one of them, Geiger, was a full-time departmental member. Two of them, Harton and Walkotten, were administrators in the Albion Public Schools. The remaining seven faculty members were assigned to various other college departments, art, music, home economics, physical education, and psychology, and usually taught one course, each, for the education department. The practice of listing other departmental staff members under the banner of the education department was discontinued in 1944 as the 1944-1945 college catalogue only listed Carter, Harton, and Walkotten as members of the education department's staff. From 1944-1949, Carter taught the courses listed under the department's catalogue heading, assisted by Harton and Walkotten.³⁰

Although Miss Marilyn W. Scott had been an instructor in psychology since 1946, it was not until 1949 that she was listed as a member of the education department.³¹ Miss Scott received her B.A. from Albion College in 1945 and her M.S. from Albion in 1946.³²

²⁹Catalogue of Albion College for 1942-1943 and 1943-1944, op. cit., p. 10.

³⁰Albion College Bulletin for 1948-1949, op. cit.,
p. 87.

³¹Albion College Bulletin for 1949-1950 (Albion: Albion College, 1949), p. 91.

³²Ibid., p. 20.

W. Maurice McLean, A.M., a staff member since 1948 was first listed as a member of the education department in 1949. In addition to teaching courses in psychology, McLean assisted Carter in the teaching of the educational psychology courses.³³

In 1950, two additions were made to the education staff. In addition to Carter, Harton, McLean, Scott, and Walkotten, Edwin W. Born, Ph.M., and Miss Dorothy Mildred Marty, M.A., were assigned to the education department's staff.³⁴

Born's tenure at Albion College was short-lived. In January of 1952, he elected to return to his former position of public school administrator. His successor, at the beginning of the second semester of the 1951-1952 school year, was Miss Dorothy V. Simrall, Ph.D.³⁵

In September of 1952, Miss Eleanor Tracy McLaughlin, Ph.D., joined the department as a full professor of education. She replaced Miss Scott who had become Mrs. McLean.³⁶ The full roster for the education department

³³ Ibid., pp. 91-92.

³⁴ Albion College Bulletin for 1951-1952, op. cit., pp. 15 and 20.

³⁵ Albion College Bulletin for 1952-1953, op. cit., p. 22.

³⁶ Albion College Bulletin for 1953-1954, op. cit., p. 162.

during the 1952-1954 school years included Carter, Harton, McLaughlin, W. Maurice McLean, Simrall, and Walkotten.³⁷

From 1954 until 1959, there were only two changes in the staff personnel of the education department. Walter B. Sprandel, A.M., an Albion College faculty member since 1942 in the department of physical education, was first listed as an additional part-time member of the education department in the 1954-1955 college catalogue.³⁸ The second change took place when Joseph Carter Heston, Ph.D., was added to the education department's staff in the fall of 1955.³⁹

Marilyn Scott McLean, who had been a member of the Albion College faculty during the years, 1946-1952, re-joined the education department's staff as Dorothy Simrall's replacement when Dr. Simrall resigned her Albion position in 1959.⁴⁰ Mrs. McLean resigned in January, 1960.⁴¹

Several other changes took place in the department's staff during the period from 1959 to 1962. William

³⁷Ibid., p. 100.

³⁸Albion College Bulletin for 1954-1955, op. cit., pp. 104 and 170.

³⁹Albion College Bulletin for 1956-1957, op. cit., pp. 109 and 175.

⁴⁰Albion College Bulletin for 1959-1960 and 1960-1961, op. cit., p. 175.

⁴¹Albion College Bulletin Supplement for 1959-1961 (Albion: Albion College, 1960), p. 8.

C. Harton died on October 22, 1959.⁴² George Walkotten died on March 26, 1960.⁴³ Carl W. Brautigam, Ed.D., Walkotten's successor as superintendent of the Albion Public Schools, was appointed to the education department's staff as a part-time lecturer in education in September of 1960.⁴⁴ Harton's successor was Gertrude Petch, M.A., the former principal of the Dalrymple School in Albion.⁴⁵

Although wishing to remain an active member of the department with full-time teaching responsibilities, Carter elected to step down as chairman of the education department in 1961. As the result of Carter's decision to step down, Professor McLean became the new chairman of the education department in September, 1961.⁴⁶

Carter's Retirement

Thomas Milton Carter's official retirement was announced by Albion College president, Louis W. Norris in March of 1961.⁴⁷ In announcing Carter's retirement, Norris revealed that although Carter was retiring as chairman of the education department, Carter would continue to serve the college for the next school year, on a part-time basis,

⁴²Ibid.

⁴³Ibid.

⁴⁴Albion College Bulletin for 1961-1963, op. cit.,
p. 129.

⁴⁵Ibid., p. 136.

⁴⁶Ibid., p. 80.

⁴⁷Io Triumphe (Albion), March, 1961, p. 38.

as the director of student teachers. Norris, also, stated that Carter's new appointment would not include the teaching of any classes.⁴⁸

In September of 1961, the college student newspaper carried an article on faculty retirements and appointments. Referring to Carter's retirement, the article stated that following his retirement as head of the department of education, Carter was appointed professor emeritus of education and was serving as part-time director of student teaching and placement for the 1961-1962 school year.⁴⁹

In recalling his approaching retirement, Carter says:

Dr. George Hill, with the aid of the Albion College Alumni Association and Mrs. Ann Hollinshead, sent out letters to students who had prepared for teaching in the department of education at Albion and notified them of my pending retirement. As a result, enough letters came in to make a good-sized volume which was presented to me on Alumni Day in June of 1961.

Prior to the actual retirement date in June, the faculty of the college sponsored a dinner honoring Mrs. Hollinshead, who was retiring, too, and me. An element of drama was added to the occasion when Frances (Mrs. Carter) had to be wheeled into the room by a nurse who stayed with her until the dinner was over and then took Frances back to the hospital where she had been for ten weeks suffering from a broken hip.

⁴⁸Ibid.

⁴⁹Pleiad (Albion), September 22, 1961, p. 2.

At the completion of his part-time service in June of 1962, Carter became professor of education, emeritus, in residence and was assigned a new office in Cass House, one of several former private residences owned by the college and converted into faculty office buildings. In his new office, Carter found time to read, continue his research in a variety of areas of interest to him, and to write articles of an educational nature.

Commenting on this phase of his career, Carter says:

At the time of my retirement, the president and the dean informed me that I could continue to give valuable service to the college as a whole if I cared to do so and, in order to indicate to me and others that I still was a part of the leadership of the college, had decided to give me a new kind of a title, namely, "Professor Emeritus in Residence." Whether I have lived up to their expectations, I do not know. I do know that I have found work to do and am happier in doing it than if I were playing shuffleboard.

CHAPTER V

CONCLUSION

It is difficult to measure the amount of influence that Carter has had on teacher education at Albion College during the period from 1923-1962. He has made significant contributions to the development of the department of education at Albion College since 1923. He has had a major influence on many of the students who studied under him. He has, however, experienced criticism as well as praise.

The relationship between Albion College's department of education and Thomas Milton Carter during the period from 1923-1962 represents the fulcrum upon which an evaluation of Carter's contributions to the department rests. Within this framework, the contributions of Carter to teacher education at Albion College are to be evaluated.

Tom Carter has completed his forty-seventh year of service in the field of teacher education. His professional career in education parallels a period in national and world history marked by change, technological advancement, turmoil, tragedy, and triumph. New modes of communications and transportation have created a remarkably small world which, in turn, has magnified the problems of all the world's peoples. The past fifty years in the field of

teacher education has been a period of change, dissatisfaction, experimentation, ferment, and controversy.

Carter's years of professional service to teacher education embraces this period of growth and change.

Early Years at Albion

When Carter came to Albion College as chairman of the education department in the fall of 1923, he discovered what appeared to be an unbalanced program of teacher education. His predecessor, Dr. Emery L. Kuhnes, had elected to emphasize the departmental course offerings in tests and measurements. Carter decided to concentrate his efforts upon structuring the departmental course offerings in such a manner that each education student would have an opportunity to participate in a more diversified and practical teacher certification program rather than in a program that emphasized mental tests and measurements to the exclusion of other allied areas of interest and importance. One of Carter's departmental goals was to provide education courses of a "service" nature that would help the student prepare for the task of handling the regular classroom responsibilities in an efficient and professional manner. Realizing that a number of other faculty members would resist any immediate and radical changes in the course offerings of the education department, Carter took time to become acquainted with his new responsibilities and surroundings

and made few departmental changes during his first year at Albion.

One of Carter's first projects was a personal survey to determine the nature and content of the programs for teacher education in several small liberal arts colleges in Michigan. Carter invited each department of education in the various small liberal arts colleges of Michigan to send a representative to Albion for the purpose of holding a conference to discuss the respective teacher education program of each college represented. The conference provided its participants with opportunities to examine the various programs in existence among the schools represented at that time. Prior to the adjournment of the final meeting of the conference, the representatives decided to form an association of professors of education in Michigan liberal arts colleges so that regular evaluations could be made of the teacher education programs offered by the colleges participating in the newly-formed association.

As president of the new association, Carter served as the liaison between the association and the State Department of Public Instruction. During one of his early meetings with officials of the state department, Carter asked them for suggestions and guidelines which would provide direction for the members of the new association as they worked toward the goal of improving and strengthening

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their respective teacher education programs. One official suggested that the differences in personnel and facilities to be found in the various schools represented would provide excellent opportunities for each school to experiment with various courses, record professional observations of the results, share these observations with the other members, and to make periodic reports to the department with any recommendations each school would care to make to the department for suggested modifications and changes. Carter says,

I was pleased the Department of Public Instruction was willing to have the liberal arts colleges experiment with the various education courses required for teacher certification. The attitude of the officials of the department encouraged a number of us to seek improved ways of instructing our education students.

As the result of the initial harmonious meeting with state department officials, Carter developed and maintained a close relationship with various members of the department. He says,

I found them to be concerned, intelligent, and reasonable men who were interested in the improvement of teacher education in Michigan. They were helpful to me as I attempted to develop a professional education program at Albion. They were always willing to provide aid, assistance, and advice.

The major additions to the education department's curriculum during the period from 1923 to 1943 reflected Carter's desire and determination to develop a professional

teacher education program at Albion College. During this period, Carter was encouraged by the support of Albion College president, Dr. John L. Seaton, who supported Carter's objective of offering a practical program of educational experiences with emphasis on continued professional preparation and growth.

When Carter joined the Albion College faculty in 1923, opportunities for student teaching were limited to those Albion College students who were fulfilling the requirements for secondary teaching certificates. Under Carter's direction and guidance, a course in apprenticeship teaching, at the elementary level, was developed and incorporated into Albion's teacher education program. Also, under Professor Carter's direction, the administration of Albion College developed a written agreement with the Albion Public Schools which outlined the details of the student teaching program.

During Carter's tenure as chairman of the education department, a relationship developed between the Albion Public Schools and the department of education of Albion College that was a mutually beneficial one. Through its acceptance of student teachers, the school system provided valuable pre-service training for beginning teachers. At the same time, the public school system enhanced its own program by the addition of enthusiastic young student

teachers who provided a potential source for recruiting new staff.

Several changes in requirements for teacher certification were reflected in curricular changes effected in Albion's teacher education program during the year 1923-1943. Of these changes, Carter says,

The additional requirements simply reflected my desire to standardize our program and upgrade the professional requirements. In my opinion, we did a good job of keeping up-to-date. With a few minor changes in our program, our certificate requirements met all of the requirements of the State of Michigan under the new Teachers' Code that became effective June 30, 1939.

During the years of his service to Albion College, Professor Carter usually was the only full-time member of the department of education's faculty. Carter says, "My teaching load was about twenty hours per week, a load I continued to carry as long as I was a professor at the college." In addition to a heavy teaching load, Carter served as an educational advisor to the Starr Commonwealth for Boys and Battle Creek College during his first year at Albion.

Shortly after Dr. John L. Seaton became president of Albion College in 1924, Seaton told Carter that he was hearing a great deal of complaint about Carter's effectiveness as a teacher. Recalling this incident, Carter says:

I told President Seaton that I was aware of the situation and that I had come to the college expecting such criticisms from the faculty. I was aware that anyone occupying a position in

the education department in a liberal arts college was sitting in a hot seat. I told Seaton I had some forms for student evaluation of college professors. I suggested his looking over the forms and selecting the one which he thought to be best to be used by all members of the faculty. He did so, but not all faculty would consent to use it. I used it in every class and had the results tabulated. Many of the other faculty members who used the rating form had their results tabulated, too.

The tabulations showed that a young instructor from Oberlin College ranked first and I ranked second. As had been expected, ratings of me ranged all the way from exceptionally good to unusually poor. The same was true of all the other professors who obtained student ratings, but the number and percentage of rankings in each category was the thing that was important.

I do not claim any validity for the student ratings, nor do I cite this incident in a spirit of boastfulness as I am confident I was rated higher than I deserved because the amount of work as well as the conditions under which I worked hardly made it possible for me to do as effective work as I could. After the student ratings, I continued to be criticized for the ineffectiveness of my work, but I think no more than I deserved.

In spite of Carter's modest evaluation of his teaching effectiveness, an example of his students' esteem for him and his efforts in their behalf was recorded in 1932 when the annual edition of the college's yearbook, Albionian, was distributed. That year, the students dedicated the Albionian to him in the following manner:

DEDICATION

In recognition of the supreme
effort that
Dr. Thomas M. Carter
has put forth in his sincere
endeavor to start many students
on the road to achievement
this 1932 Albionian is
respectfully dedicated.¹

During Carter's tenure as chairman of the education department, the major curricular changes were effected during the 1923-1940 period during which time Carter, working closely with various officials of the State Department of Public Instruction, was developing a professional program of teacher education. From September, 1939, to June, 1943, no curricular changes were made in the education department's course offerings. Apparently, this absence of curricular change was the result of three factors: (1) the department's curriculum was fairly comprehensive and was meeting the needs of the undergraduate students seeking teaching certification; (2) the advent of World War II served to emphasize change in various areas to the exclusion of others; and (3) during World War II, Carter was absent from Albion's campus while serving as an army chaplain on active military duty.

¹Albionian (Albion: Albion College, 1932),
p. 2.

Later Years at Albion

No major curricular changes were noted among the course offerings of the department of education during the period from 1943 to 1950. Course content was updated and minor revisions were made in various courses, but no major curricular additions were made during this period. Essentially, the education department's course offerings represented the courses required to meet the State of Michigan's teacher certification requirements.

Three new courses were added to the department's curricular offerings in the fall of 1951. The additions were survey type courses in the following areas: education of the exceptional child, children's literature, and comparative education.

From 1951-1961, only one additional course was added to the department's curriculum. In 1953, Education 307, the Child, was offered for the first time. Carter says:

Actually 307 was an off-shoot of our 309 course in educational psychology in which the subject of childhood development was surveyed. However, the new course treated the subject in greater depth and detail and represented an improved course offering to our students.

Major additions to the education department's curriculum during the 1961-1962 academic year reflected the change in leadership of the department as well as an increased awareness of current trends in teacher

preparation. Also, the changes in requirements for certification and the establishment of specific qualifications for admission to the teacher education program were components of the comprehensive program of admission to Albion College's teacher education program that was established in the fall of 1961.²

Prior to 1961, admission to the teacher education program was granted following an interview between the interested applicant and the chairman of the department. Marvin Pahl, Albion College registrar from 1931-1964, says:

As I recall, admission to the department of education was obtained as the result of a personal interview with the chairman of the department. Any full-time, regularly enrolled Albion College student, not on academic probation, was eligible for admission to the teacher education program until the new admission requirements were established in 1961.³

Although it would appear that a justifiable criticism could be made of the failure of the education department to establish a comprehensive list of admission requirements prior to 1961, one must keep in mind the excessive work and teaching loads that were Carter's lot throughout the entire period of his service to the students of Albion College who prepared for teaching certification during the years, 1923-1961. Only a dedicated, highly motivated, and

²Albion College Bulletin for 1961-1963, op. cit.,
pp. 50-53.

³Statement by Marvin Pahl, personal interview.

professional practitioner such as Tom Carter is, and always has been, could have managed to meet the requirements of the position he filled so capably for a period of thirty-eight years. Awareness of Carter's heavy teaching load came too late to provide relief for Carter. However, the college administration recognized the problem. Since 1962, the education department at Albion College has had four full-time faculty members and two part-time instructors.

Retirement

Dr. Thomas Milton Carter's official retirement was announced by Albion College president, Louis W. Norris in March of 1961.⁴ However, Carter continued to serve the college for the next school year as part-time director of student teaching and placement.⁵ Also, during the 1961-1962 school year, he prepared various position papers on several aspects of Albion College life viewed from the perspective of a faculty member with thirty-eight years' service to the institution.

Since his retirement in 1962, Professor Carter has continued research in various areas of interest to him, taught at the Bay View (Michigan) Summer College, participated as an active member of several educational, religious, and civic organizations, and written nine articles which

⁴Io Triumphe (Albion), March, 1961, p. 38.

⁵Pleiad (Albion), September 22, 1961, p. 2.

have been published in various professional educational and religious periodicals. At the age of eighty-two, Tom Carter remains alert, busy, interested, and productive.

A Summing Up

Although a normal course was developed and offered to interested Albion College students as early as 1893,⁶ Albion College had not developed a professional department of education by the time Thomas Milton Carter joined Albion's faculty as chairman of the department in 1923. From a modest beginning of a few education courses in 1923, Albion's education department, under Carter's direction and guidance, became AACTE approved in 1952.

Although criticized by some for his ineffective classroom teaching, as a college professor, Carter's greatest attribute may have been his ability to inspire his students. The students who studied under Carter developed the firm conviction that they were being prepared to make significant contributions to the world. They entered the teaching profession convinced that they were going to contribute a vital and necessary service to mankind. They shared Carter's belief that it was possible to combine liberal arts and teacher education in such a manner that good teachers for the public schools would be

⁶The Yearbook of Albion College for 1893-94,
op. cit., pp. 54-55.

produced in such a way that both the public schools and liberal arts would benefit.

Also, Carter's students were exposed to his enthusiasm for all matters of an educational nature. They became aware of his insatiable curiosity. Carter never ceased his efforts to increase and expand his knowledge. In addition to his required reading for his regular classes, Carter would read the selected writings of a particular author, prepare questions based upon the selected readings, and submit the questions to the author who, invariably, would respond with his answers and reactions to the questions submitted to him by Carter.

Upon his return to Albion, following his release from active service during World War II, Carter discovered that he would have a free period of three months before the college would require his services. He decided to return to the University of Chicago and catch up with the changes that had taken place in the field of education during his absence. He lined up a series of interviews with several of the members of the university's school of education. He formulated two general statements which he submitted to each man with whom he had a conference.

These statements were:

1. What outstanding development or developments have taken place during the past four years?
2. Briefly state what you think is the significance of this development for your field of endeavor.

Carter found his approach to be a fruitful one and profited from these meetings. One of his most productive meetings was with Dr. Ralph Tyler who, at that time, was the Dean of the School of Education at the University of Chicago. Tyler had just completed an eight year study of the effectiveness of progressive education and provided Carter with one of his most productive and satisfying conferences.

Students, also, were aware of Carter's total commitment and giving of himself and his substance to the causes which he espoused. In spite of his heavy schedule, he always found time for personal student counseling and to attend the many student functions so dear to the hearts of the undergraduates.

Carter's ability to attract and employ capable staff members for his department and to place his students in desirable teaching positions represented other areas of service to his students. His relationships with other professional educators who worked with student teachers in the other Michigan colleges and universities gave him a chance to keep in touch with the student teaching programs throughout the state. He made practical applications of this knowledge to his own program and shared the information with his students.

Desiring a continuing program of service and practicality for his students, Carter maintained contact with

them following their graduation through the Albion College Placement Bureau, departmental questionnaires and follow-up letters, and his active participation in various professional organizations such as the Michigan Association for Student Teaching.

Through his active participation in MAST, Carter exerted a personal influence on the direction of the various association meetings which he attended. He had the desire and courage to stand up, state his personal views in an emphatic manner, and literally take over the meetings. As the result of his tenacity and ability to articulate his views, Carter frequently was able to change the original direction of a MAST meeting to one of his own choosing. Not all of the association's members agreed with Carter's ideas and procedures. However, several of them recall Carter's taking over many of the meetings of the association during the years of his active participation in them.

During these years, a number of the MAST meetings were held on the campus of Albion College with Dr. Carter as the official host. Frequently, the site of the association meetings held in Albion would be a classroom near Carter's office in Robinson Hall. As the result of his successful fulfillment of his duties as the host, few of the MAST members left Albion without being aware of Tom

Carter and his views on the current subjects of the association's concern.

In spite of the tremendous teaching load and burdensome administrative duties related to his work as chairman of the education department, Carter found time to write articles for publication in state, national, and international journals. Several of these articles were related to his doctoral thesis while others were related to the results of various studies conducted on the campus of Albion College.

From 1923 to 1962, Carter wrote forty-eight articles of which forty-three were published in various professional periodicals. The remaining five articles were mimeographed for Albion College student and faculty use. Since his retirement in 1962, Carter has written nine articles and a biography of Dr. Frederick Samuel Goodrich, late professor and chaplain of Albion College for more than half a century.

The scope of his interests is reflected in the wide range of subjects on which he has written over the period of the past forty-seven years. Articles written by Carter have appeared in the following periodicals:

Arts and Activities Journal
Bulletin of American Colleges
International Journal of Ethics
Journal of Applied Psychology
Journal of Higher Education
Journal of Social Psychology
Michigan Christian Advocate
Michigan Education Association Journal
Personnel and Guidance Journal
Phi Delta Kappan
School and Society

Commenting on his professional writing, Carter says:

It is difficult for me to resist the temptation to discuss each of my published articles. However, I shall comment briefly on just one of them. My article entitled "Professional Immunity for Guidance Counselors" published by the Personnel and Guidance Journal in 1954 was, in my opinion, the best one I have written. It deals with an important subject that has been studied relatively little. I did a good bit of research and, in reporting my findings, thoroughly documented every key concept elucidated. The language is as scholarly and highly selected to fit the material as I could make it. I received many commendations from various guidance scholars.⁷

In 1960, Gail F. Farwell, University of Wisconsin, and Herman J. Peters, Ohio State University, were preparing a new book of readings on guidance and counseling. These two authorities secured my permission and the permission of the publishers of the Personnel and Guidance Journal to reproduce my article in full.⁸

In an introductory paragraph. Farwell and Peters make the following statement:

There is a paucity of literature in the area of professionalization. Certainly much needs to be done to study the counselor's ethical responsibilities, his legal standing, his status in the educational world and his professional unity. The articles by Carter, Wrenn, and Johnson are stimulating and provocative.⁹

⁷Thomas M. Carter, "Professional Immunity for Guidance Counselors," Personnel and Guidance Journal (November, 1954), pp. 130-135.

⁸Gail F. Farwell and Herman J. Peters, Guidance Readings for Counselors (Chicago: Rand McNally & Company, 1960), pp. 652-660.

⁹Ibid., p. 556.

In concluding his comments on this article, Carter says, "This article deals with the legal standing of the counselor, and so far I have not seen another treatment of that subject."

Although Carter has not established the reputation of being a great scholar, he demonstrated the ability to take various points of view and give them meaning and vitality. In this way, he was able to inspire his students about teacher education and to encourage them to prepare themselves to make significant contributions to the students with whom they would work. The faith in people that Carter spoke of so often in the classroom was the kind of faith he actually demonstrated in practice.

Carter is a man of courage and faith who is genuinely loved. Evidence of his ability to generate love and respect is recorded in the following letter to Dr. Carter written by a former student at the time of Carter's retirement. Dated May 9, 1961, a copy of the letter follows in its entirety:

Dear Dr. Carter:

Perhaps it ought not to be so, but in one respect, your retirement from Albion in June will mean the end of my identification with Albion. It will mark the end because you have been the person with whom Albion has always been associated in my thinking.

When I entered Albion--in 1948 after attending other schools--it was because of the opportunity to prepare for teaching under your guidance; my sister before me had often mentioned your influence, and it was a persistent beacon to me.

I am not sure that any of us ever truly know from whom we have learned, what we have learned, or when we have learned. As I recall your teachings, you would endorse this. And yet, whenever I have thought of my Albion days preparing to teach I have been conscious of three great influences.

The first of these was an emphasis--perhaps it was a continual theme--that education was a moral enterprise, that it had ethical meanings of great consequence. (One of my later teachers, John L. Childs, reinforced this very idea.) You made it obvious to me then--and it remains this way now--that we could not take lightly the task of teaching; its potentials were so great and humanity's needs so imperative.

You were concerned, too, I recall with the importance of working at teaching. Although this seems so obvious now, I can remember that all of us did not see how necessary it would be to continue to study, to think, to devote all available energies to the improvement of our teaching. Your emphasis was more than correct; it was vital.

But most significantly I remember the feeling of personal concern which you expressed and demonstrated for each of us. I recall two semesters when Dick Tobias and I were carrying a maximum load but interested in other courses not scheduled to be offered. You arranged for a study room in the library and met with us frequently to guide our independent study. For us it was a "non-credit course" but surely much credit deserved to be given you. (I now have a better understanding of the large teaching load you carried throughout your years at Albion.) This feeling of personal involvement has made its indelible mark. I hope that if anything has characterized my teaching in elementary and junior high school, in junior college and university, it is the fruit of that lesson. I hope that the benefits of study can be enhanced for my students by my attempts to implement what you initiated for me: the belief that the relationship between teacher and student can and must transcend whatever barriers there may be to become accepting and understanding, warm and personal, supportive and stimulating.

I find it difficult to wish you well in a retirement you so richly deserve for I am sorry that future teachers in Albion will be denied your influence. But perhaps they will only be denied it in the direct sense. Surely this must be so; it has been too pervasive, too significant. It spreads out from those of us who have known you.

Thank you, Tom Carter. You have now as always my professional admiration, and I send you my very best regards.¹⁰

Carter is an inspirational speaker, he has the ability to generate enthusiasm and interest in his listeners. He seems to convey an ethical appeal that gives a special quality of sincerity to what he says. Carter communicates with his listeners with not only what he says, but also with what he is and what he represents to them. During his active teaching days, his lectures stressed the practical aspects of preparing to teach, common sense approaches to problems, dedication to students and to the profession of teaching, and diligent devotion to the continuing duties and responsibilities of teaching. He was able to generate enthusiasm among his students and encouraged them to go forth with a strong commitment to education.

An excerpt from a personal letter to Dr. Carter at the time of his retirement states:

¹⁰Letter from Calvin B. Michael, Assistant Professor of Education, School of Education, University of California, Berkeley, California, May 9, 1961.

Your warmth, patience, guidance, and counseling was an inspiration. I shall never forget your encouraging words, your faith in me--that is why I became a teacher of young people. I hope and pray that I have helped others as you have me.¹¹

Other former students speak of Carter's faith in them and the wholesome influence he has had on their lives. People are aware that the education and welfare of other persons take first place in Carter's life; he lives and follows his own convictions. Here is a man with a sense of mission and a desire to serve. A man who selected a small-church-related, liberal arts college in the midwest as the arena for his varied interests and activities. A man who, in spite of several attractive professional offers to move elsewhere, elected to remain at one institution for a period of thirty-nine years. When asked why he chose to remain at Albion College for this period of time, Carter says, "Frances and I had become part of the college community; I felt that I was making a contribution in my own way; also, I did not feel that my job was finished."

The purpose of this study was to identify and record the contributions of Thomas Milton Carter to teacher education, Albion College, 1923 to 1962. This study traces the life of Professor Carter from birth through his long

¹¹Letter from Michael Palermo, Principal, Memorial Junior High School, Cleveland, Ohio, May 9, 1961.

professional career into his productive years of retirement. It records a number of his personal and professional experiences as well as a number of his contributions to his students, his profession, and the institution which he served for a period of thirty-nine years, Albion College. It attempts to identify the forces that have shaped his life and thought. Also, this study endeavors to portray the unique personality and spirit of Tom Carter, for without doing so, it would risk not creating a faithful record of the man, his love for humanity, his abiding desire to be of service, and his continuing interest in all matters of educational concern.

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