

**“One School, Many Eras: The Evolution of Teacher Education at California University of
Pennsylvania”**

An Honors Thesis

by

Hannah R. Kavscek

California, Pennsylvania

2017

California University of Pennsylvania
California, Pennsylvania

We hereby approve the Honors Thesis of

Hannah R. Kavscek

Candidate for the degree of Bachelor of Science

Date

11/28/17


11/28/17

11/28/17


11/28/17

23 Nov 2017

Faculty



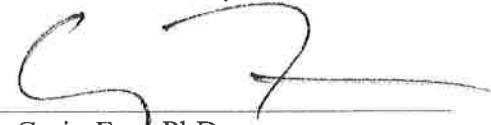
Jason Kight, EdD
Honors Thesis Advisor




Mary Seman, EdD
Second Reader



Loring Prest, MS-LIS, ThM
Honors Advisory Board



Craig Fox, PhD
Associate Director, Honors Program



M. G. Aune, PhD
Director, Honors Program

Name: Hannah Kavscek

Major: PreK-4/Special Education

Committee Members: Dr. Jason Kight, Dr. Mary Seman, Professor Loring Prest, and Professor Julia McGinnis

Keywords: California University of Pennsylvania, CalU history, history of teacher education, teacher training

Acknowledgements

All glory to God alone for his strength and blessings! Many individuals provided me with support, insight, and encouragement through the process of creating my honors thesis. Thank you to my Thesis Advisor, Dr. Jason Kight, for supporting my vision and providing feedback from various angles. Thank you to my Second Reader, Dr. Mary Seman, for the time spent on reading my drafts and for the insightful questions that spurred further research. Thank you to my Honors Advisory Board Member, Professor Loring Prest, for assisting me with APA formatting and for providing constructive feedback. Thank you to my Librarian, Professor Julia McGinnis, for supporting my research in the library's archives and allowing me to scour documents reaching back into the 1800s. Thank you to Dr. Craig Fox for overseeing the entire thesis process, as well as to Dr. M. G. Aune for his support. Thank you to the wonderful Kim Orslene for all of her behind-the-scenes assistance, as well as to the entire University Honors Program community for their overwhelming encouragement. Thank you to my fiancé, Andrew Miller, for his love, support, and listening ears. Finally, thank you to my parents, Mark and Heidi Kovscek, for their love and investment in my life, as well as for their example on how to live for Christ and passionately pursue their callings.

Abstract

California University of Pennsylvania was originally founded in 1852 as a school offering classes to students of all ages. It expanded and refocused its vision to train teachers during its Normal School Era. Through the years, the school continued to evolve, as in 1928 it entered its Teachers College Era. By 1959, programs beyond Teacher Education became a part of the school curriculum, as the name of the school was again changed to begin the State College Era. It was not until 1983 that the current title of the school was achieved, and California University of Pennsylvania was officially incorporated into the Pennsylvania State System of Higher Education, marking the beginning of the University Era of the school. Through primary source documents, this thesis project researches the history of Teacher Education at CalU, specifically focusing on the four eras that the university has spanned and connecting these eras to national trends and personal ties.

One School, Many Eras:

The Evolution of Teacher Education at California University of Pennsylvania

Long before California University of Pennsylvania was established as a state institution, the school was formed under more humble conditions, yet characterized with the persistence and passion of its founders. The journey through time has brought many changes to the school, including multiple different names, yet the mission of the school has remained the same – to provide a quality education that prepares men and women for their future careers. Teacher Education at California University of Pennsylvania has evolved since the school's conception, and these changes are linked to trends occurring at the national level, as well as to my own family history.

Teacher Education's National Evolution

Before looking at how Teacher Education at California University changed over the centuries, or even in the United States, one must look briefly at the history of the school system in our nation. It was not until the 1830s that the model of education common in the United States began to emerge, with children learning in a central, public place in the community. Horace Mann was one of the original reformers of the school system in the United States; he advocated that each district provide free universal schooling for all children through a common school system (Levin, n.d., Common School section, para. 1). Up until this point, school teachers were predominantly men who often had another profession, and simply needed to pass a review of a board to teach (New York University, 2016, ABCs of American Education section, para. 2). Qualifications for teachers at this point were minimal, although favorable characteristics included classroom management ability and completing an education that was, at the very least, at

the level being taught (Labaree, 2008, p. 291). It was Pennsylvania, in fact, that became the first state to require that teacher candidates pass a minimal competency exam that assessed their reading, writing, and arithmetic skills (Ravitch, 2003, para. 6). As Mann's reforms began to affect the nation's educational system, a greater need for Teacher Education was born.

Formal Teacher Education evolved as a response to the common school system model, and was manifested by the introduction of the normal school. The term "normal school" stemmed from the need to have a "norm for all teachers... that would assure a level of quality generally unavailable previously" (Levin, n.d., Normal Schools section, para. 1). Although the normal school provided an education that was more similar to today's high school classes than the collegiate environment, teachers were able to meet higher standards through training and certification under the normal school system. The common school system additionally benefitted as the demand for teachers was met (Labaree, 2008, p. 292). Normal schools took many forms in the earlier years, although "the most prominent and ultimately most influential form was the state normal school, the first of which opened in Lexington, Massachusetts in 1839" and was supported by Horace Mann (Labaree, 2008, p. 292). These institutions were designed to provide future educators with both a Liberal Studies Education and a Teacher Education, a program that ultimately took one to two years to complete. However, at the national level, this was often the exception – not the rule. The struggle to meet a teacher shortage often led to the mass production of teachers through a weak Teacher Education program.

At the turn of the 1900s, Teacher Education continued to reflect what the public wanted, an institution that not only prepared teachers, but also supported the professional

goals of other viable careers. Thus began the shift to a more liberal arts school environment; consequently, by 1930, eighty-eight normal schools had been transformed into teachers colleges (Tyack, 1967, p. 417). In the struggle to become more marketable in an increasingly competitive culture, state teachers colleges eventually dropped the term "teachers" from their names and later evolved into universities. As David Labaree explains:

In the century-long race to adopt the most attractive institutional identity, being a college was no longer good enough; only becoming a university would do. The large majority of the old normal schools followed this route—from normal school to teachers college to state college to state university—with only minor variations in labeling and timing. (2008, p. 295)

For this reason, the history of Teacher Education on the national level can be segmented into four periods (Serinko, 1975, p. 3). From 1839, when the first state normal school was established, until 1920, the Normal School Era existed. Between 1920 and 1940, the shift to teachers colleges occurred, while between 1940 and 1974, the emphasis on teaching was popularly omitted from the school name, lending this time period the label of the State College Era. The last and current era is consequently the university period, beginning in 1974 nationally and leading into current day.

Teacher Education's Local Evolution at California University of Pennsylvania

The beginning of California, Pennsylvania's establishment was dedicated to teaching the youth of the area. The four distinct eras in higher education that followed were similar to the national trend. From 1865 to 1928, the school experienced its start in

higher education as the South Western Normal College. Through the years of 1928 to 1959, growth as California State Teachers College occurred, while from 1959-1983, the school was established as California State College. Finally, in 1983, California University of Pennsylvania became a part of the Pennsylvania State System. Analyzing one year from each era in CalU's history provides the opportunity to compare and contrast the differences in each era.

The Normal School Era of California University of PA – 1865 to 1928: Part I

The first normal school was recognized in Massachusetts in 1839 (Labaree, 2008, p. 292). At this point in time, the town of California, Pennsylvania had yet to even be established; no wonder, then, that throughout the school's history, the evolution from normal school to university lagged behind the average national trend. Ten years later, however, in 1849, California of Pennsylvania was established as a community.

As more settlers began to make homes west of the Appalachian Mountains, a need for education arose. Multiple efforts to establish a variety of schools, academies, and seminaries were made in the California area. As would be expected, construction of a school building for the local children was begun not long after the establishment of the town (California University of Pennsylvania, n.d.-b). Although CalU's year of founding is often cited as 1852, the institution at the time was simply the first school building for the children of the community, and not a post-secondary school (California University of Pennsylvania, n.d.-b). The nation struggled as a whole to find qualified teachers to educate its students. Pennsylvania's response to this need was the passing of the bill "An Act to Provide for the Due Training of Teachers for the Common Schools of the State" in 1857. As Dr. Regis Serinko writes,

The passage of this act followed many years of effort to improve the common schools of Pennsylvania, a frequent complaint being the inadequate supply of qualified teachers. Almost anyone so inclined could obtain teaching positions, with the ability to read and write being virtually the only qualifications. State support of education was minimal, and higher education almost completely overlooked as a responsibility of the state government. (1975, p. 39)

In southwestern Pennsylvania in particular, no institution had yet been successfully established to train teachers – this is where the history of CalU truly begins.

At first, the initial attempts to start a normal school in California failed. A petition to the House of Representatives in 1859 was vetoed by the governor; the school would not have supported the requirements of the Normal School Act of 1857 due to lack of size, inadequate buildings, and too few available employees. By 1864, those in support of forming a normal school in California attempted to petition the state government once again – and in 1865 succeeded in establishing the South-Western Normal College. However, the governor limited the college by only recognizing them as a private institution until the Normal School Act's requirements were rightfully met (Serinko, 1975, p. 53).

The college's first fall term ran for sixteen weeks, from November 14th, 1865 through March 9th. The second term then ran for twelve weeks, from April 3rd, 1866 through June 22nd (South Western Normal College, 1865, p. 13). More details concerning the curriculum developed at this time will be detailed below.

1865 – Emphasis year from the normal school era. Due to the scope of information available on the evolution of California University’s Teacher Education program, a particular year will be more thoroughly investigated to represent each era of the school. To attend the institution in 1865, tuition was a mere \$6 for a twelve week session and \$9 for a sixteen week session (South Western Normal College, 1865, p. 15). In addition, 101 women and 57 men were enrolled at South Western Normal College, for a total of 158 students (South Western Normal College, 1865, p. 9). The number of women pursuing Teacher Education in this corner of Pennsylvania reflects the national trend that was occurring in the 19th century, as many men were leaving their positions in the classroom in favor of either building new careers or moving westward (Levin, n.d., 1820s to 1830s: The Common School Era section, para. 2). The following research looks at the school’s statement of purpose, emphasis on teaching, and programs offered in the year 1865.

Statement of purpose. In 1865, the purpose of the South Western Normal College was stated as follows in its catalogue:

The labor of founding this Institution has been begun at California, Washington County, Pennsylvania in the earnest desire to promote the qualifications of that worthy and useful class, Common School Teachers... The friends of the enterprise believe that the teacher is the great center which supports the Common School System, and which gives thereto whatever efficiency that system may possess... To elevate the profession of Teaching to popular respect and honor, to aid teachers in the attainment of a noble, independent and professional character, and thereby to augment the benefits of Popular Education, are the aims and

motives of those who are endeavoring to found the South Western Normal College. (South Western Normal College, 1865, p. 10)

South Western Normal College was singularly dedicated to Teacher Education, specifically in alignment with Horace Mann's common school system that was sweeping the nation and increasing the demand for classroom teachers. The emphasis on elevating respect for teachers and supporting their character development was a direct response to the negative publicity the common school system was receiving, as unprepared individuals often took the teaching positions that desperately needed filled.

Emphasis on teaching. Much emphasis was placed on Teacher Education in 1865, given that the entire institution was designed for preparing students to be educators. On page 17 of the 1865 catalogue, the following statement is made: "Pupils receiving Normal School training, are, with justice, regarded as better teachers-other things being equal."

Programs offered. Two routes could be taken by students attending the South Western Normal College in 1865 – either the Scientific Course or the Classical Course (South Western Normal College, 1865, p. 11). Not all students came prepared to delve into the Teacher Education courses, however. For this reason, a preparatory year was also an option for students.

For students seeking to enroll in the Scientific Course, the preparatory year included classes on reading, writing, spelling, grammar, composition, mental arithmetic, practical arithmetic, descriptive geography, drawing, and object lessons (South Western Normal College, 1865, p. 11). Their freshman year included classes on the analysis of

English words, English grammar, writing and drawing, intellectual arithmetic, higher arithmetic, algebra, physiology, elocution, book-keeping, physical geography, and the science of education (South Western Normal College, 1865, p. 11). The sophomore year, meanwhile, required classes on the history of the United States, geometry, rhetoric, didactic science, natural philosophy, chronology, botany, descriptive geography, and practice in the Model School. At this point, students could graduate from the normal school and be qualified to teach the elementary grades; however, students wishing to teach beyond were required to continue their education. For continuing junior year students, classes on the history of England, the history of Rome, zoology, chemistry, higher algebra, natural philosophy, botany, geology, trigonometry and surveying, and didactic science were taken, along with continued practice in the Model School (South Western Normal College, 1865, p. 11). Finally, in the senior year of the Scientific Course, students completed classes in the English classics, English grammar, analytical geometry, civil engineering, the history of Greece, moral science, rhetoric, astronomy, differential and integral calculus, logic, analytical mechanics, mental science, and didactic science (South Western Normal College, 1865, p. 12).

The Classical Course, on the other hand, offered more coursework with emphasis on Latin and Greek. The preparatory year for this curriculum provided instruction on English grammar, Latin, Greek, practical arithmetic, and descriptive geography (South Western Normal College, 1865, p. 12). During freshman year, students received instruction on Latin, Greek, intellectual arithmetic, algebra, physiology, higher arithmetic, book-keeping, and the science of education. For the sophomore year of the Classical Course, the history of the United States, geometry, natural philosophy, botany,

and a continuation of Latin and Greek were explored. During students' junior year, botany, higher algebra, chemistry, trigonometry and surveying, geology, and didactic science were taken, along with Latin and Greek coursework. Finally, for senior year, students received further instruction on Latin and Greek, as well as courses in analytical geometry, astronomy, calculus, logic, moral science, mental science, and the history of civilization.

Methods of Learning. On pages 13 and 14, the South Western Normal College Catalogue outlines how students received their instruction. The theoretical framework held at this point in time for, as it was called, the "Profession of Didactics," was built around knowledge of the content areas, the "science of education," and the "art of teaching" (South Western Normal College, 1865, p. 13). Class recitations were an integral component of learning, as through them "a deep and comprehensive acquaintance with the subject to be taught, is gained" (South Western Normal College, 1865, p. 13). Furthermore, the recitations involved "thoroughness, requiring full, searching and systematic recitations, by which is obtained satisfactory knowledge; since the mind has no pleasure in a partial, confused view of a subject, and cannot be benefitted thereby" (South Western Normal College, 1865, p. 14). Courses also relied heavily upon philosophical books – for example, students who took the Classical Course read many works by Homer and Virgil (South Western Normal College, 1865, p. 12). As is still largely common today, lectures were also the main form of imparting information to the students. The final way that students learned at the South Western Normal College was through practice in the Model School, which allowed "opportunities to get absolute experience in teaching and to reduce the various theories to application" (South Western

Normal College, 1865, p. 14). In this context, students were able to apply the theories that they learned in their studies to the classroom environment. Students were also able to observe more experienced teachers and learn from their modeling of the profession, similar to Teacher Education in the University Era, where field placements and student teaching is required.

The Normal School Era of California University of PA – 1865 to 1928: Part II

At this point in time, the school at California was still a private institution. Through all of this, the school desired to become state-owned – the Normal School of the Tenth District, which brought together Washington, Fayette, Greene, and Somerset Counties (California State Teachers College, 1929, p. 13). An earlier piece of legislation in Pennsylvania had divided the state into twelve separate districts, each of which had an official normal school that was funded by the state. From even the beginning, California was exemplifying its mission of providing the best education possible for its teacher candidates by diligently pursuing the support needed to function as a successful institution.

On May 26th, 1874, the school was recognized as the State Normal School of the Tenth District, and would continue to operate under this title for the next 40 years (Serinko, 1975, p. 81). This recognition was certainly an accomplishment, as it meant that the school now met the requirements of the Normal School Act, which had previously not been met. A few years earlier, the state superintendent had written in his annual report the following:

We are very sensibly feeling the direct influence of the “California Normal School.” This is the agency by which our common schools must be elevated and qualified to accomplish their mission. Every teacher should attend a State Normal School to obtain professional training. (as cited in Serinko, 1975, p. 85)

Both of the above examples demonstrate the success which California’s Normal School was gaining as an institution that provided a quality education without financial strain.

The next pivotal point in the institution’s history was the election of Dr. Noss as the principal of the school in 1883, as under him, California became better known for its teacher preparation programs (Serinko, 1975, p. 92). For those familiar with campus now in the 21st century, the name may sound familiar, as Noss Hall is home to student services such as computer labs, the writing center, and the math lab. As history would show, this hall would also be used as a model school for the teacher candidates to complete field work in during the 20th century. One of the legacies that Dr. Noss left was his commitment to promoting student teaching and bringing in outside professionals for a lecture series. Of note, Colonel Francis Parker (known as the father of progressive education), Frederick Douglass, G. Stanley Hall, William Jennings Bryan, Booker T. Washington, and Victor Hugo all came to the school to provide their professional insight to the students (Serinko, 1975, p. 103).

Many local public schools employed graduates of the Normal School, and those in the area saw the benefits of employing teachers with an education from California. Its renown spread. In an address to the Fayette County Teachers Institute in 1884 by D. E. E. White, it was stated that, “last year all the school principalships (in this region), with one exception, were held by California graduates, and the principalship of the largest school

(Connellsville) by a lady graduate” (as cited in Serinko, 1975, p. 100). Local newspapers and public figures also praised the impact that California’s Normal School had on southwestern Pennsylvania. James G. Blaine, the presidential candidate who lost against Grover Cleveland in 1884, commended the school by saying: "Forty-five years ago no such place as this was dreamed of. You ought to be glad you were born in an age of such wonderful progress and in no respect more wonderful than in the progress of educational facilities” (as cited in Serinko, 1975, p. 101).

In the subsequent years, the curriculum began to change to focus even more on teacher preparation, instead of coursework that was now being covered earlier in students’ high school educations. For example, in 1900, the Scientific Course described earlier was completely removed as an emphasis on pedagogical subjects was made (Serinko, 1975, p. 111).

In 1914, the normal school came under public ownership, something the school had desired almost forty years earlier (Serinko, 1975, p. 132). In the years to follow, many new education programs were introduced, from a Manual Training program (which would now be known as shop class), to a Domestic Science program (home economics), and special courses such as “Teaching English to Adult Immigrants,” “Training for American Citizenship,” “American Ideals and Racial Backgrounds,” and “Administration and Supervision of Extension Work” (Serinko, 1975, p. 154-155, 170) It was during these years that World War I was raging; as a result, many Normal School students (who had yet to graduate) stepped in to fill the positions of local teachers who had left to serve. The benefits of off-campus experience were noted, and by 1926, a student teaching program

for seniors was instituted that moved them from the practice gained in the Model School to the surrounding school districts (Serinko, 1975, p. 177).

On the state level, there was an increased motivation to standardize the public school system. Given that the normal school was now publicly owned, curriculum revisions began to be made to prepare students to become qualified teachers that met state requirements. The year 1920 brought major changes in California's Teacher Education program; these were changes that acted as a catalyst for the normal school's evolution into a college. Four routes could be taken under the new curriculum – Kindergarten and Primary (Grades 1-3), Intermediate (Grades 4-6), Grammar Grades/Junior School (Grades 7-9), and Rural Teacher (Serinko, 1975, p. 171). A 120 semester hour requirement was also shortly put into place not long after. The revisions did not stop there, however. As Dr. Serinko writes about a 1926 curriculum change on page 174 of his text *California University of Pennsylvania: The People's College in the Monongahela Valley*:

The normal schools were to become schools for the professional training of teachers, and the new program reflected this thinking. The traditional academic courses became the “teaching of” courses in these disciplines. Examples of this change were Educational Biology, Educational Sociology, Teaching of Arithmetic, Teaching of Geography, and Teaching of Social Studies.

This was a significant change to what the curriculum looked like in 1865. Previously, classes would be taken on biology, sociology, arithmetic, geography, and social studies, but not necessarily on the theory and strategies of how they were to be taught. This

curriculum revision further acted as a catalyst in how California was transforming from a normal school into a four-year state teachers college.

The Teachers College Era of California University of PA – 1928 to 1959: Part 1

The switch from Normal School to California State Teachers College occurred in 1928, aligning with the national trend of state teachers colleges becoming prominent between 1920 and 1940. Along with this change in title, the school now also had the honor of being able to grant college degrees to its students, beginning with a Bachelor of Science in Elementary Education in September of 1928 and a Bachelor of Science in Secondary Education following in December (Serinko, 1975, p. 179). Further curriculum revisions were made as the school refined its mission as a state teachers college. “A survey of the areas of teacher preparation which were left unfulfilled in Pennsylvania convinced the authorities that California could best serve the interest of the state, especially the industrial southwest, by preparing Industrial Arts teachers” (Serinko, 1975, p. 186). A new Industrial Arts program was then approved in 1929 (Serinko, 1975, p. 187).

1929 – Emphasis year from the teachers college era. In the year 1929, the cost of tuition for an 18 week semester was \$12.50 for boarding students and \$15 for commuting students. An additional fee of \$8 a week was necessary for students paying for board, room, and laundry (California State Teachers College, 1929, p. 31). The 1929 Course Catalogue further explains the school’s new ability to present college degrees:

At the Commencement held on August 2, 1928, the school was granted power to offer a four-year curriculum leading to a Bachelor of Science Degree in Elementary Education. At the regular meeting on November 8, 1928, the State

Council of Education gave the school the power to offer the courses in the four year curriculum which leads to a Bachelor of Science Degree in Secondary Education. With the first fourteen students receiving degrees at the May Commencement of 1929, the school became a Teachers College. (p. 14)

The total number of graduates from June 1st, 1928 to June 1st, 1929, were 348; this included 299 students completing the two year curriculum, 35 students completing the three year curriculum, and 14 students receiving their Bachelors of Science (California State Teachers College, 1929, p. 34). Examining the statement of purpose, emphasis on teaching, and methods of learning at this point in time provides the opportunity to better examine the Teacher Education program.

Statement of purpose. Similar to the statement of purpose in 1865, during California's Normal School Era, the statement of purpose in 1929 reflects the institution's dedication to providing a quality Teacher Education.

A teacher must possess not only a thorough knowledge of the branches to be taught, but also a knowledge of the best method of imparting instruction in these branches. To provide its students with a liberal education, combined with a technical and professional knowledge of teaching, has ever been the aim of the College...since the foundation of this Teachers College, the standard of education has been materially raised. (California State Teachers College, 1929, p. 34)

Emphasis on teaching. In the course catalogue for 1929-1930, great emphasis is placed on the demand for teachers from California State Teachers College.

The teachers who have gone forth from this College have rendered great satisfaction and have won for themselves and for the College from which they received their training, flattering reputations. Our teachers are in demand and are commanding the best positions and the highest salaries paid in Pennsylvania and adjoining states, as well as in many distant states. (p. 33)

Programs offered. Before selecting a program, applicants were encouraged to discuss with their high school teachers about what grade they would be best fit to teach. Of interesting note, “students who [could not] master music or art [were] advised to avoid the lower grades” (California State Teachers College, 1929, p. 16).

Once a grade was selected, the curriculum could better be decided. Two-year curriculums were available for Group I (Grades K-3), Group II (Grades 4-6), and Group III (which was considered the rural curriculum) (California State Teachers College, 1929, p. 18). Under the Group I curriculum, students took classes such as “Teaching of Primary Reading,” “Teaching of Numbers,” “Children’s Literature and Story Telling,” “Kindergarten-Primary Theory,” and “Health Hygiene in Primary Grades” (California State Teachers College, 1929, p. 18). Under the Group II curriculum, classes such as “Teaching of Arithmetic,” “Teaching of Geography,” “Juvenile Literature and Silent Reading,” and “Teaching of Social Studies” were offered (California State Teachers College, 1929, p. 18). The specialized rural curriculum was provided for those planning on teaching in rural districts (California State Teachers College, 1929, p. 16). Under this program, students took classes such as “Nature Study and Agriculture,” “Rural Sociology,” “Health and Hygiene in Rural Schools,” and “Primary Methods for Rural Schools” (California State Teachers College, 1929, p. 18-19). A three year curriculum

was also available for students wishing to teach junior high students. These classes had titles such as “Everyday Science,” “Economics,” “Handwriting,” “English Literature,” and “Principles of Education” (California State Teachers College, 1929, p. 19). For those in the junior high school curriculum, “a special preparation in at least two fields” was also required (California State Teachers College, 1929, p. 21). This was accomplished by taking electives in at least two of the following content areas: English, Science, Geography, Social Studies, Mathematics, and Foreign Languages.

Methods of learning. The 1929-1930 course catalogue boasted that “in many of the classes the latest in visual aids are used. The work is carried on by the use of stereopticons using slides and film slides; by stereographs; motion pictures; catalogued pictures; and journeys” (California State Teachers College, 1929, p. 23). A new model school was also being built – the Theodore B. Noss Demonstration School (California State Teachers College, 1929, p. 15).

The Teachers College Era of California University of PA – 1928 to 1959: Part 2

By 1934, the two year curriculum for elementary education eventually evolved into a four-year program, developing more and more into a program similar to the one currently at the university (Serinko, 1975, p. 194). Pivotal groundwork was also being laid for a special education program at the school. In an initiative by the Department of Public Instruction, California began to provide clinical services in 1934 for students with exceptionalities in local districts and received the right to “conduct courses for the training of teachers of atypical children in an experimental way” (Serinko, 1927, p. 200). The founder of the clinic, Mr. C. B. Wilson, noted that the state had few, if any, special education programs; within a few short years, the immense need for such a program was

established as the California State Teachers College Mental Clinic worked with up to 2,640 students throughout the following decade (Serinko, 1975, p. 200). The momentum that being a state teachers college was bringing did not stop there. A speech clinic and speech correction summer camp, reading clinic, and opportunities to identify gifted students were also being established and providing students at the school with practicums and elective credits. Only four years after the clinic opened on campus, special education services also began to be introduced through the Noss Demonstration School (Serinko, 1975, p. 208). California State Teachers College was making a difference in the lives of not only its teacher candidates, but also the children of the area.

Like World War I, World War II also affected how Teacher Education was shaped at California. For example, a course on the History of the United States was not a requirement for teacher certification until this point in time, and remains a requirement to this day (Serinko, 1975, p. 220). Furthermore, teacher shortages were evident in school districts because of the war. In a 1944 release by the Association of State Teachers College Faculties titled *Are the Teachers Colleges Ready for Their Task*, the exact statistics are stated. About 25% of Pennsylvania's teachers either served in the war or changed careers during the war, while many of the teachers that were left were either newly certified or not certified at all; the teachers colleges also experienced a 50% enrollment drop during the war (as cited in Serinko, 1975, p. 226). As a result of the war, financial difficulties also plagued educational institutions across the state. For this reason, more focused efforts to improve the failing public school system and the state college system were being made at the state level, as well as at California specifically. As Dr.

Serinko states, “[educators] envisioned a system different from that which the war years had left crippled by lack of students and money” (1975, p. 225).

California State Teacher College’s solution was to reinvent the outdated curriculum, and over a period of four years, these revisions were made. In July 1951, a new program was unveiled that included an Atypical Education Division, with emphasis in speech correction and special education. Various cultural courses, a greater liberal arts emphasis at the secondary education level in particular, and additional electives were also added (Serinko, 1975, p. 237). History shows that the decision to update the program paid off. In a 1953 report from the American Association of Colleges for Teacher Education to California State Teachers College, the following praise for the school was given:

The student body rates above the average intellectually and showed evidence of having well balanced personalities. Their spirit of friendliness is most commendable. The class work is good, the teaching showing a definite slant towards the objective of preparing teachers. (as cited in Serinko, 1975, p. 246)

Within the same decade, preparation also began for a Master’s program at California. This endeavor took additional time, however, as the nation was transfixed upon the Space Race and the science and technology fields increasingly took the spotlight.

The State College Era of California University of PA– 1959 to 1983: Part 1

California State Teachers College became California State College in 1959 as a result of Pennsylvania legislation that affected the whole Pennsylvania state system of colleges (Serinko, 1975, p. 262). This year in particular did not bring many other changes besides the name.

1960 – Emphasis year from the state college era. As the 1962-1963 school year was being entered, California State College was leaving the previous school year with an enrollment of 1,827 students (California State College, 1960, p. 7). The cost for tuition is not listed in the 1960-1962 catalogue, as “the uniform schedule of fees, deposits and repayments established for the State Colleges is subject to change when authorized” (California State College, 1960, p. 34). However, the expenses for room and board are provided – \$288 per semester (California State College, 1960, p. 34).

Statement of purpose. “The primary purpose for maintaining California State College, is to educate people for the teaching profession... a secondary purpose... is to encourage the teaching profession to gain strength, prestige, and standards through research, faculty professional activities and continued evaluation,” states the 1960-1962 college catalogue (California State College, 1960, p. 9-10). To this end, five objectives were set in place to align with the school’s statement of purpose. 1) “To provide the opportunity for a general education in those areas necessary to help students become responsible citizens and capable leaders in a democratic society” (California State College, 1960, p. 9). 2) “To develop their intellectual, social, physical, cultural, spiritual, and aesthetic potentialities” (California State College, 1960, p. 9). 3) “To prepare students for teaching by requiring a mastery of professional knowledge and skills essential to all teaching and special proficiency in their areas of specialization” (California State College, 1960, p. 9). 4) “To lead the student to develop a deep and abiding commitment to the concepts, methods, and procedures of a democratic society” (California State College, 1960, p. 9). 5) “To help the student become a creative person

capable of making critical judgments based upon knowledge and reason” (California State College, 1960, p. 9).

Emphasis on teaching. The catalogue for 1960-1962 boldly proclaims the following emphasis on teacher training:

The teacher in the twentieth century is recognized as a more important figure in national life than at any other time in history. As a result, teacher training is being emphasized through a program for recruiting able students, by curriculum revision designed to provide competent teachers, and by a renewed emphasis upon content in teacher education. (California State College, 1960, p. 9)

In 1960, great emphasis was placed on Teacher Education at California, even after the school had dropped the term “teacher” from its name. Furthermore, three areas were pursued in the Teacher Education program in place – general knowledge background, content knowledge mastery, and professional training (California State College, 1960, p. 9).

Programs offered. In 1960, California had joined the fourteen state colleges of Pennsylvania and was overseen by the Department of Public Instruction. Each state college was given a particular specialization to have in their curriculum, “with California being assigned Industrial Arts, Atypical Education, Elementary and Secondary Education... Other state colleges [offered] additional specializations” (California State College, 1960, p. 6-7). To this end, a Bachelor of Science in Education could be received by completing the programs associated with these areas, or by completing another program – “Public School Nurses and Dental Hygienists” (California State College,

1960, p. 45). This latter four year degree was designed to educate students on working within a public school system. A “Highway Safety and Driver Education” certificate could also be received by completing additional credit hours (California State College, 1960, p. 45).

Under the Elementary Curriculum, 128 credits were required for graduation – classes offered included “Developmental Reading,” “Mathematics,” “Man and His Biological World,” “Audio-Visual Education,” “Child Development,” “Children’s Literature,” “Educational Psychology,” and “Science for Elementary Grades” (California State College, 1960, p. 46). Electives that could be taken included “Philosophy of Education,” “Diagnostic and Remedial Teaching,” “Mental Health,” and “Integrated Music Programs in Elementary Education” (California State College, 1960, p. 46).

Through the Industrial Arts Curriculum, 131 credits were needed to graduate (California State College, 1960, p. 47). Necessary classes on woodworking, mechanical drawing, graphic arts, sheet metal, machine shop, electricity, and curriculum making, along with others, were available (California State College, 1960, p. 47).

The Secondary Curriculum required 128 credits upon graduation, and allowed students to have the following areas of specialization: English, geography, earth science, mathematics, comprehensive science, field of science, biological science, physical science, chemistry, physics, physics and mathematics, social studies, history, history and government, and modern languages (California State College, 1960, p. 53).

Finally, under the Atypical Curriculum, 129 credits were needed to graduate to become a “teacher of the mentally retarded,” while 130 credits were needed to graduate

to become a “teacher of speech and hearing” (California State College, 1960, p. 51-52). Names of classes offered for the former program included “Teaching Retarded Children,” “Curriculum Planning, Material, and Equipment for Retarded Children,” “Psychology of Exceptional Children,” “Mental Hygiene,” “Arts and Crafts for Atypical Child,” and “Diagnostic and Remedial Reading” (California State College, 1960, p. 51). For those seeking to teach students with speech and hearing difficulties, classes such as “Phonetics,” “Speech Pathology,” “Speech Education and Re-Education in Elementary and Secondary Schools,” “Hearing Problems,” “Practice in Measurement and Adjustment for Hearing Prosthesis,” and “Development and Significance of Speech Education in America” were offered (California State College, 1960, p. 52).

Methods of learning. In 1960, opportunities to apply the theories learned in the classroom were available, especially through the Atypical Education program. “A psycho-educational clinic and a speech correction clinic [were] maintained to provide prospective teachers with an opportunity to observe the operation of such services within the education field” (California State College, 1960, p. 19). The Noss Laboratory School was also still a campus resource for students to complete their student teaching requirement; however, teacher candidates had the opportunity to student teach in local school districts, as well (California State College, 1960, p. 27). On page 7 of the 1960-1962 catalogue, another opportunity to learn is explained – an in-service program for local teachers to meet with college students to network and discuss their experiences.

The State College Era of California University of PA – 1959 to 1983: Part 2

It was the years following 1960-1962 that continued how California State College was creating its identity as an institution that prepared students for more than just

teaching careers. The foundation for this had begun to be laid in the decade previously, as Pennsylvania's state schools became members of the Middle States Association of Colleges and Secondary Schools (California University of Pennsylvania, n.d.-b). Under this body, the college could receive accreditation and credibility as a multi-purpose institution. California State College had received initial evaluation by this organization in 1951, and received additional program accreditation through the decade (California University of Pennsylvania, n.d.-b).

The early 1960s proved to be a struggle between two ideologies – one held by the school, and one held by another accreditation organization, the National Council for Accreditation of Teacher Education (NCATE). NCATE had been founded in 1954 and first reviewed California State College in 1961 for accreditation (NCATE, n.d.; California University of Pennsylvania, n.d.-b). California State College held onto a firm belief that professional teacher preparation should be the focus of the curriculum, while NCATE's focus was on a strong academic preparation. Consequently, as the accreditation agency held the upper hand, the school was placed on provisional accreditation until the curriculum met the standards provided (Serinko, 1975, p. 268-269).

In the midst of the accreditation issues, the program was still progressing. In 1961, the Master of Education Degrees in both Industrial Arts and Elementary Education were officially approved as programs that California State College could offer (Serinko, 1975, p. 269). As Dr. Serinko effectively describes, "Teacher preparation was the single purpose and mission of the college, but now the work could be pursued on a higher level. The graduate curriculum was developed to strengthen the teacher, placing emphasis on

classroom instruction” (1975, p. 274). Under this program, students received a general education, a liberal education, and a professional education, experience in the field, and research opportunities.

California State College now faced a new trend – the liberal arts program. In 1962, this program was approved for implementation in Pennsylvania’s state colleges. According to Dr. Serinko in his book *The People’s College in the Monongahela Valley*, “the impact of the liberal arts program was not expected to be very great in the beginning. Teacher preparation would still dominate the program for some time” (1975, p. 276). However, the Teacher Education program at California began to be influenced by this framework, as the curriculum reflected more of a liberal arts education than a pedagogical education, illustrated by more electives and fields to choose from (Serinko, 1975, p. 276).

The curriculum again underwent changes, especially as the National Council for Accreditation of Teacher Education (NCATE) was analyzing the program for accreditation. Of particular note are the revisions made to the Elementary Education curriculum, where academic specializations allowed students to concentrate on a particular subject, similar to today’s Secondary Education curriculum. English, English-Speech, Speech, Mathematics, Science, Geography, Social Science, Music, French, German, Spanish, and Art were available to choose from (Serinko, 1975, p. 285). At this point in time, the school operated under a trimester system. Another major change that was made to the Elementary Education program was a trimester dedicated to a series of method courses, including the following: “Teaching of Reading, Teaching of Language Arts, Teaching Content Subjects, Arithmetic Content and Methods, Teaching of Health

and Physical Education, Teaching of Art, and Teaching of Music” (Serinko, 1975, p. 285-286). Semesters such as this are still reflected in the elementary education curriculum today; for example, in 2017, the following methods courses are taken in the same semester: Teaching Math K-4, Teaching Science K-4, and Teaching Social Studies K-4 (California University of Pennsylvania, n.d.-c).

The school continued to add more programs throughout the 1960s. The Masters of Education program began to offer degrees in Biological Sciences, Speech and Hearing, Social Studies, Mentally Retarded, Chemistry and Mathematics, Socially and Emotionally Maladjusted, Elementary Guidance, Reading Specialist, Reading Teaching, and Geography (Serinko, 1975, p. 287). Up until now, the faculty that taught the classes associated with these degrees had all taught in public schools; now, however, this requirement was removed and replaced with a requirement on having past experience in “related teaching and research” (Serinko, 1975, p. 290).

During the 1970s, Teacher Education continued to evolve. In response to urban decay, greater emphasis was placed on how teachers could best be qualified to educate students in the inner city. Courses added to the curriculum included “Reading in An Urban Society, Simulated Classroom Experiences for the Inner City, Legal Rights and Responsibilities of Public School Students, Implications of Black Thought for Inner City Teaching, and Observations in the Inner City” (Serinko, 1975, p. 318). The Industrial Arts program was also evolving into a technology education program. As this and other changes illustrate, the Teacher Education curriculum was responsive to the shifting needs of the area and nation.

The University Era of California University of PA – 1983 to Present: Part 1

In 1982, the National Task Force on Education had discovered that the public school system was not administering quality education in the United States (Serinko, 1975, p. 335). Then Reagan's National Commission on Excellence in Education published its 1983 report "A Nation at Risk," which further conveyed the urgent need to improve the public school system in the country. Under the heading "Findings Regarding Teaching," the report states the following:

The Commission found that not enough of the academically able students are being attracted to teaching; that teacher preparation programs need substantial improvement; that the professional working life of teachers is on the whole unacceptable; and that a serious shortage of teachers exists in key fields. (National Commission on Excellence in Education, 1983)

July 1st of the same year marked the beginning of the current era of California, as the school was recognized as California University of Pennsylvania. Eight months prior, Senate Bill 506 was passed; this bill designed the State System of Higher Education and transformed Pennsylvania's state colleges into universities (Serinko, 1975, p. 339). As a university, the school no longer had the singular focus of teacher preparation, but instead offered programs that prepared students for a myriad of careers. The School of Science and Technology, for example, now existed, "offering programs in such varied areas as mathematics and computer science, industrial management, nursing, and energy technology" (California State College, 1982, p. 8). In light of the current national trends, however, there was yet much to be done in regards to Teacher Education and Preparation.

1984 – Emphasis year from the university era. By 1984, over 30,000 California Teacher Education students had graduated from the programs that were provided through the years – a program that, at this point in time, led to a teaching certificate that was accepted by every state in the United States (California State College, 1982, p. 69). With more program options at CalU, and as predicted by the findings of “A Nation at Risk,” the school was seeing fewer students enter the education program (California State College, 1982, p. 119). As expected, tuition had increased as compared to the previous emphasis year of 1960, but was by no means as expensive as it is today. In 1984, the cost of tuition for full-time students from Pennsylvania for a single semester was \$785. A semester of room and board cost \$900 (California State College, 1982, p. 52).

Statement of purpose. In 1984-1986, the catalogue explains that the goals of the school were to provide “at reasonable cost, a wide range of opportunities in higher education, in both traditional degree programs and in special programs and courses” (California State College, 1982, p. 9). Furthermore, it explains how a new endeavor had been started in Science and Technology. Under the “Objectives of the University,” it is outlined how “the faculty and students of the University are participating members of an educational institution charged with the preservation, discovery, and dissemination of knowledge in the arts, sciences, technologies, vocations and professions, and with the creative application of that knowledge” (California State College, 1982, p. 10).

Emphasis on teaching. A nod to the history of Teacher Education at the university is mentioned in the second paragraph of the “Goals of the University” section of the 1984-1986 catalogue – “The College of Education, the oldest division of the University, trains teachers in elementary and secondary education, and offers special

programs” (California State College, 1982, p. 9). Now, with the College of Liberal Arts providing other courses of study, the emphasis on Teacher Education specifically at California was less than it was in the past. As further explained in the university goals, “the undergraduate education at the University is designed to produce men and women who are ready to enter the worlds of business, government, industry, and education, or to proceed to specialized professional or graduate training” (California State College, 1982, p. 9). Yet under the eleven objectives of the university, one still specifically emphasized the importance of producing quality teachers – “to aid and encourage high standards of teaching and participation in professional activities” (California State College, 1982, p. 10).

Programs offered. In 1984, degrees could be received from the College of Education, the College of Liberal Arts, the College of Science and Technology, and the Graduate School (California State College, 1982, p. 11). In the College of Education, Bachelor’s Degrees could be earned in the areas of Early Childhood Education, Elementary Education, Industrial Arts, Speech Pathology and Audiology, Athletic Training, Special Education, and Secondary Education (California State College, 1982, p. 12). Under the Special Education degree, several different specializations could be pursued – “Mentally and/or Physically Handicapped,” “Community Service Personnel,” or “Mentally and/or Physically Handicapped with Physical Education and Recreation” (California State College, 1982, p. 12). For those pursuing a degree in Secondary Education, content area specializations included Biology, Chemistry, Comprehensive Social Science, Communications, Earth Science, English, French, German, Mathematics, Physics, and Spanish. Dual Majors in Elementary/Early Childhood, Elementary/Special

Education, Early Childhood/Special Education, and Athletic Training/Another Ed. Program were available (California State College, 1982, p. 12-13). Furthermore, endorsements in Driver's Training, Environmental Education, and General Science could also be received on top of another degree, as well as associate degrees in Community Living Arrangements and Early Childhood (California State College, 1982, p. 13).

Methods of learning. Student teaching was still an important component of Teacher Education at California in 1984. In addition, "small class size, individual advising, field trips and field work" were provided as opportunities for learning (California State College, 1982, p. 119). A remedial reading camp was also annually held at the university during the summer, which allowed students to gain further experience (California State College, 1982, p. 119).

The University Era of California University of PA – 1983 to Present: Part 2

In the decades following the establishment of California University of Pennsylvania until now, Teacher Education and Preparation remains strong. The program continues to receive accreditation, and the university as a whole receives positive feedback. In 2000, the Middle States Commission on Higher Education, for example, gave a "favorable report and good suggestions for improvement" (California University of Pennsylvania, n.d.-b). Throughout this era, numerous teaching awards were also presented to CalU teacher alumni, including the Presidential Award for Excellence in Science and Mathematics Teaching, the American Wilderness Leadership School's Graduate Teacher of the Year Award, the Saint Vincent College Great Teacher Recognition, the Milken Family Foundation National Educator Award, and the

Pennsylvania Technology Teacher of the Year (California University of Pennsylvania, n.d.-b).

In regards to the programs offered, the Industrial Arts program – which in the past had been extremely successful – has been completely replaced by Technology Education. Further specialized curriculums, such as the Autism Spectrum Disorders Programs for graduate studies, have also been introduced during this era.

Summary of the Four Eras of Teacher Education

California University of Pennsylvania's Teacher Education program has undergone an extensive evolution in the past 165 years. As a whole, the program has been responsive to trends happening across the country, such as in its reflection of major national events such as World War I and World War II. Furthermore, the program has followed the national progression from normal school, to teachers college, to state college, to university. From analyzing the four eras, several themes have emerged. First, while Cal U no longer focuses singularly on teacher preparation, it has demonstrated consistent persistence in providing a high quality education to teacher candidates for their future careers. Second, through the various eras, the school has faced the national trend of needing more qualified teachers in the field and having a field of teacher candidates saturated by women. Third, throughout the four eras, a semblance of a field placement/student teaching component has been a part of the curriculum. Last, the school's Teacher Education program has consistently been responsive to the educational needs of the public – from the Industrial Arts program, to the Technology Education program, and to the Special Education curriculum.

Various changes additionally took place across the four eras. The cost for receiving a Teacher Education has increased tremendously, from \$9 for tuition in 1865 to \$7,492 for tuition in 2017 (South Western Normal College, 1865, p. 15; California University of Pennsylvania, 2017). The school has also increased in size, from 158 students in 1865 to 7,788 in 2017 (South Western Normal College, 1865, p. 9; California University of Pennsylvania, 2017). The school has also lost its emphasis on Teacher Education as a whole, as the institution is not singularly dedicated to the education field, but instead supports diverse programs and their corresponding career options. Finally, the way that teacher candidates have been assessed has changed. For example, recitations were an important component of how candidates were assessed in the Normal School Era, whereas technology, such as a LiveText portfolio, are important assessments today.

The framework of the Teacher Education program has undergone various shifts in thought through the years. During the Normal School Era, an emphasis on content knowledge was prominent, shifting to an emphasis on pedagogical subjects at the start of the 20th century. By the time the Teachers College Era had begun, standardization of the curriculum had been popularized and “teaching of ___” courses were introduced. Meanwhile, during the State College Era, the school struggled with wanting to emphasize professional teacher preparation in contrast to NCATE’s push towards academic preparation. Now, in the University Era, the College of Education and Human Service’s Conceptual Framework marries the various theories by emphasizing knowledge, professional practices, and professionalism (California University of Pennsylvania, 2015).

Family Connections and Future Trends

My family line has a rich history of women who attended California for a Teacher Education. When I began my Teacher Education program at California University of Pennsylvania, I was aware of my personal ties to the school, but had yet to grasp the full story. In fact, my research in the library archives led me to discover that I had relatives representing each era of the school. As I was reading the 1880 course catalogue, I stumbled across the name of my great-great-great grandma, Nannie Underwood, who attended the school when it was known as the South-Western State Normal School (South-Western State Normal School, 1880, p. 14). A generation was skipped, but my great-grandma Jean Underwood-Zemany then graduated from California State Teachers College in 1940, during the school's second era. Both my paternal and maternal grandmas, Mary Kovsky and Linda Zemany-Gearhart, graduated from California State College then in 1968 and 1969 respectively, representing the school's third era. Finally, I represent the current era of the school, the University Era, as I graduate in the upcoming year.

As Cal U moves into the future, I predict that technology will lead Teacher Education in a new Digital Era. California University of Pennsylvania currently offers over 75 degrees through its Global Online program, including 12 completely web-based programs that lead to a Masters of Education (California University of Pennsylvania, n.d.-a). As previously mentioned, teacher candidates at the university are also required to create a digital portfolio to be evaluated for student teaching recommendation. In light of this, perhaps the Digital Era has already been entered. The program has evolved in many ways since its birth, yet through the changes, the mission of the school has remained

fairly constant – to provide a quality education for men and women that prepares them for their future careers. No matter what the next era is labeled, I believe that it will be characterized by the trends of its predecessors, including a responsiveness to current events, a dedication in providing a quality education, a strong Teacher Education program, and perhaps my own family’s representation. I would be extremely honored if my future generations would follow in my footsteps and carry on the tradition of attending Cal U, as it continues to provide a high quality Teacher Education program that meets the needs of an ever-changing society.

References

- California State College. (1960). *California S. C. bulletin*.
- California State College. (1982). *Undergraduate catalog: 1982-1984*.
- California State Teachers College. (1929). *Fifty-sixth annual catalogue: 1929-1930*.
- California University of Pennsylvania. (2010). *2010-2011 undergraduate catalog*.
- California University of Pennsylvania. (2015). *Conceptual framework for teacher education and educational specialists*. Retrieved from <http://www.calu.edu/academics/colleges/education/files/Conceptual%20Framework.pdf>
- California University of Pennsylvania. (2017). *Fast facts*. Retrieved from <http://www.calu.edu/tuition-and-aid/costs/index.htm>
- California University of Pennsylvania. (n.d.-a). *Cal U global online*. Retrieved from <http://www.calu.edu/prospective/global-online/index.htm>
- California University of Pennsylvania. (n.d.-b). *History and mission*. Retrieved from <http://www.calu.edu/about-us/history/index.htm>
- California University of Pennsylvania. (n.d.-c). *Prek to grade 4 education: Curriculum*. Retrieved from <http://www.calu.edu/academics/programs/prek-grade4-education/curriculum/index.htm>
- Labaree, D. (2008). An uneasy relationship: The history of teacher education in the university. In Cochran-Smith, M., Feiman-Nemser, S., & McIntyre, J. (Eds.), *Handbook of research on teacher education: Enduring issues in changing contexts* (pp. 290-306). Washington, DC: Association of Teacher Educators.

- Levin, C. (Producer). (n.d.). *Only a teacher: Teaching timeline*. Retrieved from <https://www.pbs.org/onlyateacher/timeline.html>
- National Commission on Excellence in Education. (1983, April). *A nation at risk: The imperative for educational reform*. Retrieved from <https://www2.ed.gov/pubs/NatAtRisk/index.html>
- NCATE. (n.d.). *About NCATE*. Retrieved from <http://www.ncate.org/Public/AboutNCATE/tabid/179/Default.aspx>
- New York University. (2016, February 10). *Teacher education: From revolution to evolution*. Retrieved from <https://teachereducation.steinhardt.nyu.edu/teacher-training-evolution/>
- Ravitch, D. (2003, August 23). *A brief history of teacher professionalism*. Retrieved from <https://www2.ed.gov/admins/tchrqual/learn/preparingteachersconference/ravitch.html>
- Serinko, R. J. (1975). *California University of Pennsylvania: The people's college in the Monongahela Valley*. (2nd ed.). Roscoe, PA: Ledger.
- South Western Normal College. (1865). *Catalogue of South Western Normal College for the spring and fall sessions of 1865*.
- South-Western State Normal School. (1880). *Catalogue of the trustees, officers, instructors, graduates and students of the South-Western State Normal School*.
- Tyack, David B. (ed.) (1967) *Turning points in American educational history*. Waltham, MA: Blaisdell.