

History of School of Education

Past

Summary

In many ways, the history of the School of Education is inextricably linked to the founding of the university. Bowie State University started as an outgrowth of a school started on January 9, 1865 by the Baltimore Association for the Moral and Educational Improvement of Colored People. Teaching and learning was the legacy of the early institution, with its focus on providing teachers for the burgeoning population of Black people freed as a result of the Civil War and in need of education as a means of racial self-improvement. The first classes were held in the African Baptist Church located at Calvert and Sarasota Streets in Baltimore, Maryland. In 1867, funds (\$3,500) from the estate of Nelson Wells (1850) were used to establish the Baltimore Colored Normal School at Sarasota & Courtland Streets in Baltimore, Maryland.¹ The Association purchased a building for a school from the Society of Friends (Quakers) in 1968 with the aid of a grant from the Freeman's Bureau.

In 1883, the school was reorganized as the Baltimore Normal School, a term given to schools for teachers for the singular purpose of providing African American teachers for African American Students. The school had far more students than capacity and sought and received occasional funds from the city of Baltimore and area churches starting in 1870. The State started providing limited funding in 1872. The Nelson Wells Fund, established in February 1843 prior to Mr. Wells' death, provided for the education of Black children in the State of Maryland. The legacy was quickly depleted and on April 8, 1908, the Baltimore Normal School secured permanent state funding at its request along with status as a teacher training institution. The Maryland legislature renamed the institution Normal School No. 3 and put it under the direct control of the state's board of education. The school was subsequently relocated to a 187-acre tract of land in Prince George's County.

By 1914, the school was known as the Maryland Normal and Industrial School at Bowie. By 1925, the curriculum was expanded to a three-year program from a 2-year one. The 4-year curriculum was initiated in 1935, again, for the training of elementary school teachers and renamed the Maryland State Teachers College at Bowie. In 1951, the college offered training for junior high school teachers. Ten-year later, training was offered to high school teachers. The focus on teacher training pervaded the campus and its curriculum until 1963 with the initiation of the liberal arts curriculum. In 1988, Bowie officially became a comprehensive university and was a part of the University of Maryland System. Throughout the 1990's the curriculum was shifted and changed with renewed emphasis under the reorganization into Schools and the expansion of professional studies, computer science, and business studies majors. In an earlier time, many of these majors would have been education majors. Indeed, pedagogy majors in the School of Professional Studies take many of the courses that undergraduate degree education majors take.

¹ From [Like A Phoenix I'll Rise](#) by Gooden and Thornton, The Donning Company Publishers, 1997.

Early 1800's

An online account of changing cultures that made possible the formation of the forerunner of Bowie State University. *Freedom's Classroom*,² describes the cultural atmosphere of post-Civil War Maryland. Former planters quickly moved to replace slavery with a form of indenture while former slaves moved quickly to form free communities. The three pivotal factors described in this account that led to the formation of schools, including the forerunner of BSU were:

1. The quick movement of Northern philanthropists and others to establish schools for freedmen;
2. School construction efforts by the federal Bureau of Refugees and Abandoned Lands; and
3. Freedmen, like Nelson Wells, who donated land and money to establish schools, churches and to build communities.

Maryland was plagued by large numbers of whites who challenged the rights of freedmen. Teachers at Black schools were threatened, schools and churches were burned, and Black leaders were intimidated and killed. Many southern planters started a form of apprenticeship designed to re-enslave Black youth. The Maryland Apprenticeship Law had separate sections for Black and white youth. Black youth could be transferred without prior parental knowledge from one employer to the other. They had no rights and were not educated, unlike white youth under the Maryland Apprenticeship Law. Black youth could be bound out to white employers under the Orphans Court system that operated in Maryland's counties. Blacks saw these acts of apprenticeship and indentured status as forms of re-enslavement. They reported children kidnapped and held in bondage against their wills. Blacks lost at court because courts indicated parents couldn't afford to support their children.

The ground work for the school that was to become Bowie State University was laid by Quakers, freedmen, and concerned Whites. A Quaker, Elisha Tyson, worked so tirelessly to free slaves in Baltimore that at the time of his death in 1824, 10,000 Blacks were reported to have walked behind his casket to the Friends Burial Ground on Aisquith Street to the Friends Courtland Street Meetinghouse that became the site of the Baltimore Normal School for the Education of Colored Teachers, the forerunner of Bowie State University.³

➤ **1883: Baltimore Normal School**

² From *Freedom's Classroom* at <http://www.poplarhillonhik.com/aahp/education/recon.html>

³ From "According to Two Centuries of a Quaker Presence in Baltimore", *A 1993 Display Prepared for the Enoch Pratt Free Library*, On display at 12th Biennial Quaker Historians and Archivist Conference, 19-21 June 1998, <http://www.stonyrunfriends.org/QuakerPresence.html>.

The Baltimore Association was established in November 1864 by a group of 30 lawyers, business leaders, and clergymen who were committed to creating a basis for the education of slaves.

When Maryland adopted its third Constitution with provisions to establish schools for children with the intent of only educating white students, African American children were included in the numbers.⁴

Under the Public School Instruction Act of 1865, schools could be built for Black children from taxes paid by Black families.⁵ However, the counties did not follow the law and would not separate tax monies paid by Black families to build schools for Black children so no schools were built as a result of this law.

Nonetheless, on March 3, 1865, the Freedmen's Bureau was established and charged with the construction of schools for Black children.⁶ For the year ending 1866, the Freedmen's Bureau reported the construction of 51 schools in 13 counties and Baltimore city with 3,000 Black students taught by 43 Black and 27 white teachers in Maryland. According to an 1866 report of the Maryland State Board of Education, freedmen in Maryland contributed \$10,000 to the education of children in the state. The legacy of Nelson Wells may or may not have been included in that number.

Records from the Proceedings of the House of Delegates in 1900 indicate that the delegates were not in favor of state support for a normal school for the training of colored teachers.⁷

“Also, unfavorably,

House bill entitled "An Act to establish, equip and maintain a State Normal School for the professional training of colored teachers."

The Maryland Historical Society documents include accounts of the Baltimore Normal School as follows:⁸

“FOR THE EDUCATION OF COLORED TEACHERS.

COURTLAND AND SARATOGA STREETS.

BALTIMORE.

1904.”

⁴ From “Freedom’s Classroom”, <http://www.poplarhillonhbk.com/aaHP/education/recon.html>

⁵ From “Freedom’s Classroom”, <http://www.poplarhillonhbk.com/aaHP/education/recon.html>

⁶ Ibid.

⁷ From Archives of Maryland Online, Volume 0095, p. 0301, <http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000095/html/am95--301.html>

⁸ From Baltimore Normal School Account Book, 1870-1908, *Maryland Historical Society*,

“This institution is the oldest in the State of Maryland for the instruction of colored people. It dates its origin from an invitation, signed by seven men on November 25, 1864, calling a meeting on November 28: to consider the best means, by organized effort, in view of the present condition of the colored people of the State, to promote their moral, religious and educational improvement. At this meeting was organized the Baltimore Association for the Moral and Educational Improvement of the Colored People. The recent State Constitution had enfranchised all the Negroes in the State, and it was felt that an organized effort must be made to educate that race. On December 5, 1864, the Board of Managers of the Association held its first meeting and issued an address to the people, calling for funds to open schools. As a result of this appeal, it was found possible to open the first school on January 3, 1865, in the African Baptist Church, corner of Calvert and Saratoga Streets. The hours were from 8 A. M. to 12.30 P. M., and from 8 to 10 P. M. The same month the first county school was opened at Easton, with a colored teacher, and by February 4, schools with 15 teachers and 2200 scholars had been opened at an annual expense, calculated at \$16,000. From the outset the Association set itself to obtain from the City and State recognition of the need of the education of Negroes by the public funds.”

“In Baltimore City, this result was attained on June 9, 1865, when the City Council appropriated \$10,000 for schools for colored people. The city schools were not taken off of the hands of the Association however, until 1868, when the appropriation was increased to \$20,000. By October, 1865, there were 7 schools in Baltimore City and several in the counties. A year later, there were 16 teachers in Baltimore and 18 county schools, 14 of which were conducted by colored teachers. In 1867, there were 22 schools in the city and 51 in the counties, all but three counties having at least one school. Funds came not alone by contributions from members of the Association and other charitably disposed persons in Maryland, but also from the Freedman's Bureau, from persons interested in the Northern States, and from Friends in Great Britain and Ireland. For example, \$1,300 was received from Pennsylvania in June, 1865; in 1866, 15 teachers' salaries were paid by gifts from New England, 5 by gifts from Pennsylvania and by gifts from New York. The first contributions from any ecclesiastical organizations in Baltimore came from two synagogues. In 1876, the Association received \$42,000 of which \$10,000 came from the Mayor and City Council, \$4,500 from individuals in the City, nearly two-thirds of this from Unitarians and Orthodox Friends, and \$6,000 from Colored people in the counties.”

“The State of Maryland was slower than Baltimore City to take up Negro education but did so by a law passed at the session of 1870, and the Association then transferred its County Schools to the several school boards, and voted on June 14, 1870, to close its existence. Among those who gave unselfishly of both time and money to its service should be mentioned; Evans Rodgers and Wm. J. Albert, the two Presidents; John A. Needles and Joseph M. Cushing, for many years President of the Baltimore Normal School for the Education of Colored Teachers. This school was a continuation of the first one organized by the

Association and was placed in 1868 in its present location on Courtland and Saratoga Streets, the building formerly used as a Friends' Meeting House being then bought for it. The Association was incorporated on January 23, 1867, and the building was transferred to the School by the Association shortly thereafter. The school was continued until 1893 as a Graded and Normal School, but was then reorganized solely as a Normal School to train colored teachers. Mr. George Harrison has been principal since the reorganization, and in that time 53 have been graduated and the number of pupils increased from 10 to 75."

"In 1903, the standard of the school was considerably raised. At the Commencement this year, 8 students were graduated and an address was delivered by Prof. Henry Wood, of the Johns Hopkins University. The State has made an appropriation for the support of the school since 1872."

"It is interesting to note that the only legacy the school has ever received was one of \$3,500 in 1871 from Nelson Wells, a colored man."

"As a part of the State's Educational System, this school is a professional one, fitting colored people to go forth to the instruction of their own race."

“ADMISSION AND GRADUATION.

Applicants from Baltimore City must have successfully completed the seventh grade of the Grammar School course. Applicants from the counties may be admitted with less preparation in the discretion of the Principal.

The applicant is requested to present a letter from the school previously attended. There is no age limit for admission.

The Principal will personally superintend a written examination, given in June, to all candidates for graduation. Any candidate, who can successfully answer seventy-five percent of the questions given in all the studies of the whole course, will be recommended to the Trustees for the diploma of the school."

COURSE OF STUDY.

PREPARATORY.

"Arithmetic through Percentage, Geography complete, Sixth Reader, English Grammar including Diagram Analysis, Physiology, History of the United States, History and Government of Maryland, Vertical System of Writing."

FIRST YEAR.

“General History Outlines, Algebra to Simple Equations, Physical Geography, Plane Geometry, Arithmetic, English Literature, English Composition, Review of Studies of Preparatory Year.”

SECOND AND THIRD YEARS.

“General History, English History, Algebra, Physical Geography, Plane Geometry, Arithmetic, Bookkeeping, English Literature, Rhetoric and Composition, High School Physics, Lectures on Teaching, Psychology, Review of Studies of Preceding Years.”

“Tuition, Books and Stationery are furnished, free to all pupils. The school year consists of one continuous session, beginning about the middle of September and ending on the last Thursday in the following June.”

“The daily session begins at 9 A. M., and is continuous until 2 P. M. Promptness and regularity in attendance are insisted upon. No time is allowed for study periods during school hours, but the whole day is devoted to recitations and blackboard work. New pupils may enter any class for which they can successfully stand the examination.”

“The school offers to pupils who have become proficient in the Grammar School studies the opportunity to fit themselves for teaching in a short time, provided they are resolved to give to the work their undivided attention, Successful completion of the whole course will fully prepare graduates to secure certificates from any School Board in the State.”

“The curriculum, it will be observed, is confined exclusively to the studies required by law to be taught in the public schools of Maryland, enabling those whose time and means are limited, to equip themselves as quickly as possible for teaching.”

“The school possesses a small reference library. The Enoch Pratt Free Library, the munificent gift of the late Enoch Pratt to the City of Baltimore, and the reference collection of the Peabody Institute are open to the students, enabling them to obtain the use of any needed books.”

TRUSTEES.

BERNARD C. STEINER..... PRESIDENT.

F. HENRY BOGGS, TREASURER AND SECRETARY.

JOHN M. CARTER.

JOHN H. BUTLER.

FREDERICK D. MORRISON.

WILLIAM B. SANDS.

CARROLL T. BOND.

WILLIAM A. DIXON.

SAMUEL H. SHRIVER.

GEO. HARRISON. PRINCIPAL.

WOODLAWN.

BALTIMORE COUNTY. MARYLAND

GRADUATES SINCE REORGANIZATION.

NAME., WHEN GRADUATED.

ELLA C. GREEN, 1896

HOWARD GROSS, 1896

BESSIE JEFFERSON, 1897

FLORENCE PAGE, 1897

PIENETTA AUGUSTUS, 1897

MAMIE GREEN, 1897

ELIZABETH KING, 1897

MAMIE GROSS, 1897

ANNIE HENSON, 1897

CHARLES WOODLAND, 1898

JOHN GREEN, 1898

ROYAL ADDISON, 1898

MAMIE MOORE, 1898

ROSA PAGE, 1898

MARTHA DOWELL, 1898

INEZ E. PATTERSON, 1899

VICTORIA HAYS, 1899

FLORENCE V. TRAVERSE, 1899

GEORGE M. PATTERSON, 1899

HENRY J. LOWERS, 1899

HENRY A. BUTLER, 1899

JANEY WHYTE, 1900

BESSIE HENSON, 1900

ALVERTA GREEN, 1900

CHARLES WALLACE, 1900

SUSIE ROSS, 1901

LUCINDA LEWIS, 1901

MARY FRAYER, 1901

ROSA STEWART, 1901

TYESE BROWN, 1901

CHARLES DORSEY, 1901

EDITH THORNTON, 1902

ALVERTA NORRIS, 1902

HATTIE MATHEWS, 1902

CHARLES LANE, 1902

ELMER HENDERSON, 1902

OLONZO DORSEY, 1902

EYELYNIA GREEN, 1903

JULIA BEVERLY, 1903

MARY LEE, 1903

BESSIE CROWNER, 1903

NETTIE WADE, 1903

ETHEL HALL, 1903

ANNIE WING, 1903

IDA TORNEY, 1903

JULIA LAVINIA DORSEY, 1904

RUTH ELLA ROBINSON, 1904

MAUD VIOLA JOHNSON, 1904

CARRIE VIRGINIA TYLER, 1904

JOHN THOMAS WILLIAMS, 1904

HARVEY JOHNSON, JR., 1904

MOLLIE ESTELLA GREGORY, 1904

ELLIE BALLOU, 1904⁹

⁹ From © 2001 Maryland Historical Society - ALL RIGHTS RESERVED
Internet Management - [WEBNETT](#)

**Table 1. Year and Number
of Graduates of the
Baltimore Normal School
by Gender¹⁰**

Year	Male	Female
1896	1	1
1897	0	7
1898	3	3
1899	3	3
1900	1	3
1901	1	5
1902	3	3
1903	0	8
1904	2	6

➤ 1908: Normal School #3

The disparities in funding for the Normal School in Baltimore are clear from fiscal records in the Archives of Maryland.¹¹ Normal School #3 (African American students) was given \$1,000 at a time when Frostburg Normal School (White students) was allocated \$7,000 in state appropriations.

“The annual sum of twenty thousand dollars is hereby appropriated for the support of the Maryland State normal school located in the city of Baltimore; the annual sum of seven thousand dollars is hereby appropriated for the support of State normal school No. 2, located at Frostburg, and the annual sum of forty-five hundred dollars is hereby appropriated for the support of the normal department of Washington college, located at Chestertown—these appropriations to be paid in quarterly installments by the treasurer, on the warrant of the comptroller, to the State board of education, and to be applied to the payment of teachers' salaries, clerical assistance, the purchase of school apparatus, text-books, fuel, stationery, light and other necessary expenses in maintaining such schools and normal departments; a further sum of one thousand dollars annually for repairs is hereby appropriated for the Maryland State normal school of Baltimore.”

¹⁰ Ibid.

¹¹ From Archives of Maryland Online, Vol. 393, p. 1735,
<http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000393/html/am393--1735.html>

Additionally, the State controlled bequests, such as Nelson Wells'.¹²

“All donations or bequests of money or personal property, and all grants or devises of lands for the benefit of any State normal school or normal department shall be held in trust by the State board of education.”

Appropriations for Normal School #3 in the Maryland Archives are described in 1904 for a Normal School for what is now known as Bowie State University in the following entry.

“... There shall be located in the vicinity of the City of Baltimore, in the City of Frostburg, and near the town of Bowie, State Normal Schools for the instruction and practice of teachers in the science of education, the art of teaching and the mode of governing schools; the said schools shall be under the control of the State Board of Education who shall appoint the principals, necessary assistants, and all other help.”¹³

The professors were to be appointed by trustees of the normal school. The Board of trustees determined salaries and duties. The State Superintendent was to transfer all school property and effects to the principal of the state normal school, provided that the school was open for at least nine (9) months per year. Students of both sexes were to be admitted with male students accepted at age 17 and female students accepted at age 16. Students had to apply for admission and had to present scholastic qualifications after going before a county examiner. They also had to declare their intent to teach in Maryland. School was free if students taught in Maryland. If they didn't fulfill this teaching obligation, they had to repay \$30 for each term they attended the school. Students were selected by commissioners from all of the County and Baltimore City and there was a ratio of students from a wide range of geographical areas. However, if there weren't enough applicants based on geography, commissioners could select as they wished.¹⁴

Throughout this period, there was political maneuvering to combine the historically Black colleges of Maryland, as documented in the History of Maryland's Historical Black Colleges by Wanda E. Gill.¹⁵

The early curriculum for the two year curriculum included *“...a professional course, in which common school branches may be studied and received and in which special emphasis is give to professional subjects, including the history of education, school*

¹² Ibid.

¹³ From Archives of Maryland Online, Volume 373, p. 817 (<http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000373/html/am373--817.html>)

¹⁴ From Archives of Maryland Online, Volume 385, p. 191 (<http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000385/html/am385--191.html>)

¹⁵ From **Maryland's Historical Black Colleges** by Wanda E. Gill, published by the ERIC Clearinghouse on Higher Education, 1992, ED 347887.

*organization, methods of teaching and such other pedagogical subjects as the State Board of Education may prescribe.”*¹⁶

- Relocated to 187-acred campus in Prince George’s County

The Archives of Maryland indicate the legislature appropriated the following for the normal school at Bowie.¹⁷

“The annual sum of fifty thousand dollars (\$50,000) is hereby appropriated for the support of the Maryland State Normal School, located in Baltimore County; the annual sum of ten thousand dollars (\$10,000) is hereby appropriated for the support of Normal School No. 2, located at Frostburg; the annual sum of seven thousand dollars (\$7,000) is hereby appropriated for the support of State Normal School No. 3, located near Bowie in Prince George's County—these appropriations to be paid in quarterly installments by the Treasurer of the State of Maryland on the warrant of the Comptroller to the Treasurer of the State Board of Education, and to be applied by said Board to the payment of teachers' salaries, clerical assistants, the purchase of apparatus, text books, fuel, light, stationery, and for other necessary expenses in maintaining said Normal Schools...”

- 1914: Maryland Normal and Industrial School at Bowie

In the Session Laws, 1914, the segregation of the time was apparent in appropriations.

“The annual sum of fifty thousand dollars (\$50,000) is hereby appropriated for the support of the Maryland State Normal School, located in Baltimore County; the annual sum of ten thousand dollars (\$10,000) is hereby appropriated for the support of Normal School No. 2, located at Frostburg; the annual sum of seven thousand dollars (\$7,000) is hereby appropriated for the support of State Normal School No. 3, located near Bowie in Prince George's County—these appropriations to be paid in quarterly installments by the Treasurer of the State of Maryland on the warrant of the Comptroller to the Treasurer of the State Board of Education, and to be applied by said Board to the payment of teachers' salaries, clerical assistants, the purchase of apparatus, text books, fuel, light, stationery, and for other necessary expenses in maintaining said Normal Schools;

¹⁶ From Archives of Maryland Online, Volume 209, p. 4818
<http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000209/html/am209--4818.html>

¹⁷ From Archives of Maryland Online, Volume 373, p.817,
<http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000373/html/am373--817.html>

provided, however, that all the moneys herein appropriated shall be paid out of the moneys received into the State Treasury out of the public school tax.”¹⁸

State appropriations showed modest increases over the years. In 1921, Maryland Normal Industrial School, Bowie (Special) was appropriated \$21,957¹⁹ and in 1924, appropriations totaled \$26,100.²⁰

State appropriations for the normal schools were very different based on race. In the Maryland Manual, 1923, the differences were apparent, as indicated in Chart 1.²¹ At the time, Leonidas James was the principal.²²



Picture of Leonidas James, Principal of the Maryland Normal School (for Colored Children) in 1923.

Chart 1. Appropriations for Maryland State Normal Schools in 1923

School	Appropriation
Maryland State Normal School, Towson	37,375.00
Frostburg State Normal School	9,375.00
Maryland Normal Industrial School, Bowie	5,772.50

➤ 1925: Two –year professional program in teacher education

¹⁸ From Archives of Maryland Online, Volume 533, p. 1656, <http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000533/html/am533--1656.html>

¹⁹ From Archives of Maryland Online, Volume 134, p. 381, <http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000134/html/am134--381.html>

²⁰ From Archives of Maryland, Volume 0568, p.0592, <http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000568/html/am568--592.html>

²¹ From Archives of Maryland Online, Volume 0134, p. 0381, Maryland Manual, 1923.

²² From Archives of Maryland Online, Volume 0135, p. 0017, Maryland Manual, 1924, <http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000135/html/am135--17.html>

Leonidas James was principal in online records and documents from 1928²³, 1930²⁴, 1932²⁵, and 1934.²⁶

By 1933, state appropriations for the Normal School at Bowie totaled \$38,674...²⁷

In 1931, the legislature enacted laws to repeal the laws naming the Normal Schools and changing the names to state teachers colleges.

“1160 LAWS OF MARYLAND. [CH. 554 CHAPTER 554.

AN ACT to repeal and re-enact with amendments Section 236 of Article 77 of the Annotated Code of Maryland, (1924 Edition), title "Public Education, " sub-title " Miscellaneous, " as amended by Chapter 159 of the laws of 1931, for the purpose of including the State normal school at Salisbury, of changing the names of the state normal schools which offer four-year courses to state teachers' colleges, and of changing the title of the principals of such institutions to "president." ²⁸

- 1935: Maryland State Teacher College at Bowie and approval for elementary school teacher training.

In 1935, BSU was appropriated \$37,411.²⁹

The student newspaper in 1938 describes the visit and lecture of Dr. Ambrose L. Suhrie of New York University (NYU) who was interested in Negro education.³⁰ His visit

²³ From Archives of Maryland Online, Volume 144, p. 16,
<http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000144/html/am144--16.html>

²⁴ From Archives of Maryland Online, Volume 147, p. 17
<http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000147/html/am147--17.html>

²⁵ From Archives of Maryland Online, Volume 149, p. 18,
<http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000149/html/am149--18.html>

²⁶ From Archives of Maryland, Volume 151, p.18
<http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000151/html/am151--18.html>

²⁷ From Archives of Maryland Online, Volume 421, p. 1173,
<http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000421/html/am421--1173.html>

²⁸ From Archives of Maryland, Volume 579, p.1160
<http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000579/html/am579--1160.html>

²⁹ From Archives of Maryland Online, Volume 579, p. 196,
<http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000579/html/am579--196.html>

³⁰ From “Dr. Ambrose L. Suhrie, Professor of Teachers College and Normal School Education at New York University and Founder and former President of the Eastern States Association, visited Bowie for the

included notables like Dr. Connor of Coppin who asked Dr. Suhrie why he had not visited Negro colleges, Dr. Suhrie answered, "... I have never been sufficiently urged to investigate colored colleges, but I am interested. Since 1932, I have visited every tax supported colored college in the U.S. except the one in West Virginia, and I shall visit there soon."³¹ This dialogue makes it clear that Bowie State University faculty and staff were of interest to other audiences and they themselves were interested in a broader range of topics and experiences outside of the segregated communities of Maryland.

The College Eye, June 1938 edition included a commencement calendar scheduling the "Demonstration School Operetta- Upper Grades" on April 7. This school for children on campus that was a precursor of the "Lab School" and was called a "Demonstration School".

Bowie students traveled in 1938. The student newspaper reported that 11 students attended the "Thirteenth Annual Spring Conference of the Eastern States of the Association of Professional Schools of Teachers" in New York City at the Hotel Pennsylvania. According to the report, the only colored representative to hold chairmanship of a panel was Joyce Hudson of Bowie whose group discussed "Guidance in Teacher Education". Eugene Brown of Bowie was the only colored representative to present a summary of the panels of the general session on Saturday morning, April 9, 1938,. Others who made the trip were Helen Chase, Omega Brown, Daphne Rasen, Mary Jenkins, James Bryant, Emerson Holloway, Mrs. May Law, Mr. Joseph Wiseman and Principal L.S. Jameson.

The Commencement theme was The Contributions of the Bowie Normal School to Negro Education. Student topics included:

- ❖ "The Place of the Normal School in Raising the Educational Standards of the State" **Vaughn Anderson**, *Student* **Mrs. Mary Law**, *Advisor*;
- ❖ "How the Normal School is Providing for New Ways of Teaching in Contrast to the Old" **Inez Johnson**, *Student* **J.A. Wiseman**, *Advisor*
- ❖ "Bowie Normal School's Past in Preparing student for Social Participation" **James Bryant**, *Student* **Miss D.S. Lewis**, *Advisor*
- ❖ "How the Bowie Teacher's College Can Render Better Service in the Preparation of Teachers" **Charlotte Andrews**, *Student* **Miss Brown**, *Advisor*

In this 1938 edition, the Commencement Calendar indicated that the Demonstration School Operetta, Primary Grades, "A Little Garden" would occur on Saturday, June 4 at 1:00 pm. There was also a Nursery School Demonstration. The Commencement speaker was Dr. E. Wood, Director of Colored Schools, Baltimore, Maryland.³²

^{2nd} time in 5 years on Friday, May 6" in *The College Eye*, Maryland State Teachers College at Bowie, Volume 5, No. 4, June 1938.

³¹ Ibid.

³² Ibid.

By 1939, the legislative records reveal state normal schools at Frostburg, Bowie, Towson and Salisbury and that were to be called State Teachers' Colleges and the principals were to now be called Presidents.³³

“wherever the words the state normal school at Towson, the state normal school at Frostburg, and the state normal school at Bowie occur in this Article, they shall be construed to mean the state normal at Towson, the state normal school at Frostburg, the state normal school at Salisbury, and the state normal school at Bowie; wherever the words "state normal school" occur in this Article to designate a school which maintains a four-year course of study, they shall be construed to mean "state teachers college"; and wherever the term "principal" occurs in this Article to designate the head of a normal school which maintains a four-year course of study, it shall be construed to mean "president of a state teachers college.”

By 1939, the laws of Maryland specified appropriations and resources for “white” normal schools and “white” students.³⁴

“There shall be maintained at each white State normal school courses of study designed for the preparation of teachers for the elementary schools, and requiring for graduation a total of not less than three years' work. Said courses of study may include specialized instruction in the practical arts, in public school music, and in such other special fields as may be determined by the State Board of Education on recommendation of the State Superintendent of Schools. Graduation from a standard four-year high school course, or equivalent preparation, shall be required for admission to such courses.”

« An. Code, 1924, sec. 157. 1912, sec. 87. 1904, sec. 82. 1888, sec. 75. 1872, ch. 377.1904, ch. 584. 1916, ch. 506, sec. 87. 1933, ch. 225.”

“153. After June 1, 1933, white students regularly admitted to or enrolled in any class at the State normal schools from the City of Baltimore and the several counties, who shall obligate themselves to teach in the State of Maryland, shall pay such uniform fees and tuition charges as may be fixed by the State Board of Education. Other students who possess the prescribed qualifications may be admitted to these schools, in the discretion of the board of trustees, on payment of an additional fee as determined by the board of trustees.”

The Maryland Archives indicate a total of 13 teachers, including the president, at BSU from 1939-1940.³⁵: Directions indicate the rural nature of the school at that time with the

³³ From Archives of Maryland, Vol. 0379, p.2980 ,
<http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000379/html/am379--2980.html>

³⁴ From Archives of Maryland Online, Volume 379, P. 2955,
<http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000379/html/am379--2955.html>

³⁵ From Archives of Maryland Online, Volume 0517, p. 0007,

race track as a main marker. Students were expected to teach in Maryland in exchange for their free educations. The entire faculty and staff were listed in the Maryland Manuals of the time. Two of those names (bolded) are reflected in the buildings on the campus as of 2006.

*“STATE TEACHERS COLLEGE
Bowie, Md.*

*Leonidas S. James. President, phone, Bowie 2011.
Mildred L. Pindell, State Teachers College. Bowie. Md.
Josephine H. Brown, State Teachers College, Bowie, Md.
Herbert L. Clark, State Teachers College, Bowie. Md.
Dorothy Lewis, State Teachers College, Bowie, Md.
Beatrice O. Hill. State Teachers College, Bowie. Md.
Mary W. Law, State Teachers College, Bowie. Md.
Edna M. Prout, State Teachers College, Bowie. Md.
Urath Peters Thorn to n. State Teachers College. Bowie, Md.
Josephia R. Morselle. State Teachers College, Bowie, Md.
Charlotte B. Robinson, State Teachers College, Bowie, Md.
William A. Stanford, State Teachers College. Bowie, Md.
Edith M. Throckmorton, State Teachers College, Bowie, Md.
James G. Brown. State Teachers College. Bowie, Md.”*

“There are two main State highways that lead to this college. If you care to come by the way of the Washington Boulevard you should leave the Boulevard at Laurel, Maryland, at sign marked "Bowie, Maryland;" follow gravel road to Bowie and follow sign from Bowie to State Teachers College. You can also come by the way of the Defense Highway, turn right where sign points to State Teachers College. A short route from Baltimore is to come through Hanover Street by way of Annapolis Boulevard to Glen Burnie, follow Crain Highway straight ahead at Glen Burnie, follow sign marked "Bowie Race Track" to entrance of the track, pass the entrance and turn right at the next sign marked "Bowie", then follow signs to the school.”

PHONE, KENWOOD 7963 “

By May 1939, Senate Bill No. 377 indicated the same individuals at BSU with term expirations for the School Board that directed activities at the school.³⁶

*“Members of the School Board Term expires
Forest Bramble, 806 Mercantile Trust Building1944
Dr, Isaiah Bowman, The Johns Hopkins University..... 1940
Dr. Norman B. Cole, Medical Arts Building.....1940
Dr. Charles O'Donovan, Jr.,5 East Read Street.....1940
Mrs. Walter Hollander., 2604 Queen Anne Road.....1942”*

³⁶ From Archives of Maryland Online, Volume 0518, 0. 0010

The April – May 1941 edition of *The College Eye* indicates activities around the merging celebration of Mother’s Day and Founder’s Day. Students’ mothers and guardians were invited to spend the week-end on campus as guests. Activities for the week-end included a concert by the music department, Poetry Club Recital, May Festival and Drama culmination with a program dedicated to the mothers. The WPA Symphony orchestra and campus Glee Club also performed. Mr. L.S. James was the president of Maryland State Teachers College, Bowie. That year, a Debating Club was organized,³⁷ Dr. W. C. Handy was on campus and spoke of his life as an arranger of Negro spirituals, and there was a regular column on Demonstration School News.³⁸

The student newspaper of the Maryland State Teachers College at Bowie reflected the rural nature of the school in 1944.

1. “Rural Leadership Conference Held” by M.N. Holt that described the program objectives, work and procedures to elevate family living in the rural community and elevate community standards.³⁹
2. “Students Learn About Cooperatives – Cooperative Movement in St. Mary’s County”⁴⁰

At the time, books were greatly valued and the student newspaper published new library acquisitions in “The Library Corner” by Norene Holt. Acquisitions included books on child development and Negro history, as well as dictionaries, science and reading instruction books and the Rivlin *Encyclopedia of Modern Education*.

Campus clubs included the:

1. Press Club
2. Handicraft Club
3. Freya Club
4. 4-H Club

Again, the rural nature of the times is reflected in the 4-H Club.

Nationalism and patriotism were pronounced through the war years with columns on Arbor Day and military service. The student newspaper even included war coverage and involvement of students and alumni through a column “From Our Soldiers and another column “Bowieites in the Army”.⁴¹

By 1945, Dr. William E. Henry was president, National Negro Health Week was celebrated in the first week of April, and the college sent two male delegates to attend a conference for member colleges in the Student Christian Movement of the Middle States

³⁷ From *The College Eye*, Vol. 8, No. 6, April-May 1942.

³⁸ *Ibid*, p.8.

³⁹ From “Rural Leadership Conference Held” by M.N. Holt in *The College Eye*, Maryland State Teachers College at Bowie, Volume II, No. 4, May – June 1944, p.3.

⁴⁰ From “Students Learn About Cooperatives – Cooperative Movement in St. Mary’s County” in *The College Eye*, Maryland State Teachers College at Bowie, Volume II, No. 4, May – June 1944, p.3.

⁴¹ From *The College Eye*, Maryland State Teachers College at Bowie, Volume II, No. 4, May – June 1944.

at Johns Hopkins University. An active student social life was evident in the Cotton Ball, sponsored by the Handicraft Club. The Demonstration School started a library and newly released Black Boy by Richard Wright had been secured as a gift to the library by Lillian Ghent, student who would graduate with the Class of 1947. A Red Cross worker who returned from duty stations in New Guinea and Australia spoke to a special assembly of students. The campus also hosted distinguished faculty visitors from the University of Pennsylvania over the course of the year including: Dr. W.E. Arnold, Professor of Education; Dr. J.H.S. Bosserd, Professor of Sociology; and Dr. F.M. Garver, Professor of Elementary Education.⁴²

By 1948, Dr. Henry was named chairman of the Board of Cheltenham Training School for Boys, in Brandywine, Maryland.⁴³ This was a time when the graduating class' motto, "Out of the Harbor-Into Deeper Channels", noted student preparedness for bigger and better challenges. The Class colors were maroon and silver, the class song was "Now Is The Hour" and the class flower was the American Beauty Rose.

Of particular note in this edition of The College Eye, is the passing of Miss Charlotte Elizabeth Hunter who came to live in Bowie late in life but established a trust fund for a yearly presentation to a male student who showed the greatest progress. Miss Hunter graduated from Miner Normal School in 1884, taught in public schools in Washington and at Dunbar High School and Miner Teachers College. She was founder and executive secretary of the Harriet Tubman Aid to the Blind. She traveled extensively and studied in Dresden, Germany and in France. Her travels, education and profession demonstrate her lifelong commitment to the education of Negro children.

By 1949, The College Eye reported that Arna Bontemps, famous author and librarian, was the Negro history Week Speaker on February 10, 1949.⁴⁴ Her topic was "Our Place in the Sun" and demonstrated her reactions to some of the thinking about Negro people at the time.

According to the Maryland Manual of 1950, Dr. Henry was the president of Bowie State Teachers College and the mission of the college was to "...prepare Negro elementary teachers..."⁴⁵ The college was purchased "...by the State in 1908 and moved to its present location. (Race Track Road) The College offers a four-year teacher preparation course leading to the degree of Bachelor of Science in Education and a two-year junior college course leading to the degree of Associate in Arts. Students taking the full four-year course pay no tuition if they promise to teach in the public schools of Maryland upon graduation. The enrollment for 1949-1950 is 204."⁴⁶

⁴² From *The College Eye*, Maryland State Teachers College at Bowie, Volume 12, No. 2, June 1945, p.2.

⁴³ From *The College Eye*, Maryland State Teachers College at Bowie, Volume 15, No. 2, June 1948.

⁴⁴ From *The College Eye*, Maryland State Teachers College at Bowie, Volume 16, No.2, June 1949.

⁴⁵ From Archives of Maryland Online, Volume 0163, p.0051,

<http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000163/html/am163--51.html>

⁴⁶ From Maryland Manual, Archives of Maryland Online, Vol. 1063, p. 0052,

<http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000163/html/am163--52.html>

By 1950, the student publication reported a speed-up in the building program. Plans for the President's house, men's dormitory, faculty residence, power plant and water and sewage disposal were underway.⁴⁷

The College Eye, Volume 18, No. 1, reported the November 17 appearance of Langston Hughes, world renowned poet and novelist. His first works appeared while a student, in the Central high School magazine in Cleveland, Ohio when he was 14. His books were translated into French, Spanish, German, Dutch and Chinese. While at Bowie, he read "The Freedom Train", a poem decrying segregation.

The same edition described President Henry's appearance and report before the State Planning Group requesting for immediate action the construction of six (6) new buildings and six (6) major improvements and renovations. The new buildings include the Demonstration School, gymnasium, auditorium, and library. The faculty residence and men's dormitory were under construction at the time of publication. Dr. Henry, along with eighty (80) others from Maryland, attended the December 3-7 meeting at the *White House Conference on Children and Youth*. His selection was based on his work with the Maryland Youth Commission in drafting the prospectus for the White House meeting. He was appointed by Maryland Governor Lane.

This edition also notes the addition of a new teacher at the Demonstration school who held a B.S. degree from Morgan State and an M.A. degree in Elementary Education from New York University. This edition of the paper also reported the addition of eight new faculty and staff members, three men and five women. While all had Master's degrees, one, Dr. Robert Amos of Oxford, North Carolina, had earned a doctorate (PhD) from the University of Michigan. He was the new instructor of psychology and education. Mr. Elbert Jones of the mathematics and science department received the B.S. degree from A & T in Greensboro, the M.S. degree from Temple University and the M.A. degree from New York University. He was working on his PhD.

➤ 1951: Approval for junior high school teacher training

The Archives of Maryland for 1951 include budget data demonstrating an overall appropriation of \$260,500 to Bowie State Teachers College with \$204, 000 for the construction of a boiler plant to disperse steam to existing buildings. \$39, 500 was allocated for furniture and equipment for the boys' dormitory and with the remainder (\$17,000) to complete roads to the boys' dormitory and other buildings. In the same legislative package, Frostburg received a total of 509,100.⁴⁸

⁴⁷ From *The College Eye*, Maryland State Teachers College at Bowie, Volume 17, No.1, June 1950.

⁴⁸ From Archives of Maryland Online, Volume 0603, p.1185, Session Laws, 1951

<http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000603/html/am603--1186.html>

At the time, disparate appropriations for the state teachers colleges in Maryland based on race is apparent from the legislative files.⁴⁹ Bowie State Teachers College received \$265,651; Coppin State Teachers College received \$68,459; Frostburg State Teachers College received \$308,905; and Towson State Teachers College received \$753,855; and Salisbury State Teachers College received \$293,156.

At the time, the president was paid \$7,500 and the one Dean was paid \$ 5,784. There were 13 instructors for a total line item budget of \$54,820, and three elementary instructors at a total line item budget of 12,240.

According to the student newspaper, in 1952, Dr. Henry was engaged with accreditation visits as a part of a team from the American Association of Colleges of Teacher Education and visited Elizabeth City Teachers College in North Carolina.⁵⁰

The following information for the 1952-1953 school year indicated that Bowie State Teachers College had not grown much in terms of budget or staff over the previous year.

“STATE TEACHERS COLLEGES
BOWIE STATE TEACHERS COLLEGE”

*“William E. Henry, Ed.D.. President
Bowie Telephone: Central 8-2011 “*

*“The State Teachers College at Bowie is a State-operated school for preparing Negro elementary teachers. Originally established in 1867 as the Baltimore Normal School, a private institution, it was purchased by the State in 1908 and moved to its present location. The college offers a four-year teacher preparation course leading to the degree of Bachelor of Science in Education and a two-year junior college course leading to the degree of Associate in Arts. Students taking the full four-year course pay no tuition if they promise to teach in the public schools of Maryland upon graduation. The approximate enrollment for 1952-53 was 323”.*⁵¹



DR. WILLIAM E. HENRY

<i>Appropriations</i>	<i>1953</i>	<i>1954</i>
<i>General Fund</i>	<i>\$263,012</i>	<i>\$275,646</i>

⁴⁹ From Archives of Maryland Online, Volume 0603, P. 0898, <http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000603/html/am603--898.html>

⁵⁰ From *The College Eye*, Maryland State Teachers College at Bowie, Volume 10, No. 2, p.1.

⁵¹ From Archives of Maryland Online, Volume 0165, p. 0056, Maryland Manual, 1953-1954, <http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000165/html/am165--56.html>

<i>Special Fund</i>	59,780	62,606
<i>Totals</i>	\$322,792	\$338,251
<i>Staff: 25.</i>		

➤ 1954: NCATE Accredited (Founding Member)

Bowie State University was initially accredited by NCATE on January 1, 1954.⁵² Accreditation today is for both initial and advanced preparation levels. NCATE recognizes the following BSU School of Education programs:

1. Special Education – Mild/Moderate, *Specialized Professional Association (SPA)*: CEC: Grade: Elementary K-8
2. Principal, *Specialized Professional Association (SPA)*: ELCC
3. Early Childhood/Special Education, *Specialized Professional Association (SPA)*: NAEYC: Grade: Early Childhood
4. English/ Language Arts, *Specialized Professional Association (SPA)*: NCTE Grade: Secondary
5. Mathematics: *Specialized Professional Association (SPA)*: NCTM Grade: G7-12
6. Biology; *Specialized Professional Association (SPA)*: NSTA Grade: Secondary
7. Role 6 Reading Specialist; *Specialized Professional Association (SPA)*: IRA Grade: K-12
8. Superintendent; *Specialized Professional Association (SPA)*: ELCC
9. Chemistry; *Specialized Professional Association (SPA)*: NSTA Grade: Secondary
10. Physics; *Specialized Professional Association (SPA)*: NSTA Grade: Secondary
11. Elementary Education; *Specialized Professional Association (SPA)*: ACEI Grade: Elementary
12. Social Studies; *Specialized Professional Association (SPA)*: NCSS Grade: Secondary
13. Mathematics; *Specialized Professional Association (SPA)*: NCTM Grade: Secondary G7-12

The Archives indicate little growth for the 1954-1955 school year with approximately 329 students enrolled and Dr. Henry as President.⁵³

*“STATE TEACHERS COLLEGES
BOWIE STATE TEACHERS COLLEGE “*

⁵² From NCATE website of accredited institutions.

http://www.ncate.org/public/institDetails.asp?ch=106&CO_ID=12037&state=MD

⁵³ From Archives of Maryland Online, Volume 0166, p.0055, Maryland Manual, 1955-56,

<http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000166/html/am166--55.html>

*“William E. Henry, Ed.D., President
Bowie Telephone: Central 8-2011”*

“The State Teachers College at Bowie is a State-operated school for preparing elementary teachers. Originally established in 1867 as the Baltimore Normal School, a private institution, it was purchased by the State in 1908 and moved to its present location. The college offers a four-year teacher preparation course leading to the degree of Bachelor of Science in Education and a two-year junior college course leading to the degree of Associate in Arts. Students taking the full four-year course pay no tuition if they promise to teach in the public schools of Maryland upon graduation. The approximate enrollment for 1954-55 was 329”.

According to ***The College Eye***, Volume XXII No. 2, Dr. Henry, President, was elected to the vice presidency of the Eastern States Association of Professional Schools for Teachers at the annual spring session held in the hotel New Yorker in March. Teachers colleges in New England and the Mid-Atlantic region were a part of this association.⁵⁴

Dr. William E. Henry, President of Bowie, Dean Ulysses Young, Dean of Bowie, and Mr. George Crawford, State supervisor of curriculum, coordinated the Reading Institute, held on the campus on April 16, 1955. The Institute was co-sponsored by the Southern Maryland Reading Club and MSTC with consultants, Mr. J. Alexander Wiseman, professor of education, Mrs. Jeanette W. Gray, instructor of reading at Coppin State Teachers College in Baltimore, and area administrators from Charles County, Prince George’s County and other area districts.

(This edition also noted the passing of Mary McLeod Bethune, based on her obituary in ***The Washington Post***, May 19, 1955.)

By 1957-1958, the staff was smaller, shrinking to 20 from 25 in the 1954-55 school year. Dr. Henry was still president.⁵⁵

*“STATE TEACHERS COLLEGES
BOWIE STATE TEACHERS COLLEGE
William E. Henry, Ed.D., President “*

“Bowie (Prince George's County) Telephone: Central 8-2011”

“The State Teachers College at Bowie is a State-operated school for preparing elementary teachers. It was originally established in 1867 as the Baltimore Normal School, a private institution; in 1908 the State

⁵⁴ From *The College Eye*, Volume XXII, No.2, Maryland State Teacher College at Bowie, June 1955.

⁵⁵ From Archives of Maryland Online, Volume 0167, Page 0057, Maryland Manual, 1957-58, <http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000167/html/am167--57.html>

purchased it and moved it to its present location. The college offers a four-year teacher preparation course leading to the degree of Bachelor of Science in Education. Students taking the full four-year course pay no tuition if they promise to teach in the public schools of Maryland upon graduation. The approximate enrollment for 1955-56 was 310.”

“Appropriations 1957 1958

*General Funds \$383,873 \$388,484
Special Funds 88,044 72,852*

*Totals \$471,917 \$461,336
Staff: 20. “*

For the 1958-59 school year, the staff had grown slightly to 23 and Dr. Henry was still president. Enrollment was at 317.⁵⁶

“Appropriations 1959 1960

*General Funds \$387,747 \$413,717
Special Funds 77,012 94,876*

*Totals \$464,759 \$508,593
Staff: 23.”*

For the 1960-1961 school year, enrollment was up to 389, Dr. Henry was still president and the staff was up to 28 positions.

“Appropriations 1961- 1962

*General Funds \$495,580 \$504,689
Special Funds 101,142 130,270*

*Totals \$596,722 \$634,959
Staff: 28.”*

➤ 1961: Approval for secondary-level teacher training

➤ 1963: Bowie State College

Throughout its history, Bowie State University’s legacy to the State of Maryland has been the preparation of teachers. Teacher education majors who remained in the state

⁵⁶ From Archives of Maryland Online, Volume 0168, p. 0054, Maryland Manual, 1959-1960, <http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000168/html/am168--54.html>

to teach paid no tuition. The history of the School of Education, linked directly to the mission of the original institution, shifts to an arts and sciences departmental structure effective in 1963, although the bulk of the colleges' students were still teacher education majors. Dr. Henry was still president at the time of this change, as indicated from records including the Maryland Manual, an excerpt of which is reproduced here.⁵⁷

“BOWIE STATE COLLEGE

William E. Henry, Ed.D., President

Bowie (Prince George's County) 20715 Telephone: 238-8194

The Bowie State College is a State-operated school for preparing elementary and secondary school teachers. It was originally established in 1867 as the Baltimore Normal School, a private institution. By Chapter 599, Acts of 1908 the State purchased it and moved it to its present location, at which time it became known as the State Teachers College at Bowie. The college adopted its present name on July 1, 1963. The college offers a four-year teacher preparation course leading to the degrees of Bachelor of Science and Bachelor of Arts. Certain majors are also offered in the field of liberal arts. Students taking the full four-year course pay no tuition if they promise to teach in the public schools of Maryland upon graduation. The enrollment for 1964-65 was 506.

Appropriations 1965 1966

General Funds \$729,908 \$739,783

Supplement 62,000

Total \$729,908 \$801,783

Staff: 33.”

By 1967-68, the staff had grown to 41 with an enrollment of 513 students and the description of the college changed to reflect majors in liberal arts. The description indicates a four-year teacher preparation course that leads to both B.S. and B.A. degrees.⁵⁸

“By Chapter 599, Acts of 1908 the State purchased it and moved it to its present location, at which time it became known as the State Teachers College at Bowie. The college adopted its present name on July 1, 1963. The college offers a four-year teacher preparation course leading to the degrees of Bachelor of Science and Bachelor of Arts. Certain majors are also offered in the field of Liberal Arts. Students taking the full four-year course pay no tuition if they promise to teach in the public schools of Maryland upon graduation. The enrollment for 1966-67 was 513.

⁵⁷ From Archives of Maryland Online, Volume 0172, p. 0062, Maryland Manual, 1965-66, <http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000172/html/am172--62.html>

⁵⁸ From Archives of Maryland Online, Volume 0173, Page 0064, Maryland Manual, 1967-68. <http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000173/html/am173--64.html>

Appropriations 1967- 1968
General Funds \$ 980,016 \$1,136,426
Supplement 55,538
Total \$ 980,016 \$1,191,964
Staff: 41.”

By 1969-1970, Dr. Samuel Myers was listed as President of Bowie State University in the Maryland Manual. The College was accredited by the Middle States Association Commission on Higher Education, the National Council for the Accreditation of Teacher Education and the Maryland State Department of Education.
⁵⁹

“BOWIE STATE COLLEGE

Samuel L. Myers, Ph.D., President

Bowie (Prince George's County) 20715 Telephone: 262-3350

The Bowie State College is a State-operated educational institution of higher learning which prepares students for professions based on the liberal arts as well as for careers in teaching, business, and social service.

It was originally established in 1867 as the Baltimore Normal School, a private institution. By Chapter 599, Acts of 1908, the State purchased it and moved it to its present location, at which time it became known as the State Teachers College at Bowie. The college adopted its present name on July 1, 1963. The college, additionally, offers a four-year teacher preparation course leading to the degrees of Bachelor of Science and Bachelor of Arts. Certain, majors are also offered in the field of Liberal Arts. Students taking the full four-year course pay no tuition if they promise to teach in the public schools of Maryland upon graduation. The College is accredited by the Middle States Association of Colleges and Secondary Schools, the National Council for the Accreditation of Teacher Education, and the Maryland State Department of Education. The enrollment for 1968-69 was 1,050.

Appropriations 1969- 1970

General Funds \$ 1,191,964 \$ 1,678,507

Supplement.....\$ 82,500 119,761

Total..... \$ 1,274,464 \$ 1,798,258

Staff; 79.”

The description of the campus by 1977-1978 included course offerings in education and the arts and sciences and mention of the federally funded and other programs on the campus. Dr. Myers was still president at that time.⁶⁰

⁵⁹ From Archives of Maryland Online, Volume 0174, p. 0073, Maryland Manual, 1969-1970, <http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000174/html/am174--73.html>

⁶⁰ From Archives of Maryland Online, Volume 0178, p. 0330, Maryland Manual, 1977-78, <http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000178/html/am178--330.html>

“BOWIE STATE COLLEGE

Samuel L. Myers, Ph.D., President

Bowie (Prince George's

County) 20715 Telephone: 262-3350

Bowie State College was established originally in 1967 as the Baltimore Normal School, a private Institution. By Chapter 599, Acts of 1908, the State purchased this School and moved it to its present location. It was then renamed the State Teachers College at Bowie. The College adopted its present name and became a general State College on July 1, 1963. Bowie State College is located on a 237-acre tract approximately eighteen miles northeast of Washington and situated in the middle of a triangle of Baltimore, Washington, and Annapolis. The College is fully accredited by the Middle States Association of Colleges and Secondary Schools, the National Council for Accreditation of Teacher Education, the Council on Social Work, and by the Department of Education of Maryland. The College currently offers baccalaureate degree programs both in teacher education and in the arts and sciences. "There are fifteen major departments with offerings in seventeen areas. A graduate program leading to the master's degree in education with concentrations in nine areas was initiated in September 1967. The Adler-Dreikurs Institute of Human Relations, initiated in 1975, offers the master's degree as well as a variety of certificate programs. Special Programs include a five-year Cooperative Work-Study Program, Student Special Services Program, and Center for Educational Technology and Communications, three-year / two-year Engineering Program with George Washington University, and Evening and Weekend Programs for Continuing Education. The enrollment for 1975-1976 was 3,098. Faculty and Staff (all Divisions): 510.”

On April 20, 1977, Xi Beta Chapter 338 of Kappa Delta Pi was installed at Bowie State College. Kappa Delta Pi, International Honor Society, is committed to recognizing excellence and fostering mutual cooperation, support, and professional growth for educational professionals. Twenty – four (24) new members were inducted in the Fall of 2005 for a total membership of 25. Dr. Barrie Ciliberti is the 2005- 2006 faculty advisor for the group, a position he has held for three years.

The Maryland Manual, 1989-1990, includes a brief history of BSU and is written during the time that James Earl Lyons was president.⁶¹ By this time, the education department was in competition with other departments for majors and many of the

⁶¹ From Archives of Maryland Online, Volume 194, p. 0487, Maryland Manual, 1989-90, <http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000184/html/am184--487.html>

over 3,000 students were choosing majors in programs like computer science, management information systems and management.

“

BOWIE STATE UNIVERSITY

James Earl Lyons, Sr., Ph.D., President

Jericho Park Road
Bowie, MD 20715 464-3000

Bowie State University evolved from the first school opened in Baltimore by the Baltimore Association for the Moral and Educational Improvement of Colored People in 1865. The school was reorganized in 1893 as the Baltimore Normal School for the training of teachers. In 1908, the General Assembly designated it as Normal School No. 3, a State institution (Chapter 599, Acts of 1908). After relocation to Prince George's County, the School by 1914 was known as the Maryland Normal and Industrial School at Bowie. It was renamed the Maryland Teachers College at Bowie in 1935 and Bowie State College in 1963. On July 1, 1988, the College became Bowie State University (Chapter 293, Acts of 1988).

Today, Bowie State University is a fully accredited liberal arts institution with over 3,000 students enrolled in diverse academic courses. Twenty-nine majors are offered, including master's degrees in computer science, management information systems, human resources development, Adlerian psychology, and administrative management. The University also offers an honors program, an Army ROTC

program, and an athletic program that fields eight intercollegiate sports in the Central Intercollegiate Athletic Association (CIAA) and the National Collegiate Athletic Association (NCAA). In addition, the University's cooperative education program has an excellent record of placing students after graduation.

BOARD OF VISITORS

Appointed by Governor: not yet appointed
Elected by Faculty: Dr. Henry J. Raymond
Elected by Student Body: Timothy McFadden

Contemporary Campus Location of the Education Department and School of Education

The Demonstration School that operated throughout the 1930's, 1940's and 1950's was located where present day (2006) Human Resources offices are housed, in Robinson Hall. Some faculty offices were also housed in Robinson Hall in the 1960's.

The Department of Education was located in the Martin Luther King Jr., Communications Arts Center when that building opened and remained there until it was relocated in the new Center for Learning and Technology when it opened in 2000. At that time, Dr. Henry Raymond was the Dean of the School of Education and Professional Studies.⁶² Towards the conclusion of Dr. Raymond's approximate three and a half (3 ½) year tenure as Dean, the Administration made the decision to split this large school into what we now know as the School of Education and into the School of Professional Studies. Dr. Raymond was offered the opportunity to apply for the position and declined. This paved the way for a national search.

⁶² From Oral History provided to Dr. Wanda E. Gill by Dr. Raymond on May 8, 2006.



The BSU Department of Education was housed on the second floor of the Martin Luther King, Jr., Communication Arts Center from 1975 - 2000.



The School of Education has been located in the Center for Learning and Technology from 2000 until present day, 2006.

Contemporary Leadership in the Education Department and the School of Education

Dr. O'Dell Jack started his tenure at Bowie State College as chairman of the Education Department on July 1, 1975, a position he held until he retired on September 5, 1996.⁶³ For the bulk of his time here, Dr. Jack and the Department of Education were in the Martin Luther King Jr. building, designed by Howard University Chairman of the School of Architecture and local Prince George's County resident, architect Dr. Johns, whose wife, Bonnie Johns, was on the local School Board in the 1970's.

Dr. Jack was succeeded by Dr. Diane Davis who served as chairperson of the Education Department until approximately 1997. Dr. Henry Raymond⁶⁴ succeeded her and was the first Dean who served with a major realignment of departments into

⁶³ From BSU HR Employment Records, provided by HR Director to Dr. Wanda E. Gill via e-mail in March 2006.

⁶⁴ From Oral History provided to Dr. Wanda E. Gill by Dr. Raymond on May 8, 2006.

the School of Education and Professional Studies. During his approximately 3 ½ year tenure, the School was reorganized into the School of Education and the School of Professional Studies. Dr. Raymond was at the helm when the School was relocated to the new Center for Learning and Technology in 2000 when it opened. A national search was conducted and Dr. Vernon Clayton Polite was selected from an impressive pool of talented educational leaders. He became the Founding Dean of the School of Education.



Left: Dr. Vernon C. Polite

Below: Dr. Scott Jackson Dantley



- Bowie State College became a comprehensive university and joined the University of Maryland System Administration in 1988.

The Maryland Manual of 1989 describes the comprehensive university system that Bowie joined in 1988.

“The University’ System Administration (UMSA) directs and coordinates the eleven-campus system. Located in Adelphi, UMSA includes the offices of the chancellor, the deputy chancellor and the six vice-chancellors. UMSA is responsible for the four major research and public service components.” The organization of the system administration is described.” Campuses of the University are located in Baltimore (UMAB, Coppin State College and the University of Baltimore), Bowie State

University, Catonsville (UMBC), college Park (UMCP), Frostburg (Frostburg State University); Princess Anne (UMES); Salisbury (Salisbury State University); and Towson (Towson State University), University College, from its Center of Adult Education at College Park, administers adult and continuing education courses and programs at sites across Maryland and in Europe and Asia.”

In the Archives of Maryland for 1996-1997, a brief history of BSU appears that highlights a national accomplishment as the first HBCU to offer graduate programs in Europe.⁶⁵

“Bowie State University evolved from the first school opened in Baltimore by the Baltimore Association for the Moral and Educational Improvement of Colored People in 1865. The school was reorganized in 1893 as the Baltimore Normal School for the training of teachers. In 1908, the General Assembly designated it as Normal School No 3, a State institution (Chapter 599, Acts of 1908). After relocation to Prince George's County, the School by 1914 was known as the Maryland Normal and Industrial School at Bowie. It was renamed the Maryland Teachers College at Bowie in 1935 and Bowie State College in 1963. On July 1, 1988, the College became Bowie State University (Chapter 293, Acts of 1988). In 1988, the University also became part of the University of Maryland System (Chapter 246, Acts of 1988). Bowie State University today is the regional comprehensive university serving central Maryland. The University offers masters' degrees in eleven concentrations, from organizational communications and human resource development to computer science and management information systems. It also offers an honors program, Army ROTC, and athletics, fielding teams in eight inter-collegiate sports in the Central Intercollegiate Athletic Association and the National Collegiate Athletic Association. The University's interdisciplinary College of Excellence strengthens the freshman and sophomore experience, preparing students for later graduate and professional study. Bowie State University also is the nation's first historically African American institution to offer graduate programs in Europe.”

For the fall 1993 semester, Bowie State University had an enrollment of 2,179.⁶⁶

⁶⁵ From Archives of Maryland Online, Volume 187, p.600, <http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000187/html/am187--600.html>

⁶⁶ Archives of Maryland, Volume 0186, p.0009, Maryland Manual, 1994-1995, <http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000186/html/am186--9.html>

- 1994: Maryland Higher Education Commission
- 1999: Center for Learning and Technology built

Dr. Henry Raymond served as Dean of the School of Education and Professional Studies for approximately 3 ½ years, prior to and after the move to the Center for Learning and Technology. During this time, the doctoral degree program in educational leadership was conceptualized and began.

- 2000: The School of Education was founded with the re-organization into a separate School of Education and School of Professional Studies.
 - At this point of realignment of academic departments under the School of Education, a nationwide search was conducted and Dr. Vernon Clayton Polite was selected as the Founding Dean of the School of Education, the position he held until July 1, 2005 when he became the Dean of the School of Education at Eastern Michigan University..
 - The first graduates of the ED.D. Program earned their degrees in May 2005. This was one of the last major accomplishments of the out-going Dean.
 - Acting Dean Scott Jackson Dantley, Ph.D. was installed effective July 1, 2005.

Present

➤ 2001: School of Education

- **Department of Teaching, Learning & Professional Development**



Picture of Barbara Smith, Chairperson of the Department of Teaching, Learning and Professional Development

The Graduate School Catalog gives us the following description of this department:⁶⁷

“Department Descriptions

Teaching Learning & Professional Development

“Whether you are a new student, a career changer, or a veteran teacher preparing for the 21st Century classroom, courses within the School of Education are designed to prepare educators to make a difference.”

“Inspired by Bowie State University’s legacy of best practices in the field of education, coupled with an emphasis on research based methods, we offer an array of nationally recognized bachelor and master’s degree programs. Few programs can rival our solid relationships with other educational agencies, both in the region and nationally or our network of partnerships. You can pursue a Bachelor of Education degree in three programs, Master of Education degrees in four programs, and a Master of Arts in Teaching Degree.”

“The School’s Department of Teaching, Learning, and Professional Development is also dedicated to positively impacting the national and regional teacher shortage. Our strong commitment to supply highly qualified educators for public and private schools is reinforced by our program’s national accreditation. Bowie State University maintains accreditation by the Middle States Association Commission on Higher Education, and the programs in the School of Education are accredited by the National Council for the Accreditation of Teacher Education and approved by the Maryland State Department of Education.”⁶⁸

“TLPD Mission”

“The mission of the Department of Teaching, Learning, and Professional Development is to prepare instructional leaders for positions in public and private schools in Maryland and school systems in other states. The Bowie State University teacher education program model rests upon a legacy of the best practices in the field of education and upon what research tells us about learning and teaching. The program provides the counties of Maryland and other states with teachers of all races who are competent in their content specialty, grounded in the knowledge bases of their discipline, and sensitive to the ethnicity of children they teach. The Department assumes personal responsibility for spreading knowledge of futuristic theory and participating in decision-making activities that shape the University’s future. At the heart of the Department’s future success is its relationship with liberal arts faculty, the University at large, the students and local education agencies.”⁶⁹

⁶⁷ From Graduate School Catalog, 2002-2004

⁶⁸ From Graduate School Catalog, 2002-2004

⁶⁹ From Graduate School Catalog, 2002-2004

“The main goal of the Department of Teaching, Learning, and Professional Development is to prepare prospective teachers for the multiple challenges that will confront them as beginning teachers and provide opportunities for veteran teachers who want to further develop in the teaching profession. More specifically, teacher education preparation ensures that students progress through well-defined structured programs. Each program has a curriculum that is research-based and responds to state mandates, the Maryland Redesign for Teacher Education and the NCATE standards. Prospective teachers become well-versed in content, pedagogy and engage in field study early in their preparation.”⁷⁰

The Bowie State University Catalog also describes the secondary education programs as follows.

“Secondary Education – English Concentration”

“The English Education program is hosted jointly by the Department of English and Modern Languages and the Department of Teaching, Learning, and Professional Development. Students in this Program are assigned an advisor in the Department of English and Modern Languages and in the Department of Teaching, Learning, and Professional Development. This Program is designed specifically to prepare students to teach English at the secondary school level. The curriculum exposes the student to those topics stressed in the National Council of the Teachers of English (NCATE) standards and meets the requirements for teacher certification in the State of Maryland.”⁷¹

“To be formally admitted to the education component of the Program, the student must apply to the Teacher Education Program, usually after completion of appropriate courses taken during the freshman/sophomore years. The application procedure requires the student to compile a brief portfolio, undergo an interview with a representative of the Admission and Retention Committee, and finalize arrangements to successfully complete PRAXIS I. In addition, to complete the Program successfully, the student must pass the appropriate sections of the Teacher Competency Exams (PRAXIS I and PRAXIS II).”⁷²

“Secondary Education – Social Studies/History”

“While students in the Department seek certification in history for the education major, the Department feels strongly that the student should be broadly based in the social sciences, particularly those which give the student exposure to other cultures. Equally significant, the Department seeks to expose the student-educator to the various methodologies of the other social sciences which can complement training in history. In addition, the teaching major candidate must meet the criteria set by the Maryland State

⁷⁰ From Graduate School Catalog, 2002-2004

⁷¹ From Graduate School Catalog, 2002-2004

⁷² From Graduate School Catalog, 2002-2004

Department of Education (MSDE) to be admitted formally into the teacher education program. All history teaching candidates will receive a departmental evaluation in a special colloquy with the faculty of the department whereupon a recommendation is made on the student's ability to continue in the teacher education program. This evaluation will usually take place after the student has earned 60 semester hours or more."

"For dual certification in history and social studies, successful completion of 36 semester hours in social studies (history, 6 hours; geography, 6 hours; economics, 6 hours; political science, 6 hours; and 12 semester hours in upper division courses). In addition, students must pass the PRAXIS I and II examinations."⁷³

"Secondary Education – Mathematics"

"The Secondary Mathematics Education Program is hosted jointly by the Department of Mathematics and the Department of Teaching, Learning, and Professional Development. Students in this Program are assigned an advisor in the Department of Mathematics and an advisor in the Department of Teaching, Learning, and Professional Development. To be formally admitted to the education component of the Program, the student must apply to the Teacher Education Program, usually after completion of appropriate courses taken during the freshman/sophomore years. The application procedure requires the student to compile a brief portfolio, undergo an interview with a representative of the Admission and Retention Committee, and finalize arrangements to successfully complete PRAXIS I. In addition, to complete the program successfully, the student must pass the appropriate sections of the Teacher Competency Exams (PRAXIS I and PRAXIS II). For further information, the student should consult his/her advisor in the Department of Teaching, Learning, and Professional Development. To receive a degree in Mathematics Education, the student must complete 126 semester hours."⁷⁴

"This program is designed specifically to prepare students to teach mathematics at the secondary school level. The curriculum exposes the student to those topics stressed in the National Council of Teachers of Mathematics (NCTM) standards for secondary mathematics and meets the requirements for teacher certification in the State of Maryland. Through their course work, students fulfill the main requirements for a major in mathematics, assuring a strong basic knowledge of the subject matter. In addition, their teaching skills are developed through an appropriate sequence of education courses."

"Secondary Education – Science"

"To receive a BS in Biology Education, the student must complete approximately 132 semester hours."⁷⁵

⁷³ From Graduate School Catalog, 2002-2004

⁷⁴ From Graduate School Catalog, 2002-2004

“To receive a BS in Chemistry education, the student must complete approximately 129 semester hours.”⁷⁶

“To receive a BS in Physics education, the student must complete approximately 130 semester hours.”⁷⁷

“All science education majors must take both parts (Core Batteries and Specialty of the PRAXIS) and other degree candidates must take both parts (General Aptitude and Specialty) of the Graduate Record Examination (GRE) or a recognized standardized test in their area of study.”⁷⁸

“Admission To The Teacher Education Program”

“After completion of appropriate courses, students are required to formally apply for admission to the Teacher Education Program. All students must schedule a formal interview with the Admission and Retention Committee. Interviews are held each semester. Before admission is granted, students’ application for admission to Teacher Education must be formally approved by the Admission and Retention Committee and signed by the Committee Chair. The Committee’s decision is final. Students may be referred for additional course work, counseled into other non-teaching areas, or denied admittance to the program.”⁷⁹

“Criteria for admission to the Teacher Education Program”⁸⁰

1. A grade point average of 2.5 in total course work.
2. Completion of a minimum of 32 semester hours.
3. Satisfactory score on the English Proficiency Examination.
4. Demonstrated proficiency in speech and writing.
5. Completion of EDUC 101, Introduction to Education, with a grade of “C” or better.
6. A typewritten, three-page autobiography, submitted at least a week before the interview, focusing on the following:
 - a. Work experience
 - b. Special interests

⁷⁵ From Graduate School Catalog, 2002-2004

⁷⁶ From Graduate School Catalog, 2002-2004

⁷⁷ From Graduate School Catalog, 2002-2004

⁷⁸ From Graduate School Catalog, 2002-2004

⁷⁹ From Graduate School Catalog, 2002-2004

⁸⁰ From Graduate School Catalog, 2002-2004

- c. Direct experience with children
- d. Out-of-state travel experience
- e. Philosophy of education
- 7. Submission of faculty evaluation forms from two faculty members.
- 8. Successful formal interview with the Admission and Retention Committee for Teacher Education.
- 9. A letter of approval from the Chair of the Admission and Retention Committee.”⁸¹

“English Proficiency Examination, Pre-Professional Skills Test and PRAXIS I and PRAXIS II “

“All degree-seeking undergraduate teacher education majors must pass the Bowie State University English Proficiency Examination. Students are required to take this examination after the completion of ENGL 101 and ENGL 102, Composition and Literature I and II. The English Proficiency Examination is a prerequisite for several courses and a graduation requirement.”⁸²

“The PRAXIS I is a requirement for all students who declare education as a major. Scores from the PRAXIS I will be compared to the criterion set by the Maryland State Department of Education. Students not scoring at the acceptable criterion will be required to seek additional assistance. These students, under the direction of an advisor, will sign a contract to attend appropriate learning laboratories on campus and submit a work folio containing total hours and assignments completed.”⁸³

“Students must take PRAXIS I and PRAXIS II and achieve a passing score set by the Maryland State Department of Education in order to be certified by the State of Maryland. Passing scores on the PRAXIS are prerequisites for several courses in the professional sequence, including methods courses and student teaching. Passing scores on all PRAXIS II are required for graduation.”⁸⁴

“ADMISSION TO STUDENT TEACHING* “

“To become eligible to student teach, a student must meet all of the Admission to Teacher Education Criteria and the following eight requirements at the time of application (one semester prior to student teaching):

1. Admission to Teacher Education.
2. A passing score on the Bowie State University English Proficiency Examination.
3. Completion of a minimum of 100 semester hours.

⁸¹ From Graduate School Catalog, 2002-2004

⁸² From Graduate School Catalog, 2002-2004

⁸³ From Graduate School Catalog, 2002-2004

⁸⁴ From Graduate School Catalog, 2002-2004

4. Cumulative grade point average of 2.5 in the major and in all courses completed.
5. A grade of “C” or better in all professional sequence courses offered in the Department.
6. Completion of required education and method courses.
7. Recommendation and approval for student teaching by the secondary department (secondary education majors only).
8. Passing scores on the PRAXIS I.
 - a. Reading.
 - b. Writing.
 - c. Mathematics.
2. Passing scores on the PRAXIS II.
 - a. Specialty Area (SA) is a graduation requirement.
 - b. ECED/SPED majors must take two specialties.”⁸⁵

“*Student teaching applications must be submitted to counties the semester before placement. All requirements must be fulfilled before initiation of the admission process.”⁸⁶

“Student Teaching”

“The final grade in the student teaching experience must be a “C” or better. Student teaching is a non-paid, full-time public school experience. It is fulfilled in the county/city schools with which the University has a Professional Development School Agreement.”⁸⁷

“Second Bachelor’s Degree: Teacher Certification”

“Students who hold a baccalaureate degree who wish to become certified teachers must enroll as second-degree students. Each student also must schedule an interview with the Assessment Coordinator in the Department of Teaching, Learning, and Professional Development and obtain (prior to the interview) an evaluation of his/her transcript by the Maryland State Department of Education (200 West Baltimore Street, Baltimore, MD 21201; Attention: Division of Certification and Accreditation).”⁸⁸

“All second-degree students must be advised by the Department Chairperson or by the Assessment Coordinator of the Department. Second-degree students must meet the PRAXIS Testing requirement and fulfill all of the course requirements of their selected major. In their first semester at the University, second-degree students also must pass the Bowie State University English Proficiency Examination and be admitted to teacher education.”⁸⁹

⁸⁵ From Graduate School Catalog, 2002-2004

⁸⁶ From Graduate School Catalog, 2002-2004

⁸⁷ From Graduate School Catalog, 2002-2004

⁸⁸ From Graduate School Catalog, 2002-2004

“Certificate of Eligibility to Teach”

“A Certificate of Eligibility for State Certification is given to students who successfully complete all requirements of a Maryland state-approved teacher education program. The Certificate of Eligibility may be obtained by the applicant’s employer or by the applicant directly from the Teacher Certification Division of the Maryland State Department of Education in Baltimore, Maryland.”⁹⁰

“ELEMENTARY EDUCATION “

“The Elementary Education Program prepares students for careers in elementary teaching. Students complete a comprehensive, multidisciplinary program of study and a sequence of professional courses in education, theory, and a method of elementary teaching.”⁹¹

“EARLY CHILDHOOD/SPECIAL EDUCATION PROGRAM “

“The Early Childhood/Special Education Program is organized to provide prospective teachers with essential competencies needed to effectively meet the intellectual, emotional, and social needs of young children. The goal of the program is to prepare prospective teachers with the methodology, knowledge, and diagnostic skills imperative to meeting the diverse needs of typical and atypical primary students. The Early Childhood/Special Education Program views learning from a cognitive behavioral developmental perspective and universal design theory. Particular emphasis is placed on determining what the child already knows, while acknowledging the fact that many children will not have had experiences commensurate with their peers. The Program prepares prospective teachers to build on the child’s strengths, background knowledge, and experiences. From this perspective, the child is conceptualized as an active learner who functions within a broader ecological context that includes the family, the community, and a culturally and linguistically pluralistic society. Upon graduation, early childhood/special education majors qualify for dual certification by the State of Maryland.”⁹²

The graduate degree programs in the Teaching, Learning and Professional Development Department include the Master of Arts in Teaching, the Master of Education in Elementary Education, the Master of Education in Reading Education, the Master of

⁸⁹ From Graduate School Catalog, 2002-2004

⁹⁰ From Graduate School Catalog, 2002-2004

⁹¹ From Graduate School Catalog, 2002-2004

⁹² From Graduate School Catalog, 2002-2004

Education in Secondary Education, and the Master of Education in Special Education, and are described in the Graduate Catalog as follows:

“Master of Arts in Teaching”

“The Master of Arts in Teaching degree is designed to prepare and certify the professional teacher of English, history, science, mathematics, elementary education, and early childhood/special education. The program has the approval of the State of Maryland and meets the National Council for Accreditation of Teacher Education (NCATE) standards. Students complete a comprehensive program of study designed to give a solid knowledge base in the profession, including: (1) a foundation in cognitive psychology to help understand how people learn; (2) developmental psychology to understand when students are ready to learn; (3) research on effective teaching to improve the quality of teaching and effectively manage classrooms; and, (4) knowledge of contemporary issues in education to assist in making ethical decisions in the school setting. Students also complete required courses in the methods of teaching, develop techniques for working with special needs populations, acquire knowledge of application of technology, and enhance their interpersonal communications skills.”

“The student may decide upon a major in English, history, science, mathematics, elementary education, or early childhood/special education. All student transcripts are reviewed to determine the specific courses necessary to meet certification requirements in the chosen major. Students enroll in core and professional courses and complete all prerequisites required of the major subject, level, or specialty area. After passing the PRAXIS I, the student is advanced to candidacy. Following candidacy status, students enroll in the methods course, Perspectives and Methods in Teaching I/II, and complete the seminar paper. In the final portion of the program, students enroll in and complete Supervised Internship I and II. Students develop and present a portfolio to insure that all initial teacher certification requirements are met. Students are awarded the Master of Arts in Teaching degree and make application to the Maryland State Department of Education to be awarded teaching certification. “

“Master of Education in Elementary Education”

“The concentration area of Elementary Education is designed to serve those elementary school teachers who wish to remain in the classroom as master teachers. Some Elementary Education graduates go on to become mentor teachers. The 30-hour program consists of 24 hours of core content and six (6) hours of electives from professional areas.”

“Master of Education in Reading Education”

The graduate program in Reading Education started in 1970 at Bowie State College. “The graduate program in Reading Education leads to a Master of Education degree. The program is designed to enable graduates to meet the qualifications of several career options. Principal among these options are the careers of reading-resource teacher and diagnostic and remedial-reading specialist. Classroom teachers are prepared to meet responsibilities required in teaching developmental reading and reading in content areas more effectively. Students understand the significance of and develop competencies for implementation of a total-school approach to reading instruction for the variety of

populations found in the schools. Completion of the Master's degree with concentration in reading, with three years teaching experience, prepares an individual to meet certification requirements as a reading specialist in the State of Maryland.”⁹³

At the authors’ request, Dr. Lucille Strain, tenured faculty member who began teaching at Bowie State University in 1974 submitted the “History of the Graduate Reading Education Program” and that document is reproduced in the following section in italics.⁹⁴

“History of the Graduate Reading Education Program”

Currently the graduate reading education program is a robust one with a large enrollment both on campus and in the various centers. Students in the program come largely from the counties surrounding the campus of Bowie State University including Prince George’s, Anne Arundel, Montgomery, Howard, St. Mary’s and Charles’. Students in the program are provided a well-rounded curriculum conceived in the face of the Mission and Goals of Bowie State University, and guidelines from the State of Maryland and the International Reading Association. Students graduating from the program receive a Master’s degree with a concentration in reading education and certification by the State of Maryland as reading specialists.

The curriculum is structured to prepare students for various careers in the schools related to literacy development including those of reading teacher, improved classroom teaching, resource teacher in addition to preparation as reading specialists. The program places emphasis on research consumption and production and use of technology in reading programs and development.

Students are admitted to the program on the basis of several factors including possession of a baccalaureate degree, a prescribed minimum grade-point average, an interest in the improvement of literacy, and possession of a valid teaching certificate at a level of schooling.

The graduate reading education program requires completion of thirty-nine course credits including basic reading courses, diagnostic, intervention, and remedial courses. Attention is also given to diversity in classrooms and its effect on reading instruction and learning. Students are also required to demonstrate literacy and proficiency related to use of several technologies.

⁹³ From Graduate School Catalog, 2002-2004

⁹⁴ From “History of the Graduate Reading Education Program” by Dr. Lucille Strain, a two page description, May 10, 2006.

Graduates from the Bowie State University Graduate Reading Program are fulfilling various types of responsibilities in several types of positions in the State of Maryland. Positions include school principals, reading specialists, supervisors, resource teachers and regular classroom teachers. At least one graduate of the program has become a several-times published author. Several persons are serving at postsecondary institutions.

The Graduate Reading Education Program was initiated by Dr. William Massey who was responsible for it for a period of several years. Dr. Massey came to then Bowie State College with an outstanding background related to reading and reading education. He had served on the faculties of several major universities including the University of Maryland College park, He had studied with many internationally known pioneers in the area of reading and reading education, including Dr. Emmett Betts. He had participated in the school established by Dr. Betts as well as in several research projects pioneered by Dr. Betts. Many of these practices were integrated into the program at Bowie State University.

Originally, the Graduate Reading Education Program consisted not only of preparation of reading specialists but also included a clinic for students who had problems in reading. Both the program and the clinic were housed in the Martin Luther King Jr. Building and students in the program served as clinicians in the clinic. In this way, students fulfilled part of the requirements of the practicum course.

Active in professional organizations, internationally, nationally, regionally and locally, Dr. Massey organized a Special Interest Reading Council affiliated with International Reading Association for students in the program.⁹⁵ The Special Interest Council was continued for several years by Dr. Lucille Strain, and was the only such council in the State of Maryland.

Following the retirement of Dr. William Massey in 1983, Dr. Lucille B. Strain was appointed Coordinator of the program by Dr. Ida G. Brandon, Dean of Graduate and Continuing Studies. Dr. Strain continued many of the practices established by her predecessor and initiated several new ones. A written program was designed in the light of the Mission of the University, and requirements by the State of Maryland and the International Reading Association. NCATE and the International Reading Association accredit the program. The State of Maryland approved the program. Over the years, enrollments in the program increased greatly, several branch campuses were established and the number of persons graduating from the program was markedly increased. The program became a Maryland Approved Program (MAP) in 2002.

⁹⁵ From Oral History, Dr. Lucille Strain, May 11, 2006.

In 2000, a new full-time faculty member and one already at work at Bowie State University began to teach courses in the Graduate Reading Program. Dr. Emma Rembert and Dr. Marian Amory joined Dr. Lucille Strain and a number of off-campus adjunct professors in delivering the program, thereby increasing the course offerings each semester. This has enabled students to complete their programs well ahead of the expected amount of time required for graduation. The new Center for Learning and Technology now houses most of the activities in the graduate Reading Education Program.”⁹⁶

“Master of Education in Secondary Education”⁹⁷

“The Secondary Education program is designed to serve those secondary school teachers who desire to remain classroom teachers. The goal of the program is to provide the classroom teacher with the expertise, knowledge, and skills to become a Master Teacher.”

“There are three areas of specialization: (a) academic content major, (b) curriculum specialist, and (c) mathematics. The Master of Education degree program requires the completion of: 33 semester hours, a written comprehensive examination and a seminar paper.”⁹⁸

“Master of Education in Special Education”

The Graduate Special Education program started in 1970 at Bowie State College.

“The Graduate Special Education program is based on a conceptual framework, which focuses on the following perspectives: cognitive development, culturally and linguistically diverse learners, and application of behavioral technology. The preparation of skilled and knowledgeable practitioners who understand reflective and inquiry-based teaching is also emphasized. The program is based on the notion that all children and youth can achieve. Graduate students learn that instruction is based on assessment data, and high expectations for children and youths are critical to the teaching process.

The program is designed to produce teachers who understand the purposes of education as well as the methods and strategies of teaching. Major emphasis is placed on preparing students to reason soundly about their teaching, as well as to perform skillfully.”⁹⁹

“The program provides the student with a foundation for the teaching and management of children and youth with disabilities based on current knowledge, research, and practice in

⁹⁶ From “History of the Graduate Reading Education Program” by Dr. Lucille Strain, a two page description, May 10, 2006.

⁹⁷ From Graduate School Catalog, 2002-2004

⁹⁸ From Graduate School Catalog, 2002-2004

⁹⁹ From Graduate School Catalog, 2002-2004

the field. Action research is emphasized to document the efficacy of teaching methodology. The student is expected to demonstrate an understanding of children and youth with disabilities relative to their cultural, emotional, social, academic, and cognitive, transition from school to adult environment, and physical needs. Students become proficient in the use of computer technology, assisted technology and modifications. As an extension of the inclusion model, students learn to work collaboratively with other staff members in an interactive process in order to generate creative solutions to mutually defined problems.”

“The program is generic in nature and focuses on children and youth with mild and moderate disabilities from elementary through middle school (grades 1-8). The program consists of 36 credit hours grouped sequentially to provide the student with a hierarchy of knowledge and skills. The program requires three field-based experiences. “

○ **Educational Leadership & Studies Department**



Picture of Dr. Barbara Talbot Jackson, Chair of the Department of Educational Leadership & Studies

The Graduate Catalogue describes the Master’s degree program and the Doctoral degree program in the Educational Leadership & Studies Department as follows:¹⁰⁰

“Master of Education in School Administration and Supervision”

“The graduate program in School Administration and Supervision is designed to prepare school personnel for positions as school principals and/or instructional supervisors. The program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and meets the Maryland State Department of Education certification requirements. The program leads to full certification as a principal and supervisor in grades K-8 and/or 7-12. Emphasis is placed on the role of the principal and the supervisor with regard to leadership, organization, communication, and change and sustenance of existing systems as they pertain to human, technical and managerial skills.”

“The program provides scientific approaches to identifying and solving problems school administrators and supervisors face in the educational setting. The program provides

¹⁰⁰ From the Graduate School Catalog, years, page

skills and experiences necessary to assume leadership roles in school administration and supervision.”¹⁰¹

“Doctorate of Education in Education Leadership”

“The doctoral program is designed to prepare leaders who, as facilitators of learning, become change agents in the cultural, economic, social, and educational environments of society. The mission of the doctoral program in education leadership is to develop leaders who have the vision and skills to move the American educational system to prominence in the establishment of schools for the twenty-first century. Program goals and objectives are accomplished through innovative partnerships that create a consortium of learners that includes the candidate, University faculty, practicing educational administrators, and community leaders.”

“The doctoral program requires a minimum of 60 semester hours, including 48 hours of course work, six hours of internship, and a minimum of six hours in dissertation research. As part of the course of study, candidates develop a concentration in an area supportive of the candidate’s research and career interests and goals. Students must successfully pass the comprehensive examination as a precondition to advancement to candidacy. All candidates must successfully complete and defend a dissertation.”¹⁰²



Picture of Dr. Beverly J. O’Bryant, Director of the Doctoral Program

o Counseling Department



Picture of Dr. Rhonda T. Jeter, Chair of the Counseling Department

The Graduate School Catalogue describes the counseling degrees as follows.¹⁰³

“Master of Arts in Counseling Psychology “

¹⁰¹ From Graduate School Catalog, 2002-2004

¹⁰² From Graduate School Catalog, 2002-2004

¹⁰³ Graduate School Catalogue, date, page

“The Master of Arts in Counseling Psychology degree program provides professional preparation for persons wishing to become counselors in non-educational institutions, such as community mental health facilities. Concentrations in pastoral counseling and health counseling are offered for persons wishing to qualify in these specialties. Certificate programs are offered in addiction counseling, career counseling, family counseling, health counseling, human services, pastoral counseling and psychotherapy. Advanced certificates are available in family counseling and psychotherapy. Concentrations and certificate programs are available with either an Adlerian or Eclectic focus. “

“The Master of Arts in the Counseling Psychology degree program places great emphasis on interpersonal and helping relationships, which require considerable commitment on the part of the student. The student must complete a 48 semester hour program, a practicum placement, pass a qualifying examination before enrolling in PSYC 558 Internship in Counseling Psychology, and a research paper. Students must plan their programs in consultation with an assigned advisor from the counseling faculty. “

“The Eclectic option is designed to allow the counseling student to develop expertise in the diverse array of counseling theories available today. Students develop an in-depth understanding of the origins, development, and latest research on the major psychodynamic, existential, humanistic, behavioral, and cognitive behavioral theories. Through the Eclectic option, students develop competence in counseling strategies that enable them to choose the best approach to counseling clients. Students develop advanced skills in identifying and modifying cognitive, behavioral, and emotional problems. Through the Eclectic program, students are encouraged to develop their own philosophy of counseling to meet the challenge of counseling diverse clients in the modern world. “

“The Adlerian or individual psychology option is designed to allow the counselor to develop an extensive expertise in Adlerian techniques and philosophy while developing a repertoire of methods and strategies from other appropriate eclectic theoretical orientations. Through the Adlerian option, counselors learn a wide variety of counseling strategies and psychological approaches to human behavior. The student studies means of identifying mistaken convictions and notions about life means for acquiring responsible behavior patterns, classroom discipline and management strategies, life style assessment techniques, family constellations, early recollection interpretations, and proven principles of parenting. The Adlerian philosophy also provides for corrective measures to acting-out behaviors of young children, both in the home and in school settings; violence and conflict mediation; insight into and understanding of personality or life style formation; and thematic interpretation of goals and purposes of one’s behavior for counseling methodology. “

“Master of Education in Guidance and Counseling”¹⁰⁴

“The Master of Education degree in Guidance and Counseling requires a minimum of 48 semester hours, to be selected in consultation with the student's advisor. The program is designed to prepare counselors to work with children and youth across all levels from primary through high school. Students may plan programs of study from either an eclectic theoretical approach to counseling or a specialized approach emphasizing the individual psychology school of thought originated and developed by Alfred Adler and his followers.”

¹⁰⁴ From Graduate School Catalog, 2002-2004

“Certificate programs are offered in family counseling, human services, and psychotherapy. Concentrations and certificate programs are available with either an Adlerian or Eclectic focus.”

“The Master of Education program places heavy emphasis on interpersonal and helping relationships that require considerable commitment on the part of the student. The student will participate in field experiences in the schools, complete a School Practicum field placement, write a research paper, and pass a qualifying examination. The Counseling program provides students with the knowledge and skills as set forth in the following objectives.”

“The Master of Education degree program provides a basic understanding of (a) individuals as cultural, economic, physical, psychological, and social beings, (b) the setting in which a counselor works, and (c) counseling theory and practice. From this foundation, skills are developed to enable graduates of the program to effect developmental changes for individuals, groups, and environments. The program integrates the theoretical with the practical by combining academic preparation in the area of behavioral sciences as well as related areas of counseling and research with practical experiences relevant to the school-age population.”

“The Adler-Dreikurs Institute of Human Relations”¹⁰⁵

“A significant milestone in the development of graduate studies at Bowie State University was achieved when the Board of Trustees approved of the establishment of The Adler-Dreikurs Institute of Human Relations in 1975. The Adler-Dreikurs Institute is an integral part of the Graduate School. The major purpose in establishing the Institute was to offer various training programs in counseling and psychology and other mental health activities with a sharp focus on the theory and application of Individual Psychology. Alfred Adler, colleague of Sigmund Freud, originally conceptualized this teleological, purposive cognitive school of thought during the early years of the century in Vienna, Austria. Dr. Adler immigrated to the United States in 1934 and was joined by many of his followers. Dr. Rudolph Dreikurs, also a native of Vienna, immigrated to Chicago and established himself at the Chicago Medical School and Northwestern University. Dr. Dreikurs was primarily responsible for instituting Adlerian training for counselors and other school personnel and trained a number of outstanding educators who established Adlerian training programs in several colleges and universities around the country.”

“The Adlerian, or Individual Psychology, program is designed to allow the counselor to develop an extensive expertise in Adlerian techniques and philosophy, while at the same time developing a repertoire of methods and strategies from other appropriate theoretical orientations by which individual and group problems may be remedied, alleviated, or prevented. Through the Adlerian option, counselors learn a wide variety of counseling strategies, psychological approaches to human behavior, means of identifying mistaken convictions and notions about life, means for acquiring responsible behavior patterns, classroom discipline and management strategies, life style assessment techniques, family constellations, early recollection interpretations, and proven principles of parenting for

¹⁰⁵ From Graduate School Catalog, 2002-2004

responsible and productive children. The Adlerian philosophy also provides for corrective measures to acting out behaviors of young children, both in the home and in school settings; mediation of violence and conflicts; insight and understanding of personality or life style formation; and thematic interpretation of goals and purposes of one's behavior for counseling methodology."

"Many of the early training programs were initiated in institutes not associated with accredited institutions of higher learning, thereby resulting in a major problem of accreditation and proper certification of those completing the program. The Adler-Dreikurs Institute of Human Relations, as an integral part of the Graduate School of Bowie State University, solves the certification problem and was the first fully-accredited Adlerian Institute in the United States."

"The Adler-Dreikurs Institute of Human Relations of Bowie State University, in conjunction with the Washington Pastoral Counseling Service (WPCS), added a Clinical Pastoral Counseling concentration to its Adlerian Counseling Psychology track in 1988. Interested students can be advised as to beginning courses in each of these programs. However, in addition to the regular transfer rules currently in force, it has been determined that transfer courses for Adlerian requirements must be indisputably Adlerian in nature."¹⁰⁶

"An Advisory Council of The Adler-Dreikurs Institute lends substantial assistance in support of the various programs and activities. Membership consists of faculty, students, psychologists, and community members. The Advisory Council advises and makes recommendations. The University has jurisdiction over the administration and academic requirements of the courses offered."

Conclusions

Bowie State University has evolved over time from a post-Civil War remedy to a national crisis, the education of recently freed Negroes and their children to a premiere School of Education in the context of a larger comprehensive university. The mission and goals of the School of Education support the mission and goals of the University by offering graduate and undergraduate degree programs, partnerships with local school systems as they work to meet the newer national challenge posed by the No Child Left Behind legislation with its call for highly qualified teachers, accountable educational administrators including superintendents, principals and counselors.

Throughout the history of the School of Education, different degree programs have been added or lost over time due to customer needs and interests, a changing curriculum focus in the University of Maryland System, and decisions based on projections by the State, local and university officials supported by state and local officials. The loss of the bachelor degree programs in physical education, music education and art education in the

¹⁰⁶ From Graduate School Catalog, 2002-2004
From Graduate School Catalog, 2002-2004

1990's signals a shift in the educational paradigm away from what was viewed as curricular "add ons" towards a "back to basics" movement designed to ensure that every child in America reads, writes and computes. Influencing the decision to cut these majors were smaller numbers of student majors in each of these areas, making it difficult to support faculty with degrees in these areas (although Bowie has not laid off faculty due to these losses in these majors).

The School of Education has evolved into a school of graduate studies. Of the three departments in the School of Education, only the Teaching, Learning and Professional Development department offers undergraduate degree programs. This suggests a major shift from the original historical mission and focus of the University and School of Education from providing entry level teachers to schools in Maryland to providing graduates in educational leadership and administrative fields like counseling and supervision and administration. Although these graduate programs offer graduates higher paying jobs, the basic national and state needs remain in classrooms where teachers of special education, mathematics, and science are in high demand.

As the history of the School of Education reflects, the organization and re-organization of departments need to adequately reflect societal needs and demands while keeping focused on the primary mission of Bowie State University which the School of Education supports. Others will examine the enrollment data and make decisions on program continuation and additions, but the faculty of the School of Education remain the stewards responsible for keeping abreast of curriculum changes and demands and for urging administrators to push for organizational structures and systems that fit and meet the growing demands of our customers, including the burgeoning middle class in surrounding Prince George's County, Maryland.

While the partnerships that have been initiated with various school systems are not new, the focus on existing teachers who need Praxis in order to maintain employment is new. With No Child Left Behind and its amendments, the teaching profession is harder pressed to implement the legislative provisions of the "highly qualified teacher". As faculty and administrators respond to county and other local jurisdiction's needs, they must keep in focus the need to recruit, retain and graduate undergraduate students who are the legacy and yet the future of the teaching profession and the purveyors of learning and knowledge to children in this country.

Sources

“According to Two Centuries of a Quaker Presence in Baltimore”, *A 1993 Display Prepared for the Enoch Pratt Free Library*, On display at 12th Biennial Quaker Historians and Archivist Conference, 19-21 June 1998,
<http://www.stonyrunfriends.org/QuakerPresence.html>.

Archives of Maryland Online, Volume 0186, p.0009, Maryland Manual, 1994-1995,
<http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000186/html/am186--9.html>

Archives of Maryland Online, Volume 0518, 0. 0010

Archives of Maryland Online, Volume 187, p.600,
<http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000187/html/am187--600.html>

Archives of Maryland Online, Volume 0517, p. 0007

Archives of Maryland Online, Vol. 0379, p.2980 ,
<http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000379/html/am379--2980.html>

Archives of Maryland Online, Volume 579, p. 196,
<http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000579/html/am579--196.html>

Archives of Maryland Online, Volume 379, P. 2955,
<http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000379/html/am379--2955.html>

Archives of Maryland Online, Volume 579, p.1160
<http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000579/html/am579--1160.html>

Archives of Maryland Online, Vol. 0379, p.2980,
<http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000379/html/am379--2980.html>

Archives of Maryland Online, Volume 533, p. 1656,
<http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000533/html/am533--1656.html>

Archives of Maryland Online, Volume 134, p. 381,
<http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000134/html/am134--381.html>

Archives of Maryland Online, Volume 0568, p.0592,
<http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000568/html/am568--592.html>

Archives of Maryland Online, Volume 144, p. 16,
<http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000144/html/am144--16.html>

Archives of Maryland Online, Volume 148, 0. 18,
<http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000148/html/am148--18.html>

Archives of Maryland Online, Volume 147, p. 17
<http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000147/html/am147--17.html>

Archives of Maryland Online, Volume 149, p. 18,
<http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000149/html/am149--18.html>

Archives of Maryland Online, Volume 151, p.18
<http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000151/html/am151--18.html>

Archives of Maryland Online, Volume 421, p. 1173,
<http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000421/html/am421--1173.html>

Archives of Maryland Online, Volume 0095, p. 0301,
<http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000095/html/am95--301.html>

Archives of Maryland Online, Vol. 393, p. 1735,
<http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000393/html/am393--1735.html>

Baltimore Normal School Account Book, 1870-1908, *Maryland Historical Society*,

© 2001 Maryland Historical Society - ALL RIGHTS RESERVED
Internet Management - [WEBNETT](#)

“Dr. Ambrose L. Suhrie, Professor of Teachers College and Normal School Education at New York University and Founder and former President of the Eastern States Association, visited Bowie for the 2nd time in 5 years on Friday, May 6” in *The College Eye*, Maryland State Teachers College at Bowie, Volume 5, No. 4, June 1938.

Freedom’s Classroom at <http://www.poplarhillonhik.com/aahp/education/recon.html>

Graduate School Catalog, 2002-2004

Like A Phoenix I’ll Rise by Karen Gooden and Alvin Thornton, The Donning Company Publishers, 1997.

Maryland’s Historical Black Colleges by Wanda E. Gill, Ed.D., ERIC Clearinghouse on Higher Education, 1992, ED 347887.

“Rural Leadership Conference Held” by M.N. Holt in *The College Eye*, Maryland State Teachers College at Bowie, Volume II, No. 4, May – June 1944, p.3.

“Students Learn About Cooperatives – Cooperative Movement in St. Mary’s County” in *The College Eye*, Maryland State Teachers College at Bowie, Volume II, No. 4, May – June 1944, p.3.

The College Eye, Maryland State Teachers College at Bowie, Volume II, No. 4, May – June 1944.