

Given the scores of young lives that each school teacher touches every year, Eastern Michigan University has – and has since its first day – a staggering responsibility to the community and the nation.

In 1998, Eastern again ranked as the largest producer of educational personnel in the United States. The College of Education produced more than 1,700 teachers, 100 administrators and 50 counselors.

The College of Education can trace its roots to the first day when Michigan State Normal opened as a teacher-training school. As early as 1849 the State of Michigan recognized the need for trained personnel to shoulder this responsibility. Michigan's Normal School was the first west of the Alleghenies and the sixth such institution in the United States.

Training teachers was the express purpose of the Michigan Normal School. An 1880 state law required that all applicants to the Normal School “sign a declaration of intention to teach in the schools of the state.”

The two courses available to the first Normal School students – the Classic Course for high school teachers and the English Course for grammar school



This men's Physical Education class was photographed in 1892.

# *The College of Education*

## IN BRIEF

During the six years between 1984 and 1990, EMU graduates were selected as Michigan Teacher of the Year for three of those years, and first runners-up twice.

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By 1998, 17 College of Education alumni—more than from any other school—have received the prestigious Milken Family Foundation's National Educator Award, which includes a \$25,000 prize.

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Four EMU students have been chosen Michigan Student Teacher of the Year since the awards were created in 1986. In addition, there have been 37 honorable mentions, 21 semi-finalists and 14 finalists from Eastern.

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In 1993, in the second year of the doctoral program in Educational Leadership, a doctoral student won the coveted Forrest E. Conner Scholarship from the American Association of School Administrators.

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Ellis B. Page, director of guidance and testing, and James L. Mansfield, guidance counselor, established a reading laboratory in 1960. "The goal of the reading laboratory is to increase the student's reading speed as well as his comprehensive ability," the Eastern Echo reported. "Too often students are under the misconception that rapid reading of an assignment is sufficient. Equally false is the belief that all reading must be done slowly and meticulously to maintain a high level of retention."



Dean R. Stanley Gex and Osmu Galur Tuma look at books to be sent to Somalia in 1962-63. The College of Education's outreach efforts have extended overseas with the International Cooperation Administration initiative to supply teacher training in Cambodia and Somalia. That effort expanded to other nations and venues such as Swaziland, North Yemen, Botswana and Lesotho—all places where EMU was instrumental in curriculum development programs as well as teacher education.

teachers—offered, according to the first catalog, instruction in subjects "which all who intend to become teachers should understand." The minimum age for these courses was 13 years. Fees ranged from three to four dollars per term, depending upon which course was pursued.

Practice teaching formed a part of the curriculum from Normal's beginning. The Model School started life as a one-room school with 27 students and one teacher. By 1856 the State Board of Education divided the Model School into primary, grammar and high school

departments, expanded the curriculum, and provided a principal (D.P. Mayhew was the first) to oversee operations. This was the first of several Model School modifications that followed Michigan Normal School's own growth. While the Model School itself has disappeared, the College of Education still trains educators by sending them into community schools.

The Normal offered its first degree, a Bachelor of Arts in Pedagogy, in 1890. During Richard G. Boone's tenure as principal of the Training School (formerly called the Model School), the teacher-training program at Michigan Normal became a department headed by Daniel Putnam. The department began as the Department of Mental and Moral Science and Theory and Art of Teaching (1897), evolved into the Department of Psychology and Pedagogy (1902), and then became the Department of Psychology and Education (1916) until the establishment of the University in 1959 created the College of Education.

Oddly enough, a student did not need a college degree to become certified as a teacher in Michigan until 1960—a year after the Department of Education at Eastern became a college.

When the College of Education was created in 1959, R. Stanley Gex, the first dean of the College, made these enlightening remarks at the first College of Education meeting.

*By our name, implied and historic, we are the people most interested and according to many authorities, most highly qualified for the determination of programs, and the execution of*

*programs for teacher education. We must, in the immediate future, give serious consideration to our functions in order to fulfill our obligations.*

The EMU College of Education had a 110-year tradition of excellence to live up to. As Dean Gex's remarks implied, that tradition concerned him mightily. Indeed, he identified eight significant challenges with which the new College should concern itself.

1. Who should have the authority for determining programs in teacher education?
2. Where should the authority for and the responsibility for advisement and counsel of teacher education students reside?
3. Who should be responsible for recommending graduates of our teacher education programs for certification?
4. What should be the standards of admission to teacher education programs and who should determine them?
5. By whom should the special methods courses be taught?
6. Should we develop a faculty organization for the College of Education?
7. Directly related to the above issue, how often should we try to meet as a College of Education faculty? Or should we attempt to have any meetings of the total college? What should be the functions of the meetings? Who should determine the programs, and who should call the meetings?
8. Should the College of Education as a whole attempt to promote any social functions? Would social get-togethers



Student teaching at Lincoln School in 1975.

be desirable in bringing about unity within the faculty? If so, how and by whom should functions be planned? What should be their nature and what should be the timing?

As he spoke to the faculty about these issues confronting the new College of Education, Gex's remarks set the stan-

dard for the College's future and linked it to the high ideals of the Normal School founders. He warned the faculty that in establishing new organizations,

*Too often the dominant motivation is to advance and predict the professional status of the department in its subject matter, not the liberal education*

*of the student. This indicates that a tremendous responsibility devolves upon us to make decisions and recommendations on the basis of our experience and the rule of reason. Statesmanship above the level of vested interests will be required of us.*

He closed his address to the faculty with this caveat: "Let me remind you

## The Rackham School

“Among the new branches added to the educational department of Michigan State Normal College this year is that for the training of teachers in Special Education. This step puts the school in a class with only a few other normals in the country, a position of which she may be justly proud and which meets the ever increasing demand of the times for teachers trained for the instruction of children who have been ‘born short’ and have not developed normally.”

So wrote the Normal College News in the fall of 1919 about the new Special Education Department.

By 1928, classes were in operation for the deaf and hard of hearing, for crippled children, as well as the original class for the mentally retarded, according to a 1959 Faculty Bulletin.

A \$250,000 gift from the Horace Rackham and Mary Rackham fund of Detroit in 1937 made possible the first facility in the nation built specifically for teacher training in special education. The gift was in recognition of the pioneering work in special education done by Charles M. Elliot, who ran the department from its inception until his death in 1941.

On Charles Scott Berry’s suggestion, two inscriptions were dedicated to the building. For those who enter: “Enter to understand those who are different.”

As people leave: “Depart to serve mankind better.”



Jerome St. Peter student teaching at Ardis School in 1982.

that although we are confronted here with a very important and exciting task which will determine the direction teacher education programs will take in the years to come ... the most important single task that you have to perform this year is excellent instruction in your various classes.”

When Gex made his speech, the newly formed College of Education consisted of three departments: Education; Health, Recreation, Physical Education and Athletics; and Special Education, plus three laboratory schools – Roosevelt, Lincoln and Rackham. The College has grown considerably since

then. For example, in the 1960s the Department of Education established five divisions within its administrative umbrella. Over the years, the College has modified and transformed its internal organization to best meet the demands placed upon it by changing educational needs locally and nationally.

The current four departments, each containing a number of programs and majors: Health, Physical Education, Recreation and Dance; Leadership and Counseling; Special Education; and Teacher Education.

The College’s growth has fostered community involvement, educational

research and production that places EMU’s College of Education at the forefront of its field. All professional education programs are accredited by the National Council for Accreditation of Teacher Education. A number of other programs, such as counseling, recreation, hearing impaired, speech-language pathology, and the speech and hearing clinic, have undergone additional review.

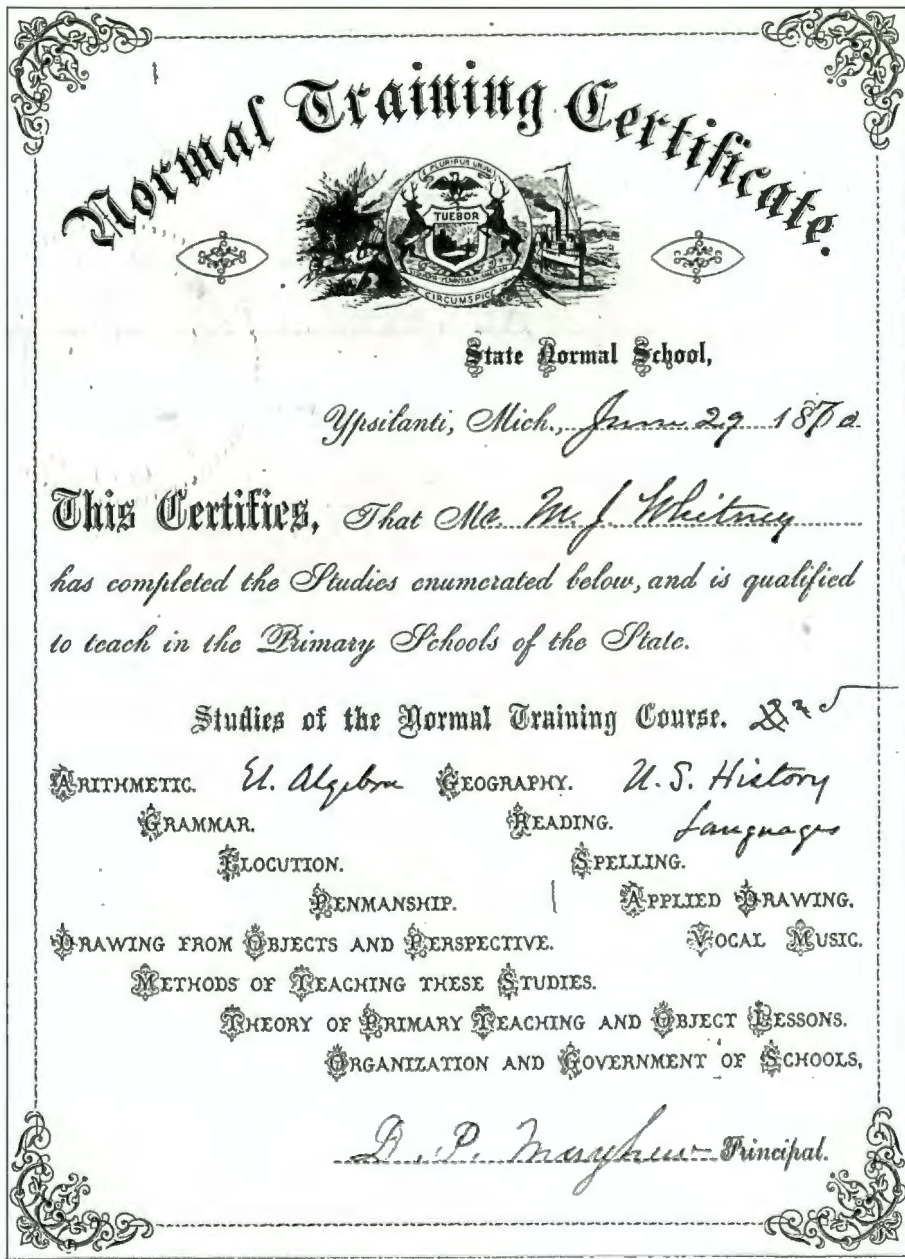
The College implemented the University’s first doctoral program, in Educational Leadership, and created the Center for Adaptive Technology Education laboratory. Faculty publications have increased dramatically since 1989, receiving international recognition.

Every year, Eastern Michigan student teachers are at or near the top in state-wide competitions.

The College of Education is a founding member of the Detroit Comer Schools and Family Initiative, an effort to involve all constituent groups in comprehensive school management. Other College of Education community involvement includes the Collaborative School Improvement Program, Detroit Professional Development School(s), the nation’s first “consociate” schools, and Learn and Serve America.

The College of Education’s outreach efforts have extended overseas with the International Cooperation Administration initiative to supply teacher training in Cambodia and Somalia. The College also has offered graduate programs in Asia, Nicosia, Cyprus, London, and Nuremberg.

The College promoted a Faculty Exchange Program in London and began



An 1870 Normal Training Certificate, signed by D.P. Mayhew.

a sister relationship with Hualien Teachers College in Taiwan. In 1994 the College affiliated itself with the USA-Sino Teacher Education Consortium, an organization of some 15 universities dedicated to the development of relationships between teacher educators in China and the United States.

In addition to these programs, the College has distinguished itself with efforts to promote cultural diversity, including:

- The development of Young Educator Societies in urban school districts. As of 1988 the YES program became a collaborative statewide enterprise.
- Establishment of the College of Education Minority Educators student organization.
- Use of a grant from the Michigan Department of Education Minority Equities Office to establish a cooperative program with Oakland Community College.
- Increased numbers of minority faculty and staff with whom College of Education students can identify.
- Most recently the College formed a partnership with Washtenaw Community College to initiate a program for "Creative Linkages for Improvement of Minority Baccalaureate Degrees" (CLIMB) to increase minority representation in teacher certification programs.

The effort to increase minority participation in teacher education programs reflects an initiative to increase overall participation, improve schools and improve teacher education nationally.

## SIGNS OF THE TIMES

"Teaching is now established as a most attractive profession," boasted Michigan State Normal College's 1947 prospectus. "Our inexperienced graduates are now accepting positions at an average salary of \$1,800 per year."

From "Blackboard Sketching," by A.D. Kennedy, in the May 25, 1898 Normal College News:

"With blackboard work is used common crayon of medium softness and about one and one-half inches long, with the side pressed against the board. Poise the body naturally and erect, keeping nearly arm's length from the board. Produce each stroke by a free arm movement from the shoulder, bending the elbow as slightly as possible. Draw with even pressure and produce a broad regular mark, allowing the texture of the black board to give transparency. The width of the mark may be varied by changing the angle of holding the crayon when producing the line."

Lambda Tau Sigma was established in 1924 for prospective teachers of children who are "super-typical, sub-typical, crippled, deaf, or blind," wrote the 1925 Aurora. The chapter listed 13 active members.

The last chapter of laboratory school history ended in June 1969, when the Roosevelt Laboratory School (now Roosevelt Hall) closed. Theodore Roosevelt School had operated as a lab school since 1925, with elementary classes added in 1930.

## Education alumni

Among a host of former students who have distinguished themselves as educational leaders, W. Scott Westerman Jr. listed the following in his history of the College of Education:

**Mary Dean Barringer**

National Teachers' Standards Board, National Outstanding Special Education Teacher of the Year

**Valerie Becker**

National Education Program Administrator, Chrysler Corp.

**Col. Gene Bruce**

Director, Army Continuing Education System

**Don Cameron**

Executive Director, National Education Association

**John DiBiaggio**

President of University of Connecticut, Michigan State University and Tufts University

**Timothy Dyer**

former Executive Director, National Association of Secondary School Principals

**Arthur Ellis**

Superintendent, Michigan Department of Public Instruction

**Thomas Fleming**

National Teacher of the Year

**William Morris**

former President, American Association of School Administrators

**Carl Pursell**

former U.S. Representative, currently an EMU Regent

**Timothy Quinn**

former President, Northwestern Michigan College

**Donna Rhodes**

Executive Director, National Foundation for the Improvement of Education

**Edith Swanson**

National Teachers' Standards Board and NEA Board of Directors

**James A. Wilford**

National Superintendent of the Year

Numerous efforts toward these goals have been made since 1959. According to a College of Education report produced by W. Scott Westerman Jr., a marker event occurred in September 1985, when the EMU Board of Regents appointed a Commission on Creative Strategies to Solve the Educator Crisis.

With the goal of forestalling an educator shortage, the Commission focused on:

- Attracting and retaining quality individuals to the teaching field;
- Developing innovative nationally attractive teacher-education programs;
- Enhancing professional development programs for teachers; and
- Enhancing professional development programs for administrators.

Nine months of meetings produced 13 general strategies encompassing 75 specific recommendations. Within one year after the commission's final 1986 report, one-third of the recommendations had been implemented, one-third were ready for implementation pending funds, and one-third were in the process



Student-teaching at George School in 1988.

of further review and development.

Following the commission's study, and in large part due to market forces, there was an unprecedented increase in the number of admissions to teacher certification programs across the state. The Urban School Coalition added to the improvement efforts of the College, bringing together superintendents from Detroit, Flint, Lansing, Pontiac and Saginaw.

Many of these efforts resulted from the leadership of President John Porter. In 1998 Porter became the first person to fill the Distinguished Chair in Urban

Education at EMU. The former University Library near Pray-Harrold was remodeled in 1998-99 for the College of Education, and the building named in Porter's honor.

The College of Education at EMU is distinguished in the breadth and scope of the programs offered to its students and the community at large. Among these, the Center for Community Education has operated for nearly 30 years. The center provides services and materials for local school districts involved with community education programs.

Another center, the Michigan Consumer Education Center, was established in 1973 to strengthen consumer education in Michigan. The services of the Consumer Education Center grew at such a pace that its name was changed to the National Institute of Consumer Education. In 1998 the Institute was transferred from the College of Education to the EMU Extended Programs Department.

A Department of Health, Education and Welfare grant designed to improve adult literacy funded the Reading Academy in 1978. During the nearly six years of its existence, approximately 300 adults were served annually by nearly 800 tutors. The program moved to the Ypsilanti Ford Plant to establish the UAW-Ford/EMU Academy Basic Skills Enhancement Project – the first learning center in the nation to be offered on-site in the automobile industry.

The Center for Substance Abuse Education and Training was established as a joint effort between the Department of Health, Physical Education, Recre-



A dance or physical education class in 1914 or 1915. The class was held in the women's gymnasium, across from Welch Hall on Cross Street.

ation and Dance and the Catherine McAuley Health Center. Its purpose was to offer education and training programs to the 83 school systems within 60 miles of the two institutions, plus industry and community organizations. The joint arrangement continued through 1991, when McAuley assumed full responsibility for the program.

Forty years after its first meeting, the College of Education at EMU can point proudly to myriad activities that more than met the challenges Gex identified. The proliferation of long- and short-term

programs, the long list of distinguished scholars and research efforts, the community and overseas outreach programs, and excellence in teaching indicate that the College of Education at EMU has far exceeded the challenges of September 1959. Moreover, the College has done so while building on the solid foundation established by the Normal School in 1849.



*Information from "A Brief History of the Eastern Michigan University College of Education (1959-1999)," by W. Scott Westerman Jr., was used in this chapter.*

# College of Education Deans



R. Stanley Gex

Drawing on the Normal School's earliest traditions, R. Stanley Gex, the first Dean of the College of Education, set the goals for the new college and its three departments and laboratory schools. Gex's influence was most strongly felt in the area of international education. He left the College of Education in 1967 to accept a pioneering position at EMU as dean of International Studies.

Gex's successor, Allen Myers, steered the College through the addition of three departments and a new program in Early Childhood Education, as well as a challenging reaccreditation process. President James H. Brickley praised



Allen Myers

Myers' excellent leadership of the College of Education through several years of Eastern's most rapid growth. Myers resigned the deanship in 1975 to return to teaching.

Jack D. Minzey took the helm of the College of Education in 1975 until the



John D. Mulhern

Regents appointed John D. Mulhern to the permanent position in 1976. Mulhern's record in international education was as impressive as Gex's. Mulhern came to EMU with an outstanding record in service to the Peace Corps in Afghanistan, and the School of Education at Trinity College in Dublin, Ireland. He was particularly interested in the integration of theory with practice, an interest that served the College of Education well as it continued to build on its reputation as a premier school of education.

In 1979 the dean's torch passed from Mulhern to W. Scott Westerman Jr. Westerman, like his predecessors, brought wide experience and flexibility to the College of Education. He encouraged faculty growth and development. He was very active in civic organizations, including the United Way, the Interna-

tional Rotary Society, the Wesley Foundation and the Perry Nursery School board of directors.

Westerman's service on the 10-member Midwest Universities Consortium brought a grant contract from the National Institute of Education to EMU for the purpose of developing a new central midwest regional educational laboratory. As one of three nationally respected

experts, he presented testimony to the National Commission on Excellence in Education. In 1988, the American Association of Colleges of Teacher Education Advisory Council of State Representatives elected Westerman as its chair. He stepped down as dean of the College of Education in 1991.

Few educators could succeed to Westerman's legacy as well as Jerry Robbins has. Robbins' first challenge at EMU was the reaccreditation of the College of Education. Robbins' experience as a college administrator and his advocacy of high teacher training standards contributed greatly to the reaccreditation effort. Robbins efforts as dean have kept EMU as the nation's largest



W. Scott Westerman Jr.

producer of education personnel. His commitment to University outreach and community service projects have given life to programs that enrich the abilities of inner-city schools to serve their students.



Jerry Robbins

Robbins has continued the international focus of teacher training at EMU begun by Gex, with initiatives in China and other foreign nations. His efforts on behalf of international education are matched by his foresight in planning for teacher training in technology, so that teachers might be prepared now to meet the needs of students in the 21st Century. It is this brand of comprehensive and forward-thinking that marks not only the deans of the College of Education but the school itself.