

CHAPTER TWENTY-ONE

**LIBERAL ARTS AT
THE NORMAL**

From the first the Normal served a dual function, provision for professional training in teaching and instruction in the subject matter areas. But its purpose was single, the preparation of teachers for the public schools. So strong was this commitment that, as we have seen, for many years the faculty tended to resent the subject matter courses as an intrusion on their proper sphere of activity. The Normal was a teacher training institution, a professional school.

In 1879, the University of Michigan established a Chair of the Science and the Art of Teaching (the first permanent chair in any college or university devoted exclusively to the preparation of teachers). This step was so strongly resented by the faculty of the Normal, who felt it an infringement on their area, that President Angell of the University felt impelled to say in his annual report:

We desire it most clearly understood that we have no intention of invading the territory of our neighbors of the Normal school. The line between their work and ours is very distinct. We wish simply to aid our undergraduates, who come here for collegiate study to prepare themselves for the work of teaching, which they are certain to undertake, whether we have this new chair or not.

Mention of "collegiate study" and a "line between" was an adroit reminder that, so far as academic work was concerned, the Normal could be considered only as a glorified academy or school preparatory to work of collegiate grade. And, indeed, this was true. The demand met by the Normal was, frankly stated, the necessity that a teacher sent into the public schools should know as much about her

subject as she was expected to impart to her pupils. As long as the major function was to prepare teachers for the elementary level, this requirement was not severe and certainly was not challenging to a professionally-oriented faculty.

The development of the Union School and of its successor, the High School whose spread was phenomenal, placed an increasingly heavy demand on the Normal for teachers adequately informed in their subject matter areas. The effect on the thinking of the faculty and the policy of the school is clearly seen in the ambitious brochure that was published in 1893 and distributed at the Columbian Exposition in Chicago. In this it was stated:

The function of the Michigan Normal School is to prepare teachers, both academically and professionally, in the most thorough manner possible . . . And no teacher is so equipped unless his own culture and training have been carried considerably beyond the limit to which he may be called upon to conduct the pupils under his general supervision . . . In other words, he ought to pursue his own course of instruction considerably beyond the limit of the best High School courses of study.¹

Proceeding to define the upper limits of high school instruction (based on the admission requirements of the University of Michigan), it said that the Normal was actually engaged in college-grade work in the areas of mathematics, history, English, physical science, natural science, Latin and Greek. "To the extent thus indicated," the brochure continued, "this school occupies the ground of higher education. Its advance into this field has been gradual, and it has been moved thereto by the steadily increasing demands of the Public Schools . . ."

Evidence that the broader view of the function of a teacher training institution was being accepted also by normal schools over the nation is seen in a statement by Normal's President Leonard in his annual report of 1900:

There is a growing sentiment among the friends of Normal schools throughout the country that the courses in these schools can be materially strengthened on the scholastic and cultural sides without in any sense weakening the professional side of the work.

In 1917, agreement was reached with the University of Michigan for full recognition of credits transferred from the Normal, and

admission to their graduate school of Normal graduates from the four-year bachelor's degree curriculum.²

Broad authority to grant diplomas had been given to the State Board by the legislature as early as 1889. Under this authority, the Normal offered a four-year degree called Bachelor of Pedagogics—conferred first in 1890.³ In 1902, the four-year curriculum was arranged to lead to a Bachelor of Arts degree—called the Bachelor of Arts in Pedagogy or Education. In 1916, the degree of Bachelor of Science was adopted, known as Bachelor of Science in Education. By 1918, both BA and BS degrees were offered without inclusion of the term "Education." In 1934, the State Board ordered that notice be placed in the catalogs of all four of the teachers colleges stating that students could be granted a degree without at the same time having to qualify for a teaching certificate.

To the demands of the high schools, and the humiliation of a condescending attitude on the part of the University of Michigan, may be added other compelling reasons for the growth in emphasis at the Normal on the importance of academic work. We have seen the strong faculty pride stemming from a sense of mission, of high responsibility for meeting a fundamental need of the State. Dignity based on a sense of importance can become a force of consequence. Perhaps it was because of this sense that, from the mid-1880's, a number of exceptionally able faculty in the subject matter areas began to appear.

These men formed a stimulating group that set a scholarly pattern which received nationwide attention and created an enduring set of values for the institution. They were supported by successive presidents who were highly appreciative of scholarly endeavor—Richard G. Boone, author of the first comprehensive history of education in the United States; Albert Leonard, editor of an important educational journal; Elmer Lyman, author of many textbooks in mathematics; Lewis H. Jones, and Charles McKenny. And in 1897 came a powerful stimulus, the formal recognition of the Normal as a college.

English

Instruction in English took a three-way form (grammar, literature, public speaking) from the first. Principal Welch gave lectures

on English grammar and elocution, and published a book on "The Sentence." At the same time the first Preceptress, Abigail Rogers, taught Botany and "Belles-Lettres." The first list of staff positions included an instructor in English Grammar and Elocution. Subsequent Principals Estabrook and Sill presented English as their major academic area. Sill, indeed, was originally brought to Normal to fill the post for English Grammar and Elocution.

Many years were to pass, however, before the subject was taught by specialists. In 1868, one teacher was assigned to English Literature and Elocution and another to English Grammar and Analysis. In subsequent years there were such teaching combinations as Geography, Drawing, History and English Literature (Anna M. Cutcheon); Geography, Rhetoric, and English Literature (Anna Cutcheon, Austin George); Director of the School of Observation and Practice, and English Language (George); English Literature and Civil Government (Cutcheon); along with an occasional instructor in English or English Literature.

By 1884, there appears to have been considerable dissatisfaction among the students with the work done in this area. An editorial in the *Normal News* for February of that year demanded an English Department, saying:

. . . even the advocates of the classics grant the necessity of English . . .
We can honestly say that the students in English Composition and Literature are not and have not been what they should be as trained teachers for the schools of the State.

Doubtless this represented a widespread feeling for in June of that year a new department of instruction, the Department of English Language and Literature, was announced and Theodore Nelson was employed to take charge. A year later Nelson was replaced by Florus A. Barbour.

It was during Barbour's long and able incumbency of 41 years (1885-1926) that the department grew and acquired its modern form and character. In 1928, Gerald Sanders became head. Sander's exacting demands on his staff, his judgments in staff selection, and his publications confirmed and enhanced a tradition that had placed the department on a high collegiate level of performance. John Sattler succeeded Sanders in 1953. Since work in English had always been a requirement of all students and most took at least a year in English literature as well as the required year in composition and a

semester in public speaking, this department became the largest in the institution, and bore the full brunt of variations in student enrollment.

As to offerings, the record was one of evolution from the small beginning of a few lectures to a list of some 64 courses in the four areas of grammar, literature, drama, and speech. Glimpses are here and there available as to the nature of these courses. In 1874, for example, the work in English Literature was given in 20 lectures, covering a period from Caedman to the 19th century. In 1876, American literature was referred to with the hope expressed that now, with more time allotted, both English and American literature might be made more interesting. Later, the work in English and American literature was presented in two separate courses. In 1888, courses in Old English and Middle English were offered. At the same time 19th Century Novel and Shakespeare appeared. As to the Shakespeare course, the following explanation was given:

It is hoped and somewhat confidently expected, that the daily discussions in class will not only constitute a preparation for teaching Shakespeare but will connect themselves more and more intimately with the student's study of psychology and pedagogy.⁴

In 1908, the course that had long been given under the title Principles of Criticism, and which obviously had evolved from the earlier lectures in English and American literature, was offered in two separate courses which became standard—American Poetry and American Prose. By 1919, the work in Shakespeare had become specialized in two distinct courses—Shakespearean Tragedy and Shakespearean Comedy. By this time, too, courses were offered on The Bible, The Short Story, and Children's Literature. Ten years later the course in the Bible had been expanded to two courses, Old Testament and New Testament, a course called Literature of World Good Will was offered, and a series of courses, later to become re-defined and referred to as the "period courses," was added (Renaissance, 17th century, 18th century, Romantic Era).

Meanwhile, the work in public speaking had followed an irregular path. Originally provided for largely by extra-curricular activity nurtured by the campus-wide literary societies, more serious attention was given to it when Normal became a college. By 1898, formal courses were being regularly offered in Reading Orthoepy (pronunciation) and Elocution and Oratory.

In 1902, a department called Reading and Oratory was organized headed by J. Stuart Lathers. This department was known by various names in subsequent years. In 1915, it was the Department of Expression and, from ~~1928~~, the Speech Department. Course offerings were expanded by 1918 to include Debating, Shakespearean Reading, Victorian Poetry, Story Telling, Dramatization, and Play Production. By 1928, major and minor areas of concentration were offered, and the needs of the new Department of Special Education were recognized in a course called Speech Correction. Service courses for another department, that of physical education, also made an appearance. Courses were offered in Public Speaking for Men in Physical Education, and in Reading and Public Speaking for Women in Physical Education. The description of the men's course read:

Its purpose is to qualify such men to present their work confidently and to represent their field creditably before student assemblies, teachers' groups, business men's clubs and community gatherings.

That for women was, alas "a study of the principles underlying argumentation."

Lathers retired in 1940. In his 38 years at Normal he had developed the Department of Speech to its modern form and character. He had also founded the all-campus honorary scholastic society, the Stoics (1909), which continues to be the counterpart of Phi Beta Kappa for Eastern Michigan University. He had the interesting memory of having coached a young man by the name of John Munson (later to be his President) in debating. He had also coached in oratory the young man who later was to join his staff and become his successor as head of the department, Frederick B. McKay.

Upon McKay's retirement, in ~~1948~~, the Speech Department was combined with the English Department under Sanders, and when Sanders retired in 1953, a Speech man—John Sattler—became head. In 1963, the two were again separated, the English Department being placed under Hoover Jordan, and the Speech Department under Sattler.

During these years the Departments of English and Speech greatly expanded both course offerings and areas of specialization. The areas of specialization multiplied from the simple major and minor in Literature and in Speech to six major areas and seven

minor areas, some of which were designed for the student who did not plan to become a teacher. More attention was given in some of these areas to the history of the language, linguistics, and the dramatic arts.

In looking over those who labored in the English vineyard, certain names inevitably stand out. Some of these were noteworthy for their love of students and skill in teaching; others for their publications.

Barbour had prepared himself in Latin and Greek, with courses in English elected as a matter of interest.⁵ His original intent had been to prepare for the study of theology, and in his later teens the Congregational Society had granted him a permit to preach. After graduation, however, his experience was in teaching of Latin, Greek and mathematics, and as principal and superintendent of schools.

The extensive development of the curriculum under his leadership and the splendid corps of teachers with which he surrounded himself attest to his scholarly interests and standards. When Barbour came to his position in 1885 there were three on the English staff, and the courses consisted of work in English Composition (Rhetoric and Orthoepy), English and some American Literature, and Universal Literature (Asia, Egypt, Ancient and Modern Europe) "with readings, reviews, and criticism as time may permit." The "universal" course disappeared promptly.

In his last year (1926), his staff had enlarged to fifteen, including a number of outstanding names: Esther Ballew, Alma Blount, Elizabeth Carey, Grace Cooper, Estelle Downing, Abigail Pearce and Estabrook Rankin. The offerings, now featuring areas of major and minor specialization, included the Essay, the Short Story, Fiction, Drama, and Poetry, a course in Exposition and Argument, and courses in Anglo-Saxon and Middle English.

As a teacher, Barbour was a magnet to students. One student explained it:

His wholehearted enthusiasm in the study of Shakespeare with his students caused them to flock to his classes . . . When Professor Barbour took his Shakespeare book and read a passage to his class he would portray the characters so well that it was possible to see Hamlet acting, or King Lear in despair, or Othello bent on revenge.⁶

Mention was made of the strong, capable staff that Barbour assembled. The Normal College was beneficiary of a widespread

prejudice in American higher education against women in faculty positions. No such prejudice prevailed in the teacher training institutions, and many able women found an opportunity there. The English staff at Normal was particularly fortunate in this respect.

Abigail Pearce came to the Normal as a supervising teacher in the elementary grades of the Training School.⁷ Within three years, Barbour brought her into his department as an assistant. Along with her teaching, she studied at the University of Michigan, graduating as a Phi Beta Kappa, and later earning the master's degree there. Miss Pearce introduced a course in the English department, *The Bible in the Making*, which is still being offered under the title of *The Bible as Literature*. Her approach was historical and literary, and informed by the latest critical scholarship. As a citizen she was active at local, state and national levels.

Estelle Downing⁸ was a contemporary of Abigail Pearce. In the classroom Miss Downing was an exacting but stimulating teacher. In youthful language, the college paper advised:

You should take a course from Miss Downing and get yourself on the right track. She will give you a real workout but you will come away from her class with a healthier point of view, a fresh stock of new ideas, and a sincere desire to investigate worthwhile problems. She is a challenge to every student and professor on the campus.

It then quoted a student designated as "all-A":

I got a "C" in her class and I earned it. I got more genuine stimulation while taking that course than I have from any other course I have taken on this campus. This is one of the differences that is not recorded by the marks in the office.

That Miss Downing was a woman of conviction cannot be denied. She was also a woman of action. Her interest was world peace and what women could do to promote it. She pursued this theme in her role as a teacher, stressing it in her English composition classes, to which she devoted much attention, and developing a course called *Literature of World Good Will* which she offered to in-service teachers in summer school.

She served as chairman of the International Relations Committee of the National Council of Teachers of English. This attention at the national level was well deserved. She had conceived the idea of what

came to be known as the Itinerant Hope Chest, for use in the schools of Michigan. The name was not fanciful. It referred to an actual chest filled with posters, booklets and written proposals from many teachers for teaching international good will. The plan was that it should move from school to school on three-day loans. The demand was apparently lively, from both public and private schools. The chest was placed on exhibition both in Chicago and New York.

In the local community, Estelle Downing was also active. Before World War I she was an enthusiastic proponent of women's suffrage. In the early twenties she ran for the local city council and was successful, one of the first women in Michigan to achieve this distinction. At the first meeting of the council subsequent to the election the Mayor felt constrained to say:

“I ask that councilmen and all persons in the audience kindly refrain from smoking during regular council meetings.”

Miss Downing had informed him that she planned to attend all meetings.

Years after her death, friends among the faculty and alumni established a fund to build a collection in the college library in international relations. They called it the Estelle Downing Fund.

Among those who received attention from the academic world, three were preeminent: Alma Blount, Charles Frederick Harrold, and Gerald Saunders.

Miss Blount, a member of the staff for 35 years (1901–1936), was one of the early holders of the PhD degree. She did her work at Cornell University in English Philology and Medieval Romance. She had been a research student at the British Museum in London, the Bibliotheque Nationale and the Sorbonne in Paris, and at Harvard. She was widely known for her publications which included more than a half dozen textbooks.

Her major research project, however, was a dictionary of personal and place names in medieval Arthurian romances. Her sources were some 200 works in ten languages (French, Italian, Spanish, Greek, Latin, low and high German, Middle English, Icelandic, and Flemish). Her “*Onomasticon Arthurianum*” rests today, uncompleted, in the treasure room of Harvard's Widener Library.

Harrold was beyond question the outstanding scholar-teacher, known internationally for his work on Carlyle and on Cardinal

Newman. During his tenure at the Normal of 18 years (1925–1943) his interest was largely in Carlyle. In this connection he published five monographs, supplied the bibliography on Carlyle for the Cambridge Bibliography of English Literature, produced an edition of Carlyle's *Sartor Resartus*, and a volume on Carlyle and German Thought, 1819–1934. For this latter book he was elected to honorary membership in the Carlyle Society of Edinburgh, Scotland, and invited to lecture there.

From Carlyle, Harrold's attention turned to Cardinal Newman, and the remainder of his life (cut short by his untimely death at age 50) was devoted to this interest, on which he built a lasting reputation.

Sanders, though occupied as head of a large and growing department to which he gave close attention, published a number of articles and became nationally known through his textbooks, written for courses given by his department. He wrote one for each of the two courses, Poetry and Prose, and, assisted by younger members of his staff (Wallace Magoon, Hoover Jordan, Robert Limpus), produced a textbook in English composition for freshman classes that found wide and continuing acceptance throughout the nation. As a teacher, Sanders was both entertaining and exacting. He adopted the practice of requiring a daily written quiz, and willingly submitted himself to the killing task of grading. His students, in turn, were devoted to him and left his classes bearing a lasting imprint of his influence.

Foreign Languages

Instruction in foreign languages has always been offered. Normal's first principal, Adonijah Welch, was given the added title of Professor of Greek and Latin Languages. According to the catalog for 1853, instruction for the first term in the ancient languages was to consist of a review of Latin and Greek grammar, and study of Virgil's "Aeneid," Lucian's "Dialogues," Cicero's "Orations," Xenophon's "Anabasis." A professorship of modern languages was listed in the first catalog but not filled until the following year (1854) when Albert Miller was employed to teach German and Vocal Music (and gymnastics and fencing).

Miller was born in Thuringia, Germany. He had received a classical education at the gymnasium of Sondershausen and the Univer-

sity of Jena. He had come to Detroit in 1847, when he organized and conducted the Detroit Lyric Society, said to be the first successful musical organization in the city. At Normal he added French to the program (1859), and remained in his dual capacity of instructor in music and languages until 1866 when he resigned.

The inclusion of foreign languages in the curriculum of an institution which, on the academic side, was little more than a somewhat glorified academy may appear rather startling. Most of the students would go forth from the Normal to teach in the rural (district) schools of the State. There would be no occasion to teach a foreign language. For these, a curriculum was organized called the English Course. It contained no foreign languages.

But a new development was taking place in the public schools, known as the Union School, successor to the private academy and precursor of the High School. Here a growing need was being felt for teachers who could instruct in foreign languages, particularly Latin and Greek. For these, a program was offered at the Normal known as the Classical Course, and here the languages played a role. But besides the objective of meeting this need, a second was stated:

. . . to secure for Normal students the benefit of a class of studies which, as instruments of mental discipline, have confessedly no superiors, if equals, to say nothing of the strong light which they (especially the Latin) reflect upon the etymology and structure of our own tongue, and upon many most interesting points of general literature.⁹

For a number of years instruction in foreign languages was at times combined with other areas, and such positions appeared as Greek, Latin and Geography, Latin and English Grammar, French and Geography, German and History.¹⁰

With the advent of Principal Estabrook, however, permanent departments of ancient and modern languages were established. In his first year (1871) he brought to Normal Joseph P. Vroman, who instructed in Latin and Greek for the next 15 years. In 1872, he secured August Lodeman for German and French. Lodeman presided over this department for the next 30 years.

Vroman's tenure was not altogether happy. A hint that not all might be well was provided by a visiting Englishman who spent some time visiting classes at the Normal around 1873, and wrote a

delightful (and in general enthusiastic) account of what he found. Speaking of Vroman as "a gentleman eminently qualified to occupy the chair," he then said:

. . . the whole lesson from beginning to end, was praise-worthy, stable and efficient; but I was not quite able to appreciate one thing, and this had no reference to the individual class, simply to the custom of the country. My whole enjoyment of the class . . . was spoiled by the American way of pronouncing the Latin. It was neither fish, flesh, fowl, nor good red herring. It was a hybrid—three parts continental and one mongrel.¹¹

This was followed some three years later by the annual report of the Board of Visitors, two of whose three members were William H. Payne (shortly to be brought to the University of Michigan to occupy the first university chair in the nation in the Science and Art of Teaching), and Julia Anne King (within a few years to become a member of Normal's faculty). Their evaluation of Vroman's instruction was brief but pointed:

In the department of Ancient Languages the instruction seemed to us to lack accuracy and thoroughness, and in this respect to form a noticeable exception to the general order of things.

In his report of the following year, Estabrook felt called upon to defend his professor, saying that the visit of the Board in that department had been extremely brief and asking for a special committee from the University of Michigan to make an inspection. Benjamin D'Ooge (of the Normal) and Henry Frieze (of the University of Michigan) were suggested. Whether such a visit was ever made is not clear. The Board of Visitors for 1878, however, found the deficiencies to be "of the external finish rather than of the essentials of scholarship." Vroman continued in his position until 1886 when he resigned and moved to Detroit. There he studied law and developed a successful practice.

His successor in ancient languages was D'Ooge.¹² His career at the Normal was the longest in its history (52 years), and his name among the brightest.

D'Ooge came to Ypsilanti at age 36, possessed of a master of arts degree and a Phi Beta Kappa key from the University of Michigan where his older brother, Martin Luther D'Ooge, was distinguishing himself as Professor of Greek Language and Literature.

At Normal, he gained a reputation with his textbooks in Latin, which were used in the high schools from one end of the nation to the other. He played an active role in the Michigan Schoolmasters Club, serving more than once as its president. He was a charter member and sixth president of the Classical Association of the Middle West and South.

In 1936, a grand all-day celebration was held in honor of his 50 years of service at Normal. The State Board of Education recognized the occasion by a formal resolution:

Resolved, that the State Board of Education of the State of Michigan do hereby express their appreciation of the fact that the career of Professor D'Ooge has been one of signal distinction not only to himself and the Michigan State Normal College, but also to the whole cause of Classical education in America; and that he has exemplified in his long lifetime that the learning of the scholar and the graces of the teacher are in no wise incompatible . . .

Some twenty-one years after his death in 1940, it was reported that one of his former students, teaching Latin in Dallas, Texas, had secured the re-publication in lithograph form of D'Ooge's *Elements of Latin* for use in her classes, and that plans for a new high school building included a Benjamin L. D'Ooge Roman Theatre.

Turning now to the area of modern languages, Estabrook's choice of a head for that department proved fortunate. August Lodeman was born at Zeven, Hanover, Germany. His father, a lawyer, was attached to the King's court. For a time young Lodeman lived in France and in the French-speaking area of Switzerland. Coming to the United States at age 25, he settled in Kalamazoo, Michigan, where he conducted a private school in both ancient and modern languages, and mathematics. In 1869, he accepted a position as teacher of German and French in the Grand Rapids High School. (Edwin A. Strong, later to become an eminent member of Normal's faculty, was at the time the Superintendent of Schools). From there he came to Ypsilanti.¹³

Lodeman became an enthusiastic supporter of the normal school idea. He wrote and spoke frequently on this subject, publishing numerous essays and articles. It was said of him that he stood "as no other one person did" for the steady expansion of the library and for the presence of works of art in the corridors.

He formed a firm and lasting friendship with David Eugene

Smith, head of the Mathematics Department. Writing from Teachers College, Columbia University, at the time of his friend's death, Smith reminisced:

We explored all the country round about Ypsilanti on our wheels, thrice we were in Europe together, and in four ocean voyages we were companions. His home was mine, and mine was his . . . what I most liked about him was his honesty, his unusual honesty. What he thought, he said . . . He was the Teuton professor; ever a scholar; ever a worker, ever modest in his labors. In our profession it is not easy to find such men.

Lodeman's successor was R. Clyde Ford. Coming to the Normal in 1903, at age 33, he spent the rest of his active life, a period of 37 years, as head of the Modern Languages Department, an able and worthy cohort of Benjamin D'Ooge. Ford's background included foreign study, teaching abroad, and public school and college positions at home. Like D'Ooge, Ford had studied in Germany, earning a PhD at the University of Munich. He had pursued research in Geneva, Paris, London, and Montpelier.¹⁴

On Normal's campus he represented the well-rounded, cultured gentleman of world-wide interest. His publications included a textbook translation, historical novels for young people, and a biography of Michigan's father of public education, John D. Pierce.

The story of R. Clyde Ford bears a certain fascination from the fact that he represented the transition period from the rough, arduous, limited life of the pioneer to the cultured gentleman of the automobile age. He was born in a log cabin in Calhoun County, Michigan. His grandfather came to Michigan in territorial days, knowing nothing but ox-team transportation. Reminiscing in later years, he wrote:

I grew up in the horse age and learned the geography of ten miles around our house from horse-drawn vehicles . . . My father transported me bag and baggage to college in a farm wagon and though it was only a fifteen mile trip it was such a hardship to get back that I went home but once or twice a term . . . people lived a shut-in marooned kind of life . . . This [shut-in] attitude continued in my own case . . . till twenty years ago when the automobile suddenly annihilated space for me and pushed back my local horizons . . . it was like being born again into a new world.

The Modern Language Department prospered under Ford's direction. Upon his arrival in 1903 he announced a series of infor-

mal lectures, open to all, which attracted wide interest. Such subjects were presented as “The Literary Martin Luther;” “Goethe and His Work;” “Heine and the Romantic School;” “The Grand Century of Louis XIV.” In 1917, courses in Spanish were added, and in 1918 Ford inaugurated a series of “general” courses in Modern European Literature in English, open to all, concerned with Russia, Scandinavia, the Central Empires, France, and Spain. In 1936, with the adoption of a State Certification Code for teachers, language courses were developed and arranged to provide areas of concentration, major and minor.

With the retirement of D’Ooge in 1938, the Departments of Ancient and Modern Languages were combined under Ford.

Clyde Ford’s presence in the classroom was well described by a statement in the college annual which read in part:

Dr. Ford, although a Michigan product, bears a distinct mark of ‘made in Germany’ and ‘patented in France’. His keen humor commands attention, his scholarly mind admiration . . . Always genial, in spite of a sometimes foreboding expression, he makes the most difficult work pleasure . . .

With his retirement in 1940, the Department of Foreign Languages was placed under the direction of a specialist in French, J. Henry Owens.¹⁵ When Owens arrived he found a staff of four, and offerings in Latin, Greek, French, German, and Spanish.

During the subsequent years, experimentation as to effective instruction and changing demands from the public schools brought important changes. As of 1965, this department listed a staff of seven, and offered courses in French, German, Russian, and Spanish. With the exception of Russian, each of the areas offered a major concentration and a choice of three minors, with an appropriate methods course. An innovation which Owens pioneered was instruction in a modern foreign language (French) in the elementary grades, with an appropriate methods course.

The ancient languages fell victim to changing times and constraints of a budget-starved institution which found it difficult to justify extremely small classes to a non-classical-minded legislature. Latin, which once played so proud a role, found itself reduced by the year 1954–1955 to six students and one course. It did not appear thereafter and the associate professor in the classical languages began teaching courses in ancient history. Greek, facing a similar

decline, was not taught from 1942 to 1946, was revived in 1946, dropped in 1948, tried once again and once only, in 1954. The department had become in fact a Department of Modern Languages.

On the other hand, the modern languages flourished. The newcomer, Russian, was first offered in 1951, dropped in 1954, revived in 1958, dropped, and temporarily revived in 1961.

Facilities for language instruction were greatly improved. The department responded to lessons learned from language instruction to meet war needs, and in 1954 a language laboratory was installed where recordings could be heard by the students in individual booths. This laboratory was greatly improved and enlarged in 1961, facilitating tape recording and dictation quizzes.

An outstanding project of the department was undertaken in 1948, called a Poetry Recital. This was held on the campus in the spring of the year. High school students were invited to hear and recite poems in French and Spanish. The project proved to be so successful that it soon adopted the name of Foreign Language Festival, included German, presented a variety show, and added elementary students to its invitation list. It has become a fixture and has proved to be a powerful stimulant to the study of foreign languages in the schools of the area.

History

Lectures in history were offered from the opening of Normal in 1853. The first area of interest was United States history, and the first course offered might fall under the category either of history or political science. It was called "Constitution of the United States." Who taught it is not revealed; there was no chair in either field.

By 1868, a course called "History" was included in the curriculum. This was doubtless a series of lectures in United States history. By 1870, it was a requirement in the Common School Course. In 1871, the subject was assigned to a specified member of the staff, Anna M. Cutcheon being designated to teach geography, drawing, history and English literature.

The emphasis in the teaching of this subject is revealed in the following official statement:

In history, few dates are required; only those around which cluster important events, and which serve as milestones in the country's progress. We

aim to trace the connection between cause and effect, and to become acquainted not only with the *facts*, but with the philosophy of history.

In general, it was felt that students should get their facts of history in high school, and one of the requirements for admission to the Normal department was a course in history. By 1875, however, lectures were being given in the history of foreign countries. This was accomplished by the cooperation of several members of the staff. Principal Estabrook, for example, gave lectures on Jewish, Persian, and Egyptian history; lectures on Greek and Roman history were given by Professor Vroman of the Ancient Languages Department; Professor Lodeman of Modern Languages lectured on German and French history; Professor Putnam lectured on Spanish and Spanish-American history; and Anna Cutcheon on English history.

As a department of instruction, however, history appeared first in 1888. The first department head was Julia Anne King. Called the Department of History and Civil Government, it had a staff of three, the other two being Annie A. Paton and Ella M. Hayes.

Miss King came to the Normal in 1881 as Preceptress and Professor of Botany and History.¹⁶ Her career holds particular interest. In later years, when asked for some biographical information, she replied tersely, "Born and taught school." There was more meaning here than one might expect. Born in a log cabin near Milan, Michigan, her formal education was limited to high school graduation (Adrian) and three years at the Normal. She received Normal's Life Certificate in teaching just five years after the Normal opened its doors (1858).

In the course of time she became a highly educated woman (though not in the formal sense), and strongly influential. Not only was she responsible for organizing a Department of History at the Normal, but she made a strong impression throughout the State as an educator. An editorial in the *Detroit Free Press* at the time of her death read in part:

Miss King was unquestionably the greatest woman educator Michigan has ever had. She ranks, in fact, among the half dozen greatest educators the state has possessed.¹⁷

Her lack of formal education (she was 31 years of age when the University of Michigan first admitted a woman to its classes) was

compensated by constant reading, travel in Europe and, as one account stated, "unremitting habits of inquiry and interpretation." She was able to state in due time that she had taught every course at Normal excepting Greek, but that her preferences were history and physical sciences.

As Preceptress, Miss King made a strong impression on the young women, but her chief recognition derived from her work as a history teacher. Not content with history as an accumulation of fact, she sought to define it as a subject to be taught with a purpose. She came to the conclusion that history, rightly taught, has a social mission to perform. She explained:

History is Society becoming conscious of itself . . . One could hope that social consciousness, understood in history, might become in time an idea in the individual sufficiently clear and strong to determine his thinking and conduct.

During Miss King's headship of the Department of History of 27 years, the offerings were expanded from four history courses (Greece, Rome, England, the United States) and one course in civil government to sixteen. Not only were the courses in history increased to include the constitutional history of both England and the United States, Medieval and Modern European History, and Industrial History, but the work in political science was expanded and a new area, sociology, appearing about 1908, was represented by two courses. Miss King was personally involved in the work in sociology, which she felt was closely allied to history, and in a course in the Philosophy of History. She was also deeply concerned with the teaching of history in the public schools, and taught the course in methods herself.

A worthy understudy and colleague was Bertha Buell,¹⁸ whose particular area of concern was English history. Her formal training had been more extensive than that of Miss King. She, too, had earned a teaching certificate at the Normal (1893), but added to that a bachelor's degree from the University of Michigan in 1899 (the year that she came to the Normal). In the course of the next few years she earned a Master's degree in history at Radcliffe College. On occasion, in Miss King's absence, she served as acting head of the department.

As a member of the college community she organized a League of

Women Voters that proved to be a model for other campuses; promoted cooperative housing for students and strongly supported Dean Lydia Jones in her drive for student dormitories. As a citizen of the world, she, along with her colleague in the English Department, Estelle Downing, spoke and worked for world peace.

As for the students, their evaluation was expressed in a dedication of the college annual: "To Bertha G. Buell, in appreciation of her leadership, with gratitude for her high ideals of scholarship, and with admiration and respect for fostering the cause of peace."

Until 1913, the department had been staffed only by women. In that year, however, the first male intruder appeared in the form of Earl G. Fuller, a name that disappeared after a single year. The second was to prove enduring. Carl Pray succeeded Miss King as head of the department in January, 1914.

Pray's was a long and influential tenure, extending through 23 years. In that time the staff of the department doubled. Economics was added to the curriculum. The general courses were supplemented by a number of more intensive ones such as the French Revolution, American Colonial Institutions, Immigration and Americanization, and The West. A decided proliferation of courses occurred about 1928 when the social sciences were designated as a separate area, and subdivided formally into economics, political science, and sociology.

It was in 1928 that the State Board of Education provided for formal concentrations in the subject matter areas. In the History Department, this stimulated the initiation of the Honors Course—which actually meant individual attention to the exceptional student in the form of planned reading and discussion, freed from the formalities of class organization. Such, for example, were the courses in European Statesmen, 1848–1900 and the study of States Rights.

Pray took an active part in the Michigan Historical Society, serving as president and trustee. He published a number of articles in such periodicals as the *Bay View Magazine*, the *American Schoolmaster*, the *Teachers' History Magazine*. His particular interest was in the nature and influence of immigration in America, concerning which he developed a course.

But his chief contribution was as a teacher. His personal appeal was exceptional, he could tell a story with great charm, and he was successful in stimulating in his students a lasting attraction to his-

tory. Tributes to Pray as a teacher and friend of students were spontaneous and continuing. In 1915, the college annual said of him: "In his classes dead heroes come to life, ancient personalities speak to us, we live and fight the battles of long ago."

Twice the college annual was dedicated to him and in 1931 the graduating class presented a bronze bust of Pray to the College with the hope that this might be the beginning of a Hall of Fame for Normal. Concerning their choice of whom to honor, they said:

From the lips of his colleagues one hears him called professor; but from the hearts of his students comes a more endearing title, one that connotes the simplicity and humanity at all times evident in his character. That fondest title of all—so representative of his genuine love for his fellow humanity is simply 'Daddy Pray'.

Pray retired in 1937 and from then until 1940 the department operated under the acting headship of a member of the staff, Anna Field, who without remuneration or relief in teaching load carried on the duties in a dedicated and efficient manner.

In 1940, the appointment was given to Simon E. Fagerstrom. Fagerstrom was a Swedish immigrant who, after coming to America, received inspiration and encouragement to get a college education which in turn led to graduate work and eventually the PhD from the University of Michigan.

During his regime, which extended 18 years, the staff again doubled (from 12 to 24) and offerings greatly increased. The areas of the social sciences were especially strengthened so that it became possible to offer a major concentration in economics, political science, and sociology.

In 1958, Donald Drummond, formerly on the history staff of the University of Michigan, became head. Again the staff was enlarged and an area added, that of philosophy. Manuel Bilsky was called from Roosevelt College in Chicago to establish this branch of learning, with the anticipation that in the course of time it might develop into a separate department.