

## CHAPTER FOUR

# THE TRAINING SCHOOL

As we saw earlier, practical experience in teaching was a vital part of the "Normal" concept. Although a large professional body of theory and knowledge has been since developed, "student teaching" is still held to be an essential part of the training of a teacher.

Limited provision for student teaching at Michigan Normal was made, beginning in the second term (fall, 1853), with the organization of a special school called "The Model." It occupied one room, enrolled 27 pupils, and was conducted by one teacher, Miss H. K. Clapp.<sup>1</sup> These facilities were too limited, however, to provide adequate opportunity for Normal students actually to do practice teaching, or even to observe. Hence, within two years, the State Board of Education approached the Union School Board of Ypsilanti for its consent to the use of the Ypsilanti school as a Model. This effort failed.

In consequence, the State Board decided to enlarge the Model, expand its curriculum, and bring in a principal to conduct its affairs. By 1856 the change was made and D. P. Mayhew, formerly Superintendent of Schools at Columbus, Ohio, (destined to succeed Adonijah Welch as principal of the Normal School) was hired. This arrangement made possible only a minimum of actual practice teaching for the highest Normal Department class (the *E* class). It was assumed that each member of this class (which numbered 20 at that time) could be required to teach one class in the Model each day for one term. In practice, however, very little teaching was done by the students.<sup>2</sup>

The curriculum consisted of the following, which covered the equivalent of about four elementary grades:

First, object lessons and the elements of natural science, and afterwards arithmetic, grammar and elementary history, thorough training in read-

ing, penmanship, spelling, drawing, composition, singing and moral lessons . . .<sup>3</sup>

In 1863 the Model was enlarged further and organized into a graded school. Thus, at the close of the administration of Adonijah Welch (1865) we find the Model School consisting of a *primary department* (three grades), a *grammar department* (three grades), and a *high school* (three grades). Much of the instruction was given by the staff; comparatively little by student teachers. Many years were to elapse before a stable pattern was established.

Meanwhile, the Normal experimented in collaborating with the city schools. In 1871 relations with the Ypsilanti school board were particularly good. The new principal of the Normal School, Joseph Estabrook, had been superintendent of Ypsilanti schools for many years. Daniel Putnam had held the same position during the previous year, and upon returning to the Normal was made principal of the Model (now referred to as the *Training School*). Furthermore, facilities on the Normal campus had been expanded by the completion, in 1870, of the Conservatory Building, and the Training School was placed there. It was, therefore, now possible to reach an agreement to discontinue the city high school and transfer its students to a newly organized *preparatory department* in the Training School. At the same time the elementary and grammar grades of the city Union School were to become schools of observation and, to a limited extent, of practice for the Normal students. The primary and grammar grades of the Training School were discontinued.

This experiment lasted only two years. Many objections arose, especially from parents who felt that their children were not receiving adequate attention. Consequently in 1872 the primary department was re-activated; two years later the grammar department was restored. A teacher was provided for each department, and the grading within the departments was made to conform to the public schools.

In 1878, an important curricular development occurred. The training School (also referred to as the *School of Observation and Practice*) was re-organized and enlarged to constitute a graded school and also to serve as a preparatory school (high school) for students undertaking to qualify for admission to the Normal Department. This move was prompted by the decision of the State Board to reduce academic teaching in the Normal Department to a minimum. Teaching in this preparatory division of the Training School was to

be done by students from the Normal Department, under the supervision of that department's faculty (each in their respective subject areas). Thus once more, this time at the high school level, the faculty of the Normal Department became involved in the practice teaching program. A particularly interesting innovation was the introduction of oral lessons in French and German in the third and fourth grades of the primary department, and reading in Latin, French, and German in the seventh and eighth grades of the grammar department. At the high school level Latin, German, Greek, and French were provided for consecutive years in the language course. Drawing and music were taught in all grades.

Malcolm Mac Vicar, who became principal in 1880, not taking kindly to the plan for abrupt abandonment of academic courses in the Normal Department, restored them promptly. Thus, the Normal staff taught the courses for students still in need of work preparatory to the professional curriculum. The high school department of the Training School was eliminated.

In his annual report to the State Board, Principal Mac Vicar placed special emphasis on the importance of the Training School, and outlined what he conceived to be its proper organization and function under the following major points: (1) management of the school should be placed in the hands of the director, subject only to the authority of the Principal; (2) specially-appointed critic teachers should be employed (teachers in the Normal should *not* be asked to function as critic teachers); (3) the critic teachers should visit, observe, and meet personally with their pupil-teachers, should see that defects were actually corrected, and should require written outlines of lessons; (4) each pupil-teacher should be required, at the end of a course, to give an accurate account (orally or in writing) of (a) the order in which each topic was discussed, (b) the illustrations and devices used, and (c) the method of drill pursued.

These proposals became the substantial guide for practice in subsequent years.

In 1882, the west-side addition to the main building was completed. At the same time the director of the school was given the status of a department head (which included the right to choose his own personnel). Austin George was made director, replacing Daniel Putnam who became Acting Principal of the Normal School. From this time regular and systematic practice teaching for all students in the senior class was required. The pattern of operation became stabilized, and it was possible to give extensive attention to problems of

curriculum, of coordinating practice teaching with the academic program of the student teacher, of defining the duties of the critic teacher, and of the proper division of time of the student teacher between observation and teaching.

The addition of a north and a south wing to the Main Building in 1888 made possible another important step. In that year a kindergarten was added. This had been advocated as early as 1871 by State Superintendent Oramel Hosford, who argued at some length on the nature and advantages of the "Kindergarten system" of Friedrich Froebel, and its success in Germany.<sup>4</sup> Four years later, in his report as head of the Training School (now referred to also as the *Experimental School*), Putnam urged, not the establishment of a kindergarten, but the use of kindergarten materials and "plays." He said:

The kindergarten, in its purely foreign form, will never, in my judgment, meet the wants or the requirements of American life and society, and consequently, outside of a few large cities, will not take deep root on American soil . . .

But some of the kindergarten material and employments, or plays, can be introduced into our primary and common district schools, I am confident, to the very great advantage of all concerned. And more than this, and better than this, *the spirit and tone* of the kindergarten may be infused into and made to pervade the entire organization and working of these schools.

In his report for 1876, Putnam grew more enthusiastic. He recommended the employment, as an experiment for one year, of a trained kindergarten teacher.

The State Board did not give heed to this request, supported though it was by the State Superintendent, Daniel Briggs. With the completion of the addition to Old Main in 1888, however, the Board did give its approval for a kindergarten.

Putnam commented, years later:

This unfortunate delay deprived the Normal School of the honor, which it should have secured, of leading the movement in Michigan for the establishment of free kindergartens in connection with the public schools.<sup>5</sup>

Along with the addition of a kindergarten, a *model first primary* department was organized, and both the kindergarten and the new

department were provided with a special teacher. With reference to the former, Principal Sill said:

We should have a competent kindergartner who, in my judgment, will be needed throughout the entire school year. She should look to the kindergarten, give instructions in its methods and supervise pupil teachers taking a special kindergarten course; and the entire training school corps should be active in finding out and practicing the best methods of adjusting kindergarten methods to the first four primary grades.<sup>6</sup>

It would appear, then, that the staffing of the Training School in 1888 through grade eight was as follows: a special teacher each for kindergarten and first grade, a teacher for the primary grades two, three, and four, and a teacher for the four grammar grades.

In 1892 the staff was enlarged by provision for a “competent model and critic” teacher for each of the eight grades, and the Experimental School was expanded by the addition of a ninth grade. The pupils of this grade, however, sat with the Normal students on the third floor of the main building (Old Main) and were taught by members of the senior class, under the supervision of a department head of the Normal Department.

Thus was made possible a much greater emphasis on both observation and practice for the student teacher.

At about the same time, a library was established composed of books selected for the use of pupils and for reading and other purposes in the various grades. Thus began the library of the Roosevelt Laboratory School.

From 1894 to the close of the decade, now that the question of administrative organization was fairly well settled, there was much experimentation with the organization of courses (under Principal-President Boone).

A new principle or organization of the curriculum was introduced by Boone. It was known as the “principle of concentration,” and required that the various courses offered should, in greater or less degree, be correlated with a central subject. If one might apply a modern term, there was to be a “core” subject and a “core” program. The area decided upon to serve as the core was Nature Study. But along with this was an ultimate concern for man. To quote Putnam:

History, literature, geography, and reading were correlated to some extent. Mathematical work was connected with science, with geography,

and with the affairs of everyday life. The facts and ideas derived from the study of nature were treated in their relations to man, thus introducing the humanistic element into the work. Drawing and writing were treated largely as modes of expression.<sup>7</sup>

In the year 1895–96 this approach, which had been undertaken for the first three primary grades only, was extended to all eight grades. But a problem of a practical nature developed that is not strange to the “core” program of our own day. A need was felt to give more definite form to the courses of study. In 1896, therefore, they were arranged into five distinct areas—science, history, geography, arithmetic, and language. The courses in science and history were organized in consecutive steps through the eight grades. Geography also was made to follow this sequential pattern, and an effort made to correlate it with history and science. A similar pattern was followed, insofar as practicable, with regard to arithmetic, language, reading, and literature.

The Boone experiment in the “principle of concentration” was a pioneer effort in the direction later given prominence by John Dewey and Abraham Flexner, and which, within the last three decades, has flowered again as the *core curriculum*. The experiment appears to have been abandoned after President Boone’s resignation, though the principle of selecting subject matter in accordance with the child’s natural interests persisted within well-defined course areas.

In the course of the development of the Model School into a well-organized and well-staffed Training School (*School of Observation and Practice*), there were problems of emphasis and coordination with the work of the Normal Department. For example, over many years great concern was expressed over the lack of opportunity provided for actual practice in teaching. Then the question arose of how much of the student’s time should be devoted to observation and how much to practice. And finally, there was lack of agreement as to how the student’s experience in the Training School could be coordinated with his work as a student in the Normal Department.

In 1884, the plan was tried of limiting the practice teaching to a single session each afternoon. This was found to be inadequate, and from 1890 these sessions were held also in the morning. Then the question arose as to how much of the student’s time should be devoted to teaching. Principal Sill gave particular attention to this problem, and urged that the student teacher should be free to give his *whole* attention to teaching during the allotted time for this part

of his training. He recommended that all academic work be completed before entering upon practice teaching.

He felt that this proposal provided the only true solution to the problem of time conflict between academic classes and practice teaching. It was not, however, adopted. The problem is still with us.

Another question of great importance was how much of the teaching should be done by the student teacher, how much by the critic teacher. Parents were loath to trust their children to student teachers. The Normal felt a responsibility for providing good instruction. Yet the reason for the existence of the Practice School was to provide experience for the student teachers. Obviously, there were just two ways in which this responsibility could be met: (1) by a close, expert supervision of the student teacher; (2) by assigning a definite share of the teaching to the critic teacher.

Putnam, who was Director of the Training School at the time, felt that in the first and second primary grades at least half of the teaching should be done by the student teachers; in the "highest grammar grade" (eighth) a third by the critic teacher would be desirable.

In the mid-nineties the Board of Visitors made a highly critical report in the following vein: the Training School is not a model . . . the work lacks system . . . the appearance of the rooms is generally unpleasant and in some instances repellent, untidy . . . blackboards are gaudily decorated . . . pupils are listless and inattentive . . . the manner of dismissing classes is awkward, producing confusion, not done alike in all the rooms . . . the giving of forenoon and afternoon recesses is not followed in what should be in the fullest sense a model . . . critic teachers do not give enough model lessons.

But the report concluded with a recommendation for "a new building, separate and apart from other buildings."<sup>8</sup>

### *The New Era*

The new Training School building was given a site by the citizens of Ypsilanti.

Principal Boone said:

In making the appropriation . . . it was understood by the legislature that the site should be otherwise provided. This was done. In keeping with the past generous attitude of the city, Ypsilanti came forward and offered a beautiful tract adjoining the old campus. Its acceptance puts the

school in possession of almost double the amount of land reported two years ago.<sup>9</sup>

The original plans for the building called for more money than the Legislature had appropriated. Hence, the building as completed in 1897 was only the main structure of the plan, leaving the wings for some future date. When the building was occupied,<sup>10</sup> seven grades only were transferred to it, the kindergarten and first grade being left in the old quarters in the Main Building. Just three years later the two wings were completed, pursuant to the urgent request of Principal Boone.

In 1908 the Legislature appropriated for a further addition to the building. President Jones explained at the time:

The large increase in the number of students needing practice in the training school has cramped us very much for room in that department. The addition now being erected will not only give us additional class rooms, but will allow much more commodious accommodations for the departments of manual training and domestic science and art.

In this same report, however, Jones included a significant comment:

With the single exception of the little chapel which was the gift of Mrs. Starkweather . . . no building on this campus has been completed according to the plans or wishes of the educational authorities; but modifications have always been brought about on account of the small appropriations allowed by the legislature, so that in the end each building is more or less of an abortion, and not a single one of them is so perfectly adapted to its uses as should be the case of a state educational institution, standing, as this one does, for the giving of the right ideals of general public education to those who are to be teachers in the public schools of the state.<sup>11</sup>

Although the Training School Building was too small even when first built, it did provide substantial relief. The director was given a new title, "Superintendent of the Training School."

Austin George, upon assuming headship of the Practice School in 1882, had requested that the name of the school be changed to "Training School." During his tenure the kindergarten was added, and the school later organized into eight grades with a trained critic teacher for each grade. George had also made a large contribution of institution-wide importance. He is credited with having founded the

student paper *Normal News*. He was largely instrumental in establishing the oratorical contest, which became such an important feature of college life. He was chairman of the committee that secured a legislative appropriation for the gymnasium, erected in 1894, and gave the principal address at its dedication. It was George who wrote the vivid and moving account of the participation by Normal boys in the Civil War and preserved the record of their service.

The vacancy caused by his resignation in 1896 was, until 1900, filled by a succession of directors. Charles O. Hoyt held the title from 1896 to 1898. The Honorable James W. Simmons, resigning his post as State Superintendent of Public Instruction, accepted the position of Superintendent of the Training School, but remained only one year. He was succeeded by Charles T. Grawn who came from the superintendency of the Traverse City School. Grawn also remained just one year, leaving to become principal of Central State Normal School at Mount Pleasant.

During this period, in spite of the rapid succession of heads, some progress was made in raising standards. The relation between observation and practice teaching for student teachers was set at 12 weeks of observation, followed by 12 weeks of practice.

In 1900, Dimon Harrington Roberts succeeded Grawn. Roberts remained in this position until his death in 1928, meanwhile stamping his personality on the whole College. In his later years the students paid him the following tribute:

Every student in this college comes in contact with Mr. Roberts before receiving a diploma of any size, kind, or description. He inspires, advises, and admonishes aspiring young teachers. His critic meetings are invigorating, to say the least. In saying a thing he remembers that the shortest distance between two points is a straight line. Mr. Roberts believes in young people, and heartily approves of bobbed hair. He is a cordial friend to all—even to the stray cats and dogs wandering about the Campus.<sup>12</sup>

In a resolution at the time of his death, the State Board said:

Due to his unusual ability as an organizer the Training School has been developed into one of the very best institutions of this kind in the United States and Mr. Roberts won for himself an enviable reputation as a teacher and educator . . . He liked other people and was liked in return. He was not only a school man but active in the affairs of the city and interested himself in all projects that make for better community life.<sup>13</sup>

The Roberts period coincided with the presidencies of Lewis Jones and Charles McKenny. These were years of outstanding achievement on the part of individual members of the faculty (D'Ooge, Strong, Sherzer, Jefferson, Ford, Charles Elliot, Pittman, among others) and of a strong surge of institutional pride.

Roberts undertook at once to place greater emphasis on the importance of the training School, and to raise the standards of its work. In re-writing the statement of purpose he said:

The leading purpose of this school is to afford an opportunity to the student for both observation and practical work in the school room. It is here that theory and practice meet, and consequently the work in this department should test in a very large measure the ability of the teacher to do successful work in the public schools of the state. As far as possible the aim is to make the school fulfill a double function in being both a model and a training school.<sup>14</sup>

One of the first steps was to add certain stipulations to qualifications for student teaching. Students were not to be permitted to take more than two subjects in college along with the work in the training school. In 1903 to meet a growing demand, a special course was announced for the training of critic teachers. Only students who had demonstrated ability to teach were eligible to enroll. In 1911, an incentive in the form of Honor Teacher was provided. The critic teacher of each grade would select her best student teacher of the term to serve as her assistant during the following term.

In 1903, Roberts established a new position, Principal of the High School. To this position he appointed Mary M. Steagall who had been Fifth Grade Critic Teacher, and had taken leave of absence for two years to attend the University of Chicago. Coincident with the arrival of Miss Steagall a tenth grade was organized. In 1904, an eleventh grade was added, and the four-year high school became a reality with the organization of a twelfth grade in 1905.<sup>15</sup>

The origin of the Roosevelt High School traces to President McKenny and Dimon Roberts. In his first full biennial report to the State Board (June 30, 1914), McKenny said:

The attendance in the training school, which includes the kindergarten, eight elementary grades, and a four-year high school, has been all that our buildings could care for. It is hoped that in the near future a new high school building will be erected which will enable the College to extend its work and care for more students in that department, thus making more

efficient its training of high school teachers, for which there is a demand far beyond the ability of the College to meet.

Earlier, McKenny has proposed that the Legislature undertake a building program for the College that would extend over a period of years. The Legislature responded to this approach, and in 1913 included in a list of specific projects \$50,000 for a high school addition to the Training School. In 1915 this appropriation was raised to \$95,000. No action was taken, however, to construct such an addition.

In fact, a whole series of construction projects took priority—an addition to the old gymnasium (1913); a “plant house,” and a health cottage (1914); an administration building (1914); a magnificent auditorium and home for the Conservatory of Music (1914); renovation of the old gymnasium (1916). Then the war in Europe brought a halt in construction and the building program was not resumed until the war ended.

By this time two forces were at work which greatly emphasized the need for an enlarged training school. The running debate of the previous two decades on the reorganization of the public school, marked as early as 1908 by a report of a committee of the National Education Association favoring a six-year elementary program and a six-year secondary program (as opposed to the traditional 8–4 division), in the post-war period culminated in a wide acceptance of what came to be known as the 6–3–3 plan. In this the seventh, eighth, and ninth grades formed an intermediate grouping known as the junior high school.<sup>16</sup>

The second force was rapidly expanding enrollment which jumped from a low of 950 in the last year of the war to a new high of 2,640 in 1924. Thus a new area of specialization for which teachers must be prepared (the junior high school) and pressure of numbers seeking admission to the teaching field combined to present overwhelming evidence that a new Training School building was a necessity. Added to this was the expansion of the Training School program, begun in 1922, to include provision for handicapped children.

The Legislature made an appropriation and on May 5, 1924, ground was broken for a new building that would cost \$500,000 to build and equip.<sup>17</sup>

With the opening of this building in the fall of 1925 the long-familiar name of Normal High was changed to honor Theodore Roosevelt and it became known as Roosevelt High School.

Burns Fuller, principal at the time of old Normal High, became the first principal of Roosevelt High.

The building was designed for 420 pupils. The old quarters of Normal High on the third floor of Old Main (since 1922 known as Pierce Hall) had been crowded with 150. The move included the seventh and eighth grades from the Training School. The plan of the building provided for a Home Economics Department, cafeteria, and science laboratories on the ground floor. The senior high school (grades ten, eleven, twelve) was given the second floor, and the junior high school the third. The rooms were arranged according to the "unit plan," each department of subject area having a grouping of three rooms (a large and two small recitation rooms, interconnected.)

The pupils were impressed:

Although looking forward to the new building, we had become such good friends with the old one that it was a bit sad at parting. But when, after climbing a notch higher to the tenth grade, we found ourselves in new surroundings, we promptly fell in love with the new building—not that it is proper to fall in love with a building, especially a school, but we couldn't help ourselves.<sup>18</sup>

But the road ahead for the new school was to provide some very rough going.

In November of 1929, McKenny proposed that the senior high school be discontinued. He was moved to make this request as the result of discussions with the State Board beginning the previous year. The problem was simply one of inadequate space, and had been precipitated by plans for a new library building, for which the Legislature had provided and which would be ready for use in January, 1930. The location of this building, just west of Pierce Hall, would require the razing of the west wing of Pierce. That wing, however, housed on its second floor the history and English departments, and on its main floor the Department of Special Education. What to do with these departments was the problem. McKenny came to the conclusion that adequate space could be found if the elementary school were moved to the Roosevelt School building, thus making the Training School building (Welch Hall) available.

Appropriate action was taken by the State Board, and the announcement made in *The Ypsilanti Daily Press*. A form letter,

signed by McKenny, was sent to each member of the senior high school staff. It read in part as follows:

My dear Mr. ———:

As you have known from discussions on the campus, the State Board of Education has had under consideration the discontinuing of the senior high school at Roosevelt. Final action has been taken in the matter. The reasons for this action are that the unit is not needed for practice purposes and that the crowded condition of the campus, owing to the wrecking of the rear wing of the Main Building, makes it necessary to get additional classrooms.

I am sorry to say that because of the discontinuance of the senior high school the college will not need your services next year . . .

Immediately there was a strong protest on the part of parents and friends of the Roosevelt School. McKenny promptly called an open meeting and answered the protests by making the following points: The College now had more high school facilities than it needed. This situation arose because, after the construction of Roosevelt had begun, the Lincoln proposition (for a consolidated rural school in the vicinity) became a reality, and the outcome was not one high school but two. Since the College was committed by a long-term contract to the Lincoln School to supply its teachers, there was only one alternative and that was to close the senior high school at Roosevelt. He reminded the citizens that “the primary purpose of the Roosevelt High School is not to educate pupils but to train teachers.” “The entire State,” he said, “is taxed for that purpose alone.” And he informed them that, in a survey made during the previous year (1927), it was found that the combined capacity of Lincoln and Roosevelt Schools greatly exceeded the demand. He further stated that throughout the State the supply of teachers exceeded the demand, and in consequence it was to be expected that a decrease in enrollments at the College would occur.

His second point was the urgent need for space for the college departments, as mentioned above, in connection with which he said that it would be at least five years before any relief could be expected by way of legislative appropriation.

These arguments, however, did not appeal to the patrons of Roosevelt. A committee was formed to meet with the State Board. Petitions were circulated. The high school paper lamented:

The entire student body of Roosevelt has expressed a sincere regret. Every student feels the loss of Roosevelt as a tragedy in his or her life.<sup>19</sup>

On December 31, a citizens' committee met with the Board in special session and succeeded in getting the decision tabled. McKenny, protesting that he still felt the Roosevelt Senior High School should be discontinued, made the following statement to the Board:

In view of plans that are under consideration by certain citizens of Ypsilanti for the relief of congestion in the special education and other departments at the Michigan State Normal College, I recommend that my request for a discontinuance of the Roosevelt Senior High School be laid on the table.<sup>20</sup>

Citizens, patrons, and students of Roosevelt were jubilant over this victory. Reaction of the Roosevelt pupils was exuberant. They exclaimed:

What does this mean? Just this, we must now justify this victory. Every student in Roosevelt must do his level best to impress those that hold our fate, so that they will never again attempt to discontinue this high school.<sup>21</sup>

The letter to the teachers was forgotten (though never formally withdrawn).

The final adjustment was worked out by a college committee consisting of the President and faculty members Pittman, Elliot, Tape, Misner and Fuller. As finally approved by the State Board on March 31, the "solution" was to crowd the elementary training school into the Roosevelt building regardless of consequences, and to place the elementary school and junior and senior high schools under one principal. At the same time the class hour was to be reduced from 55 to 45 minutes, and the class-load of the critic teacher raised from four to five classes per day. The whole arrangement would also make possible a reduction in staff of three teachers, and would take effect in the fall term of 1930.

McKenny, overlooking the fact that the Roosevelt building had been originally designed for 420 pupils, asserted that with this arrangement the building should easily accommodate between 500 and 600. The recommendation of the committee contained, however, the following significant request:

It is recommended that an adequate type of building be secured for special education and for a few additional rooms for the training school. This building should provide for a pre-school unit. This building should be located near Roosevelt or be an addition to Roosevelt, as the present day view of workers in the special education field is that children in such departments should mingle as much as possible with normal children.

Relief for Special Education came a decade later through the initiative of its head, Charles Elliot, and a private gift rather than legislative grant, and in 1939 the splendid Rackham building was dedicated.

The hoped-for elementary school was never built and Roosevelt Laboratory School, as it was now known, settled into a routine which remained unchanged.

In 1933, pressed by the full impact of the Great Depression, the College administration was forced by lack of legislative appropriation to take drastic measures to cut costs, functions were performed on a minimal basis. With an enrollment in 1930–1931 of 567, and with elementary, junior high and senior high crowded together in one inadequate building under a single supervision, the junior high school concept (which is of such great national importance today) was never given a chance to develop. Roosevelt became strictly a teacher-training institution, and lost its other function of presenting a model school.

But depression injury was to be compounded. Drastic cuts in state appropriations called for drastic cuts in staff. Upon the retirement of McKenny in 1933, the State Board looked for a successor who might have the courage to economize wherever necessary and at the same time maintain the institution as an effective, going concern. They found him in John M. Munson, President of Northern State Teachers' College at Marquette, Michigan. Munson had built a reputation as a strong administrator with, at the same time, a meticulous concern for educational standards. He was, in fact, typical of the old school of college presidents, who assumed total personal responsibility for every phase of institutional operation. Hiring of staff, for example, was his responsibility and his prerogative, and decisions were usually made without consultation with subordinate officers.

Under this style of administration, and in those particular times, the door became tightly closed against individual initiative, at times even normal performance, in any direction. A static condition set in which reduced the institution to routine operation.

Some thirty years later a second effort was made to close the Roosevelt High School, again on grounds of economy. But the conditions were very different. The College (now Eastern Michigan University) needed much more than the combined facilities of the Lincoln and Roosevelt schools for its student teachers in the secondary field. Now, however, the public schools of the State were staffed with well-prepared teachers, large numbers of whom possessed training and experience which equalled that of the critic teacher. Many schools were equipped with facilities which far surpassed those of the teacher-training institution. The University could send its student teachers into the public schools of the area for their practical experience confident that they could witness good schools operating in a life situation, and receive a fair-to-good experience in practice teaching at much less cost. The original concept of a campus school that would serve as a model for the schools of the State (and for the student teacher who would soon be staffing them) had long since faded.

Nevertheless, in the spring of 1961 citizens of Ypsilanti again intervened on behalf of Roosevelt. Excited meetings were held. The teaching staff, with the vaguest of assurance concerning their future, spent agonizing days and nights developing a campaign to combat the threat to their future. This time no one knew for certain whether the threat pertained only to the senior high school, though this seemed at the moment to be its objective.

The public meetings brought forth a multitude of arguments both of sentimental and personal character. The threat had been launched precipitately, sparked by a continuing financial crisis in Michigan higher education. The conclusion was reached speedily. On May 4, a delegation of citizens took their protest to the State capital;<sup>22</sup> on May 20, a second delegation met with the State Board. And on that day the Board voted to continue the Roosevelt school. A rise in tuition, still a modest figure, was prescribed. Once again the Ypsilanti citizens, this time with the frantic help of the teaching staff, had won. Again, the role of the Training School had not been debated.

However, the State Board of Education asked Elliot to determine some longterm goals for the school, and a committee of 17 was appointed to work on the problem.<sup>23</sup> The activities of the committee, extending over a period of eight months, included surveys of local opinion and exploration of state and national policies and trends concerning laboratory schools. The final report, submitted in July, 1962, concluded that Roosevelt's key role in the area of teacher

training should henceforth take the direction of experimentation and research. The underlying considerations that would justify abandonment of the old objective of practice teaching were the tremendous increase in the number of student teachers to be served, the existence of public schools of such quality that students could gain satisfactory teaching experience and guidance by being assigned to them, and the relatively low cost of providing for student teaching in this manner.<sup>24</sup>

The proposal caused fear and consternation among a staff whose tradition and habit had been the training of student teachers. The transition would have to be accomplished with skill, patience, and appropriate staffing. The Legislature would have to be convinced.

In 1967, a resolution by that body required that the entire school be phased out by the fall of 1969.

