

A BRIEF HISTORY OF
THE EASTERN MICHIGAN UNIVERSITY
COLLEGE OF EDUCATION
(1959 - 1999)

W. Scott Westerman, Jr
July, 1999

Preface

Laurence (Larry) N. Smith, Vice President for University and Marketing Affairs, contacted me some sixteen months ago to ask if I would be willing to submit a brief (25 to 30 pages) overview of the history of the College of Education, beginning with its official establishment forty years ago in 1959. He had agreed to prepare a special book to help celebrate the University's Sesquicentennial and indicated that such material could be helpful to him. Welcoming the opportunity to look more carefully at the College's past, I accepted his invitation. The deadline I was given was June 1, 1998.

Time constraints made it difficult to involve others in the development of the report for Vice President Smith, although two colleagues did review an initial draft. Subsequently, I circulated copies to a dozen current and former College of Education faculty and administrators, the goal being to prepare a more carefully considered (but still brief) record for the University's Archives. Four responded with suggestions most of which are incorporated in the pages which follow. Now, on the recommendation of some who have read this archival edition, it is being made available more generally. Suggestions for corrections or additions will be gratefully received.

Egbert R. Isbell's excellent book, A History of Eastern Michigan University: 1849-1965, recounts in a comprehensive and scholarly manner the transition from The Normal School to University. It is my hope that someday someone will write a worthy supplement to that fascinating story which focuses specifically on the College of Education. In the meantime, this "Brief History" serves at best only as an appetizer for that entree which remains to be prepared.

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INTRODUCTION

The College of Education, established in 1959, will celebrate its 40th birthday while the University is celebrating its sesquicentennial year. The College's roots, however, go back to 1849, when Michigan State Normal School (MSNS) was authorized. The "Normal" became the first teacher training institution west of the Allegheny Mountains, and the sixth in the nation; the first teachers' college in the country to prepare teachers of handicapped children; the first institution in the country to offer teacher training courses in physical education; the first to provide a science laboratory for the specific purpose of preparing science teachers; and, the second normal school in the country to become a four-year college-level institution. Throughout the 150 years of the history of Eastern Michigan University, the transitions from Michigan State Normal School (1849-1899) to Michigan State Normal College (1899-1956) to Eastern Michigan College (1956-1959) to Eastern Michigan University (1959), the mission to prepare educators has continued undiminished. (It should be noted, however, that after 1934 a teaching certificate was no longer a prerequisite for the B.A. degree.) This brief history highlights some of the ways the College of Education has nourished, expanded and implemented that mission during the past forty years.

ESTABLISHMENT AND ORGANIZATION OF THE COLLEGE

It was on June 1, 1959, that the Michigan legislature authorized a change from the name Eastern Michigan College to Eastern Michigan University. A college/university policy council in earlier action had approved the division of the newly named University into the College of Arts and Sciences, the College of Education, and the Graduate School, leaving several departments unaffiliated.

On September 11, 1959, Dean R. Stanley Gex presided over the first meeting of the College of Education, including faculty from the three departments: Education; Health, Recreation, Physical Education and Athletics; Special Education; and the three laboratory schools, Roosevelt, Lincoln and Rackham. At this initial meeting, as reported in the September 30, 1959, Faculty Bulletin, Dean Gex reflected on the discussions which had already occurred on the campus in anticipation of the change to

university status. He also emphasized that there were several "problem areas" which needed resolution. He introduced some of these areas by raising the following questions: 1.) Who should have the authority for determining programs in teacher education? 2.) Where should the authority and responsibility for the advisement and counsel of teacher education students reside? 3.) Who should be responsible for recommending graduates of our teacher education programs for teacher 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.) How often should we try to meet as a College of Education faculty?

During the 1960's, five divisions were established within the Department of Education: Educational Leadership, Guidance and Counseling, Educational Psychology, Social Foundations, and Curriculum and Instruction. The Library Science program and Educational Media remained within the Department, but were not given divisional status. The departments of HPER, formed in 1894, and Special Education, established in 1924, retained their long-time departmental status. The Pre-Student Teaching and Student Teaching activities were included within the Division of Curriculum and Instruction.

In the fall of 1970, four of the divisions began to function as separate departments, three with department heads formally approved by the Regents: Educational Psychology (Wilbur Williams), Educational Leadership (George Brower), and Guidance and Counseling (John G. Pappas). The fourth new department, Curriculum and Instruction, was also operating, although its department head (W. Scott Westerman, Jr.) was not appointed until the spring of 1971, beginning his duties on July 1. The Department of Social Foundations was unable to conclude its search for a department head, so functioned under interim leadership from the faculty. The Department of Special Education (Frank Wawrzaszek) and the Department of Health, Physical Education and Recreation (Patric Cavanaugh) continued their previous status. Francis (Frank) M. Daly, the Assistant Dean, was responsible for the Department of Education (Library Science and Educational Media). Offices of Pre-Student Teaching (Vernon Jones) and Student Teaching (Kenneth Stanley) were established, reporting directly to the dean.

This administrative structure continued until 1980, when the Department of Social Foundations and the Department of Education (including Library Science and Educational Media) were folded into the Department of Curriculum and Instruction under the new title of the Department of Teacher Education. Significant changes occurred, however, within the departments of Health, Physical Education and Recreation (HPER) and Special Education and Occupational Therapy. In 1973-74, the historic and separate Men's and Women's Divisions In HPER were eliminated. Also, in 1975-76, the Department's title was changed to acknowledge the importance of dance as a program area. It became the Department of Health, Physical Education, Recreation and Dance. In 1973-74, the program in occupational therapy was removed from the Department of Special Education to become a part of what today is called the Department of Associated Health Professions within the College of Health and Human Services.

In 1981, university-wide financial constraints, as well as declining enrollments, required the merging of selected departments. As a consequence, the Department of Educational Psychology joined the Department of Teacher Education. In January of 1982, two units, the Department of Educational Leadership and the Department of Guidance and Counseling, were merged into one, the Department of Leadership and Counseling. In addition, the separate units of Pre-student Teaching and Student Teaching were merged. That office, under the direction of Associate Dean Robbie Johnson, eventually was re-named the Office of Academic Services as its responsibilities were expanded to include admissions to certification programs, the prerequisite testing programs, teacher certification and minority recruitment.

ADMINISTRATIVE LEADERSHIP WITHIN THE COLLEGE DEANS

Since 1952, eight persons (all men) have carried the title of dean in recognition of responsibilities relating to professional education, seven of whom were appointed as Dean of the College of Education. Two of these were in an acting capacity. Of the five who held regular appointments as dean of the college, three were promoted from within the university and two came from other institutions. The list is as follows:

Earl E. Mosier: February, 1952 - January, 1956 (4 years)

Earl Mosier, who had served on President Elliott's staff when he was State Superintendent of Public Instruction, was appointed as Dean of Professional Education, although a College of Education had not yet been established. The announcement of his appointment included the following:

"The position, Dean of Professional Education, took the place of the Director of Laboratory Schools which was held by Dr. Leslie Butler who retired in June, 1950. Under Dean Mosier's direction will be the laboratory schools of the college, the department of education and the methods courses in the academic departments. He will work with school superintendents to correlate the professional education of teachers with the actual work in the public school classrooms."

R. Stanley Gex: 1957-1959 (Dean of Teacher Education) Sept. 11, 1959 - July 1, 1967 (Dean of the College of Education) (10 years)

Stanley Gex, who had been on the staff of Teachers' College, University of Cincinnati, came to Eastern in 1954, as head of the Education Department. He served in this role until 1957, when he was appointed Dean of Teacher Education. He then became the first Dean of the College of Education when it was formed in 1959, remaining in that assignment until July 1, 1967.

He subsequently became the Dean of the Center of International Studies (1967-1972), after which he served as Professor of Curriculum and Instruction (1972-1977).

He gave leadership to the Somalia Project as Chief of Party (1963-1965) and as Campus Coordinator (1967-1971). He supervised the EMU-English Exchange Program from 1967 until 1972. He also helped to prepare the Swaziland Primary School Curriculum AID-EMU Contract.

Kenneth Cleeton: 1963-1965 (2 years)

Kenneth Cleeton served as Acting Dean during the two years Stanley Gex was Chief of Party in Somalia. Prior to that he had been Head of the Department of Education. After Dean Gex's return, Cleeton was placed in charge of a new University unit, Special Projects and Research Development.

S. Allan Myers: July 1, 1967 - July 1, 1975 (8 years)

Allen Myers was Head of the Department of Special Education and Occupational Therapy and Director of the Horace H. Rackham School of Special Education from 1958 to 1967.

He became Dean in 1967, continuing in that role until 1975. He then served as a Professor of Special Education until leaving in 1977 to become Dean of the College of Education and Professor of Special Education at the University of Minnesota (Duluth). He served there for two years before becoming Dean of the College of Education and Professor of Curriculum and Instruction at Ohio University. He retired as dean in 1991.

Jack D. Minzey: July, 1975 -June, 1976 (1 year)

Jack Minzey accepted the role of Acting Dean for a year while a search was underway for a successor to Dean Myers. He had been serving as Director of the Center for Community Education since 1969, a position to which he returned, until he became Head of the Department of Educational Leadership in 1978. When that department merged in January of 1982, with the Department of Guidance and Counseling to become the Department of Leadership and Counseling, he continued as department head until 1989.

John D. Mulhern: July 1, 1976 - December 31, 1979 (3 1/2 years)

John Mulhern's previous position was as Associate Dean of Professional Studies and Program Coordinator of the Education

Division at the State University of New York at Buffalo, an assignment he had from 1969 through 1976. He resigned from EMU in December, 1979, to become Dean of Education at the University of South Carolina, a position he held until he left the deanship to join the USC faculty in 1988.

W. Scott Westerman, Jr.: January 1, 1980 - June 30, 1991 (11 1/2 years)

Scott. Westerman was appointed dean on July 1, 1980, after serving as acting dean from January through June. He had previously been Head of the Department of Curriculum and Instruction from July 1, 1971 through December, 1979. Prior to that, he was Superintendent of Schools in Ann Arbor.

Jerry H. Robbins: July 1, 1991 - current

Jerry Robbins brought with him an extensive experience in university administration, including two different assignments as dean: Dean of the College of Education at the University of Arkansas at Little Rock and Dean of the College of Education at Georgia State University in Atlanta.

Joining the deans in providing leadership for the college are the associate deans and the department heads. The following persons have held those titles:

ASSOCIATE DEANS

Francis (Frank) M. Daly: 1967-75 (with Dean Myers)
Francis M. Daly: 1975-76 (with Actg Dean Minzey)
Peggy Steig: act'g 1976-77 (with John Mulhern)
Jose' R. Llanes: 1977-80 (with John Mulhern)
Mary Green: 1980-91 (with W. Scott Westerman, Jr.)
Robbie Johnson: 1987-91 (with W. Scott Westerman, Jr.)
Robbie Johnson: 1991-99 (with Jerry Robbins)
Donna Schmitt: 1991-95 (with Jerry Robbins)
Martha Tack: 1995-97 (with Jerry Robins)
Michael Bretting: 1997- current (with Jerry Robbins)
Carolyn Finch: 1999- current (with Jerry Robbins)

DEPARTMENT HEADS

Education

Kenneth Cleeton: 1960-62

Louis Porretta: 1962-66

Bert I. Greene: 1966-67

Francis M. Daly: 1967-76

Educational Psychology

Wilbur Williams: 1970-81

Curriculum and Instruction

W. Scott Westerman: 1971-80

Teacher Education

Leah Adams: interim, 1980-81

Wilbur Williams: interim, 1981-82

Marvin Pasch: 1982-88

Jeanne Pietig: 1988-92

Jim Riley: 1992-95

Marvin Pasch: interim, 1995-96

Alane Starko: 1996-current

Educational Leadership

George Brower: 1970-73

Ken Grinstead: 1973-78

Jack Minzey: 1978-82

Guidance and Counseling

John Pappas: 1970-82

Leadership and Counseling

Jack Minzey: 1982-89

Donna Schmitt: act'g, 1989-90

Martha Tack: 1990-95

John Waidley: act'g, 1995-97

James Berry: 1997-current

Special Education

Charles Morris Elliott: 1924-41
Francis Lord: 1941-53
Vivian Harway: act'g, 1953-54
Morvin A. Wirtz: 1954-58
Allen Myers: 1958-67
Frank Wawrzaszek: 1967-1975
Gary Navarre: 1975 -1977
Norman Niesen: 1977-87
Kathleen Quinn: act'g, 1987-88
Joseph Gonzalez: act'g, 1988-89
Susan Vogel: 1989-90
Kathleen Quinn: 1990-current

Health, Physical Education, Recreation and Dance

Wilber P. Bowen: 1894-1900
Clayton T. Teetzel: 1900-03
Wilber P. Bowen: 1903-28
Joseph H. McCulloch: 1928-56
Lloyd W. Olds: 1956-63
Keith C. Bowen: 1963-67
Robert Willoughby: 1967-68
Patric L. Cavanaugh: 1968-1993
Michael Bretting: 1993-1997
Jeff Goodwin: act'g, 1997-current

Student Teaching (1969-96)/Academic Services (1996-current)

Louis Porretta: 1960-62
Robert Blume: 1962-65
Thomas Gwaltney: 1965-66
Kenneth Stanley: 1966-78
Robbie Johnson: 1978-99
Carolyn Finch: 1999-current

OTHER SOURCES OF LEADERSHIP AND SUPPORT

PRESIDENTS

Throughout the forty-year history of the College of Education, the presidents of the university have been supportive of its existence and

eager to see it prosper. There are three, however, whose previous experiences reflected a special interest in education. Eugene B. Elliott (1948-65) and John W. Porter (1979-89), had both served as State Superintendent of Public Instruction in Michigan. Their knowledge about and commitment to all aspects of education were reflected in their relationship to the College. Porter was especially active, establishing the National Center for Teaching and Learning, the Commission on Creative Strategies to Solve the Educator Crisis, and the Urban Education Alliance. Of major importance during his tenure was the approval of a doctorate in educational leadership, an accomplishment which would not have occurred without his dedication to this goal and his persuasive presentation to the State's Council of University Presidents. His active participation in national organizations, including his chairmanship of the American Association of State Colleges and Universities Task Force on Excellence in Education, resulted in recommendations for educational changes nationally and within the college. William E. Shelton (1989-current) had previous experience as a teacher and administrator in public schools which has been evident in his support of the College, including his willingness to serve as a member of the Renaissance Group, an organization of presidents, provosts and deans dedicated to the improvement of teacher education.

VICE PRESIDENTS/PROVOSTS

Bruce K. Nelson (Vice President for Instruction, 1956-75) had been a public school administrator, including serving as superintendent of the Lincoln Consolidated Schools, a laboratory setting for College of Education student teachers. He not only facilitated the establishment of the College in 1959, but also monitored and encouraged its progress for the next nineteen years. Anthony Evans (1980 -83), a federal government administrator prior to becoming an executive assistant to President Brickley, was instrumental in involving the college with programs designed to assist Third World countries in developing their educational systems. Ronald W. Collins (1983 to present), previously the associate vice president, and prior to that a chemistry professor and department head, played the key role in winning support from the other university provosts for the doctorate, a prerequisite for consideration by the university presidents. His active participation in the Renaissance Group as a member of the executive committee, is further evidence of his support of the College.

REGENTS

Several regents were deeply involved in public education. Their commitment to schools was reflected in their interest in and support of the College of Education. Three especially stand out. Their names and professional positions while Regents are as follows: Timothy Dyer, Superintendent of the Wayne-Westland Schools; Geneva Titsworth, Assistant Superintendent of the Taylor School District; and, William Simmons, Superintendent of the Wayne County Intermediate School District.

MISSION(S) OF THE COLLEGE

The initial mission of the College was to prepare classroom teachers for the primary (elementary) school, typically a one-room school. A curriculum was also developed for those who would teach in the union or graded school (the pre-cursor of the high school). Those modest curricular offerings evolved into programs to prepare all professional personnel who will serve in schools: teachers (at all levels, pre-school through high school, and in all subject areas and specializations); guidance counselors; principals; and central office personnel, including superintendents. The mission also expanded to offer programs to prepare professionals who work in non-school settings and at the college level. These are in the areas of dance, recreation and park management, therapeutic recreation, sports medicine-athletic training, sports medicine-exercise science, community counseling, speech pathology, educational psychology (developmental and personality), educational technology, research and evaluation, social foundations, and college student personnel.

Within these missions special challenges and opportunities have arisen over the years, a consequence, in large part, of major social forces, including national assessments of the status of schools and teachers. These challenges, to which the college has been responsive, may be described briefly as follows: cultural diversity, educational services overseas, technology, the improvement of schools, and the improvement of teacher education (including the need for teachers in under-supplied fields and from under-represented populations.). An accounting for the initiatives and activities within each of these five areas demonstrates the influence each has had on the College of Education.

CULTURAL DIVERSITY

The civil rights movement of the 60's and 70's left its indelible mark on EMU, as well as on the nation. Goals were established within the College of Education to raise the awareness of racism and its negative effects, to include more multicultural content in certification programs, to increase the number of minority faculty, and to increase the number of minority students enrolled in certification programs.

A memorandum written in March of 1991 entitled "Eastern Michigan Initiatives to Attract More Minority Students into Teacher Preparation Programs" reflects the high priority assigned to this goal by the College and describes some initiatives taken by the University to create a more supportive campus environment for minorities. It reported the following:

"1. The Administrative Associate in the Office of Student Teaching carries responsibility for developing and supporting Young Educators Societies (YES) in urban school districts.

More than half of the time of this position was assigned to this activity during 1987-88. As a result, nearly twenty such groups were established. The initiative became a collaborative state-wide enterprise in the spring of 1988. The program is prospering today, including state-wide conferences. Our campus regularly hosts individual YES groups.

2. The College of Education Minority Educators student organization has functioned to support minorities who are pursuing a teaching certificate and to serve as a networking group to encourage other minorities to consider teaching as a career.

3. Letters have been sent to all non-declared minority students inviting them to come to informational sessions to learn about teaching as a career.

4. Students in the Upward Bound program and the KCP College Days programs are given information about teaching as an important career option.

5. The Urban Teacher Program, a collaborative program with Wayne County Community College and Wayne State University, is designed specifically to attract minority students.

6. A grant from the Michigan Department of Education Minority Equities Office is supporting a similar initiative to be offered jointly by Oakland Community College and Eastern Michigan University. This program is scheduled to enroll students in the fall of 1991. Contributions from business and industry will provide scholarships for its minority students.

7. A College of Education environment with which minority students can identify is of great importance. In the College of Education, there are fourteen minority faculty, ten of whom are African American, as are five secretaries. The associate dean responsible for admissions and field placements is African American.

The University's Multi-Cultural Center, the MLK Memorial Garden, the Office of Equity Programs, the Department of Afro-American Studies, the Black Faculty and Staff Association, the variety of student groups (Hispanic Student Association, Black Student Union, Black Greek Council, etc.) all help to create a setting which welcomes and supports minority students.

It is anticipated that the following minority students will be recommended for certification during the 1990-91 fiscal year:

Black	26
Hispanic	10
Native American	12
Other	<u>7</u>
	55

Others who are on program and should be recommended for certification at a later date are as follows:

Black	60
Hispanic	20
Native American	5
Other	<u>10</u>
	95"

In the four years prior to the circulation of the report quoted above, a total of 80 African Americans had been recommended for teacher certification, the second largest number among the 32 colleges and universities in Michigan preparing teachers. The effect of the enumerated strategies was a significant increase in those numbers.

The Young Educator Societies have continued to flourish. A state-wide conference in the spring of 1997 attracted over 400 participants.

The program entitled "Creative Linkages for Improvement of Minority Baccalaureate Degrees" (CLIMB) which started July 1, 1997, in partnership with Washtenaw Community College, holds the promise of increasing the current minority representation in teacher certification programs.

An Urban Teacher Program, designed to enable Detroit substitute teachers to qualify for teaching certificates, is in its second year. Drawing from a group known as Emergency Subs in Regular Positions, who already have baccalaureate degrees, groups of twenty enroll in courses offered on Saturdays in Detroit. Of the forty persons enrolled to date, 38 are persons of color.

In 1995, a recruitment video, "Slam Dunkin' Into Teaching," starring Thomas Fleming, an African American alumnus who was the 1992 National Teacher of the Year, was produced to encourage African American men to enter teaching.

Steps have also been taken to create a faculty which is more representative of the racial composition of society. As a result, minority representation on the College of Education faculty increased from 5.2% in 1982 to 17% in 1997.

Gender equity concerns were also being addressed, resulting in an improvement in the percentage of female faculty from 35% in 1981 to 55% in 1997.

EDUCATIONAL SERVICES OVERSEAS

In the late 1950's, two faculty from the Department of Education, Ron Slay and Charlie Rice, worked for two years in Cambodia, under

contract with the United States Agency for International Development (AID). They returned to the newly established College of Education conveying their excitement about the opportunities for the college to be of service to developing countries. In 1960, Dean Gex visited in Washington, D. C. with administrators of the International Cooperation Administration (ICA) concerning the interest of Eastern Michigan University College of Education faculty in providing technical education assistance to Third World countries. At that time, he learned that a plan was emerging to develop a program to prepare teacher educators and teachers for Somalia. The immediate outcome of these conferences was the designation of EMU as the training center for seven Somalia participants to be sent to the United States in January, 1961. In August of 1962, following an on-site survey of Somalia's needs, conducted by EMU faculty, and a visit to the campus by ICA officials, a contract was signed between EMU and the Agency for International Development (AID). A successful program was implemented which prepared more than 300 teachers in a new facility which had been constructed near Mogadiscio. Following a military coup in Somalia, which resulted in the development of a cordial relationship between Somalia and North Viet Nam, the contract was terminated in 1970.

In 1971, Louis Porretta, who had served as Chief of Party in Somalia (1967-70), began a two-year AID contract to prepare primary school headmasters in Botswana, Lesoto and Swaziland. He was assisted by David Gilies, a teacher in the Roosevelt Laboratory School.

The Somalia experience, along with Porretta's successful headmaster program, established a reputation for EMU as an institution which could work effectively with Third World countries. As a result, major long term contracts were subsequently signed with the United States Agency for International Development (AID) to develop a primary curriculum in Swaziland (1975-1983), and to prepare teacher educators for North Yemen (1979-1985). Porretta was the author of both of the proposals which resulted in these programs. He also served terms as chief of party in Swaziland and North Yemen. While College of Education faculty were central to the development and implementation of these programs, a separate office, the Office of International Projects, which reported to the Provost and Vice President for Academic Affairs, was established to provide administrative support and oversight.

With encouragement from the Office of Overseas Schools in the Department of State and the Office of the Department of Defense Dependent Schools, a different type of overseas service was instituted by EMU. Graduate level courses for teachers who were working in English speaking schools in the Near East South Asia (NESA) region of the world were taught overseas beginning in 1988. The program, taught by the graduate faculty, was in existence for four years, enrolling more than 100 graduate students in courses offered during the summer at Nicosia, Cyprus; London, England; and Nurenberg, Germany. Some of the students also came to the EMU campus.

An EMU/England Faculty Exchange Program functioned between 1967 and 1972, providing opportunities for faculty members and students from the College of Education and colleges in London to trade positions for an academic year.

A sister relationship between Hualien Teachers College in Taiwan and EMU, begun in 1984, resulted in summer-time teaching opportunities for EMU College of Education faculty at Hualien and the hosting of some of the Hualien faculty as they pursued graduate programs in Ypsilanti.

Since 1994, the college has been affiliated with the USA-Sino Teacher Education Consortium, an organization of some fifteen universities dedicated to the development of relationships between teacher educators in China and the United States. Opportunities for faculty to travel to China with faculty from other universities have been among the benefits of the affiliation. The Consortium headquarters were transferred to EMU from the University of Toledo in July, 1998.

Student teaching placements in other countries are allowed when appropriate supervision is arranged. Countries where student teachers have been placed include: England, Mexico, Egypt, Belgium, Netherlands and Germany.

In general, the interest in major overseas educational projects gave way to the need to assign higher priorities to urgent needs to help improve schools at home by building partnerships with them and by improving the preparation of the professionals who work in them.

TECHNOLOGY (COMPUTER LITERACY)

During the 1980's, the University and the College of Education felt the full force of the computer revolution. Among the actions which were taken during that decade and since then were the following: a special course (in 1981) for College of Education faculty to introduce them to the emerging world of computers; the establishment of computer laboratories within the college (initially in 1982), financed by the Provost's Office, and special grants from IBM and the Bonisteel Foundation; the creation of elective courses to prepare prospective and current teachers to use the technology; the revision of the undergraduate certification program (1984) to require experiences which would assure computer literacy; the authorization of a teaching certificate program for teaching about computers in the secondary schools (1984); the utilization of computers by and among individual faculty members and administrators to improve communication and to make more efficient all the administrative and scholarly dimensions of academic life.

The issues relating to the role computers should play in teaching, the debates over computer course content, the uncertainties concerning which hardware and software to choose, the struggle to find the money and spaces for laboratories, the need for technical assistance and a network administrator, all these matters and more have been and will continue to be part of the adjustment to the computer age.

IMPROVEMENT OF SCHOOLS

The publication in 1983 of the book, A Nation at Risk: The Imperative for Educational Reform, written by the National Commission on Excellence in Education, was the first of nearly a dozen reports and books critical of the nation's schools. It was a time for colleges of education to re-examine their relationships with schools and to help craft strategies to be of assistance in achieving the mandate for reform. The College of Education was prepared to meet this challenge, having previously initiated several programs designed to be of service to the schools. A forty-one page booklet, Eastern Michigan University and the Schools: Partners in Education, prepared in May of 1984, listed relationships and activities which were already underway.

In 1978, EMU had received a major legislative allocation (\$200,000) to enable the College to assist local school districts with professional development programs - the first such legislative grant ever made to a university. The plan was to pass the money on to the selected districts to implement programs which had been developed under the direction of University faculty facilitators who had worked with teachers in determining appropriate directions for improvement. The program continues to prosper today having evolved under three different titles: the Professional Development Program (PDP), the Staff Development for School Improvement Program (SDSI), and the Collaboration for School Improvement Program (C-SIP). During the program's twenty year history, it has garnered two national awards while serving more than 140 schools representing 45 districts.

An additional outreach program was established in 1981 entitled the School-Based Assistance Program. The College developed contracts with local schools to allocate professors' time to work on-site with teacher teams to find and implement solutions to instructional problems which had been identified by the schools. After working with two different schools, the program was discontinued in 1984 in favor of other collaborative strategies.

The Ypsilanti Southside Tutorial Project, under the direction of the Department of Teacher Education (1987-90), made use of pre-student teachers and faculty to provide direct services to youth.

A major initiative was taken in January of 1981 when a director, Winifred Warnat, was hired to give leadership to the National Center on Teaching and Learning (NCTL). The NCTL was conceptualized by President Porter who successfully attracted funding from the Charles Stewart Mott Foundation. A budget was developed which would support a four-year operational plan.

The center's mission reflected the Michigan Model of Educational Reform initiated by President Porter when he was serving as State Superintendent of Public Instruction. The introductory NCTL brochure described the center's purpose as follows: "The National Center on Teaching and Learning will extend the public service and research mission of Eastern Michigan University to the educational community. The

uniqueness of the center in promoting equality, equity and excellence in the schools is the underlying assumption that before more effective teaching and improved learning can be achieved, school personnel must be brought together to agree on the specifics of what is expected of students and that such expectations must be directly linked to instructional materials, teaching strategies, tests used and report cards sent to parents."

The Professional Development Program and the School-Based Intervention teams were attached to the center, as was a research project designed to identify the characteristics of effective schools. An assistant to the director was employed to coordinate the Professional Development Program.

The center's director met regularly with an executive committee composed of the president, the provost and the dean of the College of Education. While it closed in 1984, in the absence of funding to extend its life, it made more visible the college's commitment to serve schools. This commitment was continued under the direction of the College's associate dean, Mary Green, as she provided leadership for a newly established School/Educational Service Center. Today the Office of Collaborative Education carries on the tradition.

Three major programs currently underway have extended the College's commitment to help strengthen schools:

1. The Comer Schools and Families Initiative

With funding from the Skillman Foundation, the College of Education is collaborating with the Detroit Public Schools, the Detroit Federation of Teachers, the Organization of School Administrators and Supervisors, the City-Wide School Community Organization, and the Yale Child Study Center, to implement a comprehensive approach to school management. A fundamental principle of the project is that all constituent groups must work in a collaborative manner if schools are to be improved. The model, called the School Development Program, was conceptualized by Dr. James Comer at the Yale Child Study Center. Started in 1994, eighteen Detroit elementary schools are now involved.

2. The Consociate Schools

In 1994, the College of Education formed the nation's first "consociate school" under the definitions and expectations of The Renaissance Group, a group of university presidents, provosts and deans established in 1989, and dedicated to the improvement of schools and teacher education. Two schools, Farmington High School and Estabrook Elementary School (Ypsilanti), work with faculty facilitators to develop and implement directions for improvement, including how student teachers can be utilized to benefit the schools while improving their experiences.

3. Goals 2000 Project Schools

In 1997, the College received federal funds totalling approximately \$500,000 to implement five different projects within twelve different school districts. Eight College faculty are participating. The project titles and the districts involved are as follows:

- "Number and Pattern in African Culture: A Pre-service Mentorship Program," - Detroit
- "Plants and People of Many Cultures Who Hunt and Benefit from Them," - Waterford, South Lyon, Dearborn, and Berkeley
- "Chemists and Physicists of Many Cultures: Their Lives and Experiments," - Van Buren, Wayne-Westland, and Southgate
- "Earth Scientists and Astronomers of Many Cultures: Their Lives and Discoveries," - Plymouth-Canton, River Rouge, and Inkster
- "Farmington-EMU Science Teaching Project" - Farmington

IMPROVEMENT OF TEACHER EDUCATION

The process of improving teacher education has been continuous throughout the history of the College. Beginning in the 80's, however, the pace quickened in response to the many national reports which were critical of the status of education and the preparation of teachers. Nearly every dimension of the certification programs was subject to examination and change. Moreover, some changes were mandated by the Michigan legislature.

For example, in 1985, following an extended study of the certification programs, nine courses were eliminated or discontinued as requirements. Seven new courses were developed, including legislatively required courses in the teaching of reading. Group requirements and field experiences were changed. New multi-cultural requirements and computer competencies were introduced. Standards for entry were raised. Since that initial implementation of major revisions, additional changes have occurred regularly, creating programs in the late 90's which are markedly different from the programs in the 80's.

Beginning in the fall of 1987, standards for admission to the College began to include the results of standardized tests. A Pre-Professional Skills Test (PPST) was administered to all students seeking initial teacher certification. Students whose scores were significantly below the national average on each of three segments (mathematics, reading and writing) were not accepted into a program. In January, 1990, a "cut" score well above the national average was required for admission. A year later, three years after the College had initiated its testing program, the Michigan Department of Education implemented Public Act No. 451, legislation which required all candidates for certificates to pass a test in their area(s) of certification (major and minor) and in basic skills (reading, writing and mathematics).

An award winning program, Collaboration for the Improvement of Teacher Education (CITE), began its seven year history with a planning year in 1985. Funded by the National Institute of Education (later called the Office of Education Research and Improvement), its primary purpose was to use research knowledge to improve teacher education. Teachers, administrators and support staff were recruited from four school districts: Ann Arbor Public Schools, Lincoln Consolidated Schools, Willow Run Schools and the Ypsilanti School District, to join faculty from the College in creating research-based activities which certification students could experience in the schools prior to their student teaching. The students enrolled in campus courses which were block scheduled in order to provide uninterrupted time in the schools. After five successful years, which helped to integrate research findings into all pre-student teaching activities, the program succumbed to logistical and financial problems.

In January of 1984, a program was initiated to help relieve the nation's critical shortage of math and science teachers. The target populations were university graduates who had majors or minors in mathematics or science and were working in fields other than education. All courses were offered in evenings and on weekends. Area newspapers advertised the opportunity. Enrollees included a dentist, lab technicians, accountants and others. Three cohort groups began the program, with several individuals completing it successfully. The program was discontinued when it became apparent that the supply of mid-career prospects had been exhausted.

A marker event occurred in September, 1985, when the EMU Board of Regents, prompted by chairman William Simmons and President Porter, appointed a Commission on Creative Strategies to Solve the Educator Crisis, a twenty-six member commission drawn from the fields of education, business, industry and the community. The impetus for establishing this blue ribbon group was the prospect of a severe teacher shortage. From 1971 to 1984, the number of teachers produced by Michigan colleges had dropped from 16,798 annually to 3,140. In addition, an early retirement program predicted that 31 percent of Michigan's corp of teachers would be eligible for retirement by 1990-91.

The Commission focused not only on the educator shortage, but also on issues regarding the quality of present and future educators. Four specific goals were identified by the Board of Regents to be addressed by the Commission: 1.) Attracting and retaining quality individuals to the teaching field. 2.) Developing innovative nationally attractive teacher education programs. 3.) Enhancing professional development programs for teachers. 4.) Enhancing professional development programs for administrators.

Meeting for the first time in December of 1985, the Commission met intensively for nine months developing thirteen general strategies encompassing 75 specific recommendations. Implementation committees were formed, one for each strategy, with membership from throughout the University. Within a year after the Commission's final report, one-third of the recommendations had been implemented, one-third were ready for implementation pending additional funding, while one-third were in the process of further review and development.

Following the Commission's study, there was an unprecedented increase in the number of admissions to teacher certification programs across the state. (See the section on Enrollments for the impact on EMU.) This relieved the pressure to implement some of the Commission's recommendations. Moreover, the demand for resources to accommodate this growth delayed or cancelled some recommendations which required funds. Nevertheless, the Commission had developed a challenging agenda, described in a booklet, Time for Action, which accelerated the implementation of existing initiatives and recommended many new directions.

An Urban School Coalition, established by President Porter in 1984, brought together the superintendents from Detroit, Flint, Lansing, Pontiac and Saginaw to plan strategies for addressing school problems unique to urban settings. While the Coalition office was in the Department of Leadership and Counseling and its director taught part-time in that department, the program reported directly to President Porter. The activity eventually became known as the Urban Education Alliance.

A Distinguished Chair in Urban Education was established by the Regents in December, 1988, with Emeritus President Porter designated as the first person to fill the position. Porter discontinued his contract in order to serve as interim superintendent of the Detroit Public Schools. He continued, however, to seek funding for the chair (one million dollars) in order to assure its existence in perpetuity, a goal which was realized in 1998.

In 1988, an innovative collaborative Urban Teacher Education Program was initiated by the College of Education in partnership with Wayne County Community College (WCCC) and eventually including Wayne State University (WSU). It was the state's first teacher education program designed specifically to prepare students to teach in urban schools and the first program to make use of the experimental program provision in the teacher certification code. With a focus on prospective students from the cities of Detroit and Romulus, a major goal was to increase substantially the number of minorities who have chosen to prepare for a teaching career in Michigan.

An associate degree program was structured at WCCC which included course requirements prescribed by EMU and WSU, and taught by their

faculty members. Parallel field experiences in urban schools were developed and students were assigned to teacher mentors. After the first two years, some of the advanced baccalaureate courses continued to be taught on the WCCC campus while others were taught at WSU and EMU.

By 1992, 175 students had been enrolled in the program, working with over 100 mentors. Initial sources of funding were unable to continue their support with the result that the program concluded in 1993. Many students who had not yet graduated continued their studies following the traditional programs.

DOCTORATE

There are at least eleven levels of approval before a doctoral program can begin. The first six are internal to the University: (1.) Approval by the department and then (2.) the college in which the program will reside. (3.) Approval by the Graduate School and then (4.) the Provost. (5.) Approval by the President and then (6.) the Board of Regents. The next two approvals are external to the University and must come from the other state universities through their designated bodies, i.e. 7.) the Academic Officers' Group and (8.) the Presidents' Council of State Universities. From there the program enters (9.) the legislative arena where support needs to be gathered to include the program in the next Higher Education Appropriation bill, a bill which must be (10.) signed by the governor. The final step (11.) is review and approval by the North Central Association accrediting agency, a process which has its own internal review steps.

Among the several matters which need resolution before a doctoral proposal can successfully win approvals are the following: evidence of the need for the program, program design issues, standards for admission, the program's rigor, faculty qualifications, and cost considerations.

Previous efforts in 1975 and 1981 to establish a doctorate (Ed.D.) in Educational Leadership had succeeded internally, but could not win support beyond the University. A 1984 report from Governor Blanchard's Commission on the Future of Higher Education in Michigan specifically recommended that only the "big three" (University of Michigan, Wayne State University and Michigan State University) be authorized to award doctorates. President Porter aggressively challenged that recommendation

indicating that he would not give up the fight to secure a doctoral program unless Eastern's sister schools throughout the state agreed to disband their existing doctoral programs.

As a result of the persistence and dedication of many faculty and administrators, including the forceful and persuasive presentations made by Provost Collins and President Porter within their respective academic and political arenas, the program was approved by a supportive EMU Board of Regents in May of 1988, the same month that approval was granted by a reluctant Academic Officers Group and the Presidents Council. Final legislative authorization was achieved when Governor Blanchard signed the Higher Education Appropriations Bill on August 18, 1988.

In March of 1989 a committee from North Central Association (NCA) visited the campus to conduct a preliminary review of the University's readiness to implement a doctoral program. The committee recommended several changes in the program's design and required the hiring of additional faculty with experience working with doctoral students. The steps they proposed required time to accomplish, resulting in a delay in the beginning of the program until the fall of 1991. A subsequent visit from the NCA resulted in the full accreditation of the program including several commendations. The first doctorate was awarded in 1994.

CENTERS AND SPECIAL PROGRAMS

Described previously was the National Center on Teaching and Learning which was succeeded by three centers bearing different titles: School/Educational Service Center, School Service Center, and currently, the Office of Collaborative Education.

In 1969, Eastern established its Center for Community Education providing services and materials for local school districts involved with or considering community education programs. The center has operated continuously for nearly thirty years, although currently it functions on a reduced basis.

Eastern Michigan University has been a leader in the community education movement since the middle 50's when it established a graduate study program in Community Education in Flint. In 1964, it entered into a

training program for Community School Administrators in cooperation with six other Michigan universities. The program, funded by the Mott Foundation, included over 700 participants during its twelve year history.

In 1973, the Michigan Consumer Education Center was established. Its primary focus was to strengthen consumer education in Michigan schools by providing materials, programs and services to K-12 personnel. Funding during its first decade came from a variety of state-level sources, including the Michigan Department of Education, foundations, banks, credit unions and the University. During the 80's and 90's, as its reputation grew, support came increasingly from national sources. Concurrently, the Center's mission was expanded to include personal finance education and general (non-school) consumer education. As a result, the name was changed to the National Institute of Consumer Education, appropriate, also, because of its adjunct relationship to the ERIC National Clearing House for Consumer Education. Following a twenty-five year history within the College of Education, all under the leadership of its original director, Rosella Bannister, the Institute was transferred to a new Division of Extended Programs at the time of the director's retirement in 1998.

Planning for the The Reading Academy began in 1978 as a result of a Department of Health, Education and Welfare grant designed to improve adult literacy. The College of Education Academy offered its program to adult clients recommended by a variety of social agencies. It operated in Boone Hall from the fall of 1979 through 1985. During the nearly six years of its existence on the campus, approximately 300 adults were served annually by nearly 800 tutors who had been trained by the Academy.

In 1985, the program moved to the Ypsilanti Ford Plant to establish the UAW-Ford/EMU Academy Basic Skills Enhancement Project. Funded by the UAW-Ford National Development and Training Center, it was the first learning center in the nation to be offered on-site in the automobile industry. By 1988 it was offering reading, writing, business, math and computer awareness instruction to more than 250 employees who needed extra instruction in those areas. The program's success resulted in similar programs at the Ford plant in Trenton and at a Chrysler plant in Milan. Those programs, although now separated from EMU, remain today as testimony to the need and to the vision of Rena Soifer, the director until 1993.

In 1988, the Center for Substance Abuse Education and Training was established within the Department of Health, Physical Education, Recreation and Dance to be operated jointly by EMU and the Catherine McAuley Health Center. Its purpose was not to offer treatment, but to service the 83 school systems within 60 miles of the two institutions, plus industry and community organizations, by offering education and training programs. The joint arrangement continued through 1991, when Catherine McAuley assumed full responsibility for the program.

The Center for Education and Law functioned for three years (1980-83) offering assistance to school districts concerning legal topics and selected issues affecting education (i.e., teacher tenure, church/state issues). The Center was a self-supporting activity which drew its entire support from fees for services.

An Eduhostel Program, offered during 1984-85, illustrates the many short-term, innovative programs presented over the years by the College of Education, often in collaboration with the Division of Continuing Education. Ten two-day mini-conferences were offered during a summer session to enable teachers, administrators, school board members, parents and school service personnel to become informed about educational issues. Later, from December, 1984 through March 1995, the format changed to six Saturday morning "breakfast" sessions from 9:00 to 11:30 a.m. Some of the topics offered were: "Is There Life After The National Education Reports: the Reality of Schooling," "Drug Education: Does It Do Any Good?," "The Effects of Divorce on Children," "Writing In the Content Areas," "Motivational Activities for Secondary Students," "The Autistic and Severely Disturbed Pre-Schooler."

LABORATORY AND CLINICAL SETTINGS

LABORATORY SCHOOLS

Egbert R. Isbell's book, A History of Eastern Michigan University: 1849-1965, devotes an entire chapter to the history of training (laboratory) schools, beginning with the first school which opened in 1853, a single room with 27 pupils, and continuing with detailed descriptions of the development of the Lincoln Consolidated School District and its use as a training site, and the building of the Roosevelt

School. The affiliation with Lincoln Consolidated ended in 1973. Roosevelt School closed in 1969 in response to a legislative resolution requiring that action. All of the laboratory schools in the state had closed by the end of the 60's. Quoting from Isbell's book, "...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 student teaching in this manner...", these were the stated reasons for the end of the laboratory school era.

The Rackham School first enrolled special education children in the fall of 1939, including 24 who lived in the building's dormitory. Michigan Normal was hailed as the first in the nation to construct a special building for teacher training in the field of special education. A generous gift from the Horace H. and Mary A. Rackham Fund enabled this to happen. After nearly four decades, the school was closed and the children were transferred to the Ypsilanti District's Estabrook Elementary School where the special education students could be integrated with other students whenever possible.

CLINICAL SETTINGS

Four College clinics have functioned to provide practicum experiences for students enrolled in programs in each of the four areas. Three of these have extended valued services to clients from communities beyond the University: 1.) The Speech and Hearing Clinic, offered within the Department of Special Education, has a long history of superior service. 2.) The Department of Teacher Education's Reading Clinic helps area students improve their reading skills. It has on past occasions been available during summers at the Washtenaw Intermediate District to help students chosen from the ten school districts. 3.) The Counseling Clinic, has provided the setting in which advanced counseling students apply their knowledge. A special grant in the 80's enabled a satellite practicum to be offered for three years in the city of Cherry Hill. 4.) A Bio-Fitness Clinic, now called the Ruth Boughner Laboratory of Applied Physiology and Clinical Assessment, was established in 1985. While this clinic does not serve the public, it is an integral part of the Sports Medicine Program.

FACILITIES

For the past three decades, the departments of Special Education and Health, Physical Education, Recreation and Dance have been housed more or less adequately in the aging Rackham and Warner buildings. It has been a different story, however, for the departments of Teacher Education and Leadership and Counseling, the Office of Academic Services, the Deans' offices, the computer laboratories, the Reading Clinic, the Counseling Clinic, the Center for Community Education, and the Urban Education Alliance, all of which were located in Boone Hall, along with the classrooms assigned to classes. Beginning in 1983, when the Department of Teacher Education was moved from the top floor of Pierce Hall to Boone Hall, existing space problems became exacerbated. A subsequent move which placed selected faculty from Teacher Education, along with the Reading Clinic, in spaces on the seventh floor of Pray Harrold, provided some relief.

The need for a new College of Education became an undebatable cause. In 1987, President Porter authorized the formation of a planning committee to develop educational specifications for a new facility. To reinforce the need, a detailed presentation was made to a committee of the Board of Regents which included slide pictures of the other colleges of education in the Mid-American Conference. In the fall of 1989, the Regents adopted a program statement proposing construction of a new College of Education facility and authorized the University administration to submit it to the state for funding consideration. One of the Regents, Donald Shelton, referring to the origins of the University, commented, "You've got to dance with the person who brought you."

In April of 1990, Executive Vice President Roy Wilbanks described for 150 persons at the monthly meeting of the Ypsilanti Area Chamber of Commerce a 88.4 million dollar facilities plan which had been under development for fourteen months. Funds were included for two major academic facilities: a new College of Education and the expansion and renovation of the University Library. The College facility was to be built on the site of the physical plant, near Oakwood and West Circle Drives.

Subsequent discussions within the University and with representatives of the legislature, which were culminated in 1992,

resulted in a change of plan: the new facility would be the Library and the College would occupy the vacated and renovated library. A variety of factors influenced this decision, including the fact that the state had experienced a major surplus of teachers, making the need for a new college of education less persuasive politically. In addition, the university-wide service provided by the Library enabled it to attract a broad base of unequivocal support.

This change benefits the College in two respects: The new location places it in the heart of the campus. The size of the former library substantially exceeds the footage which had been requested in the proposed new facility, offering new opportunities for consolidating clinics and creating other innovative spaces.

The new library opened June 1, 1998. College of Education faculty moved into the "new" John W. Porter College of Education building in July of 1999, preparing for the arrival of students in September. The building, judged to be one of the most technologically advanced buildings on campus, and one of the outstanding professional education buildings in the country, will serve as the center piece for the celebration of the College's fortieth anniversary.

ENROLLMENTS

According to the American Association of Colleges of Teacher Education (AACTE), Eastern Michigan University has been the nation's largest producer of educators for eleven of the twelve years since 1986-87.

There are a host of factors which influence enrollments in colleges and universities. One of the most significant is the number of high school graduates. For example, Michigan public high schools graduated 115,206 students in 1982-83, in contrast to 84,764 in 1992-93. College of Education enrollments, however, are also influenced by the way high school graduates view opportunities in the field of education. Is the work valued in society? Is the pay acceptable? Are the working conditions favorable? And, most importantly, are there jobs available? Additional factors are certification rules which may require experienced teachers to return to college to take additional courses, and the competition from other professions, especially for women and minorities. In general,

however, enrollments have reflected the need for teachers. When the supply exceeds the demand, enrollments fall. When the prospects for jobs are good, enrollments rise.

Following a decade of an over-supply of teachers, Eastern Michigan recommended only 1,048 teaching certificates in 1983-84, in contrast to 2,826 in 1973-74. The nadir in student admissions to certification programs (458) and in student credit hours (57,323) occurred in 1983-84. Seven years later, in 1990-91, after the demand for teachers had increased dramatically, so did admissions (1,115) and student credit hours (91,986).

Eastern Michigan University's long and strong reputation for quality teacher education programs has not made it immune from these "boom and bust" cycles, although data indicate that EMU was affected less negatively than its sister institutions in the state. For example, the percentages of decline in provisional certificates between 1982 and 1985 among the five major teacher producing universities are as follow: Central Michigan-19%, Michigan State -27%, Western Michigan -28%, Wayne State -58%, and Eastern Michigan -7%.

The College of Education's contribution to overall enrollments in the university has been substantial, in spite of the fluctuations. Throughout the 70's, the college awarded from 70.4% to 80.5% of all masters degrees. During the same time span, the percentage of baccalaureate degrees conferred ranged from a low 23.4% to a high of 33.8%. During the 1990's, the numbers become markedly different. Using SCH as the measure, College of Education students generated in 1990, 11.6% of all undergraduate SCH and 49.5% of the graduate. In 1997, the parallel percentages were 12.7% and 27.9%.

In spite of the shifting statistical relationship within the university, it is important to repeat the fact that among all universities preparing educators, Eastern Michigan University's College of Education has been the largest producer of educators in the nation for eleven of the twelve years since 1986-87.

RECOGNITIONS AND AWARDS

PROGRAMS

In addition to receiving national attention for the size of its program for educators, Eastern Michigan University has been the recipient of many national awards. It was the only university in the nation to receive four "Showcase for Excellence" awards from the American Association of State Colleges and Universities (AASCU) between 1985 and 1992. In 1985, it was recognized for its "Preservice Elementary Teacher Preparation Program" and its "Staff Development for School Improvement" (SDSI) program. In 1987, an award, then renamed the Christa McAuliffe Showcase for Excellence Award, was given for the performance of the "Commission on Creative Strategies to Solve the Educator Crisis." In 1992, the fourth Christa McAuliffe Showcase for Excellence Award was presented in recognition of a program which promoted multicultural literacy.

Two awards came from the Association of Teacher Educators (ATE): "Distinguished Program in Teacher Education" (1986), and "Collaboration for the Improvement of Teacher Education" (CITE) (1991).

In 1987, the College of Education received the prestigious "Distinguished Achievement Award in Teacher Education " from the American Association of Colleges for Teacher Education (AACTE). In 1997, AACTE selected the Consociate Schools program for recognition as an Exemplary Teacher Education Program, representing an "Innovative and Best Practice" category.

Additional awards came from the American Association of School Administrators (AASA) (1986), "Exemplary Staff Development Program Which Serves as a Model for the Nation's Schools;" from the National Science Teacher Association (NSTA) (1985), "Exemplary Science Program;" and, in 1991, the Silver Award from the Council for Advancement and Support for Education (CASE).

Eastern Michigan University was the only public university to be included within a list of ten innovative teacher education programs in the book, Those Who Can, published by the Association of American Colleges (1989).

EMU is accredited by the National Council for Accreditation of Teacher Education (NCATE), and has been continuously since 1954. In addition, (where such recognitions exist) specific fields are officially accredited or recognized by national discipline-based organizations as follows: National Science Teachers Association; National Association for the Education of Young Children; Association for Childhood Education International; International Society for Technology in Education; International Technology Education Association/Council on Technology Education; National Council for the Social Studies; National Council of Teachers of English; National Council of Teachers of Mathematics; National Science Teachers Association; National Middle School Association; American Alliance for Health, Physical Education, Recreation and Dance; International Reading Association; Council for Exceptional Children; American Speech-Hearing-Language Association; Council on Education for the Deaf; and National Association of Schools of Music. Counseling programs are accredited by the Council for Accreditation of Counseling and Related Programs. Recreation programs are accredited by the National Recreation and Parks Association. The program in athletic training is accredited by the Joint Review Committee on Educational Programs in Athletic Training.

In 1997, Eastern Michigan University was recognized for being the first institution in the nation to transmit its NCATE report electronically.

ALUMNI

College of Education graduates who have brought honor to themselves and to the university number in the thousands. Among a host of former students who have distinguished themselves as educational leaders are the following: Don Cameron*, the Executive Director of the National Education Association; Timothy Dyer, former Executive Director of the National Association of Secondary School Principals; William Morris, former President of the American Association of School Administrators; Sue Sufranski, President of the National Association of School Psychologists; Lynn Babcock, President of the National Association of Elementary School Principals; Thomas Stobie, President of the National Association of Secondary School Principals; Donna Rhodes*, Executive Director of the National Foundation for the Improvement of Education; Colonel Gene Bruce, former Director of the Army Continuing Education

System; Valerie Becker, National Education Program Administrator for Chrysler Corporation; Edith Swanson (deceased) and Mary Dean Barringer, both appointees to the initial National Teachers' Standards Board; (Mary Dean Barringer had previously been selected as the National Outstanding Special Education Teacher of the Year and Edith Swanson had served on the NEA Board of Directors); John DiBiaggio*, former President of University of Connecticut and Michigan State University, and current President of Tufts University; Timothy Quinn, former President of Northwestern Michigan College; Arthur Ellis, Superintendent of the Michigan Department of Public Instruction; Thomas Fleming*, National Teacher of the Year (1992); and, James A. Wilford, National Superintendent of the Year (1989). (Those asterisked* received honorary doctorates from EMU.)

Several alumni have been honored as the Michigan Teacher of the Year, the most recent one in 1996. During the five years between 1984 and 1989, EMU graduates were selected as the Michigan Teacher of the year for three of those years and first runner-ups twice. Others, too numerous to count, have been chosen for a school district's "Teacher of the Year" award.

In 1996, College of Education alumni were named not only Michigan Teacher of the Year, but also Elementary Principal of the Year, Secondary Principal of the Year, and Superintendent of the Year.

Seven College of Education graduates have received the prestigious Presidential Award for Excellence in Mathematics Teaching. Five have been honored with the Presidential Award for Excellence in Science Teaching.

Seventeen other alumni have been recipients of the highly acclaimed Milken Family Foundation's National Educator Award which includes a \$25,000 prize. This is more than from any other college.

FACULTY

Many faculty have been chosen as presidents or officers of state, national and international professional organizations. Others have been honored nationally for their scholarly publications.

On the campus, members of the College of Education faculty have

regularly been chosen to receive EMU's Distinguished Faculty Senior or Junior Teaching Award and the Distinguished Faculty Award for Service to the University. In addition, the EMU Alumni Association's Teaching Excellence Award has been awarded frequently to College of Education faculty members.

A different type of recognition occurred when evidence from students was collected concerning the faculty's excellence in teaching. A 1986-88 analysis of students' judgments of the effectiveness of teaching in more than 9000 courses (Students responded to the question, "What is your overall rating of the teaching effectiveness of this instructor?") revealed that College of Education faculty far exceeded the other four colleges in the percentage of the classes for which they received only A's (much above average) and B's (above average). The College's percentage was 19.4%, in comparison to the second place college with 13.8%. (The last among the five colleges was 4.1%).

STUDENTS

A Michigan Student Teacher of the Year contest was initiated in 1986 by the Michigan Association of Teacher Educators. EMU students have dominated the competition. Seventy-six have been chosen as follows: 37 Honorable Mentions, 21 Semi-Finalists, 14 Finalists, and four who have been chosen as the Michigan Student Teacher of the Year.

Students entering teacher certification programs have generally carried a collective grade point average (well over a 3.00 G.P.A.) significantly higher than the university-wide average. Their pass rate on the state's mandated certification tests typically exceeds the state average.

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.

OTHER

Publications from the College sent to alumni and friends have included the Elan, a journal of informative and provocative articles

*Some Dates of Interest in EMU's History
(between 1849 and 1959)

1849 - The first teacher education institution west of the Alleghenies, the sixth in the United States, was established when the Michigan Legislature, on March 26, 1849, approved Act No. 138 which authorized a State Normal School, with an associated model school.

Section 1. Be it enacted by the Senate and House of Representatives of the State of Michigan, That a state normal school be established, the exclusive purposes of which shall be the instruction of persons, both male and female, in the art of teaching, and in all the various branches that pertain to a good common school education; also, to give instruction in the mechanic arts, and in the arts of husbandry and agricultural chemistry, in the fundamental laws of the United States, and in what regards the rights and duties of citizens.

Section 7. They (the State Board of Education) shall also establish a model school in connection with the normal school, and shall make all regulations necessary to govern and support the same.

The Act further provided that a student, after having attended the Normal School for 22 weeks, would, upon due examination and approval, be certified for teaching.

The State Board of Education was established specifically to give direction to and oversee the Normal, a function it continued to perform until 1964, even though its duties did, of course expand to include other responsibilities for the State's educational system.

Although the Normal could provide a certificate for teaching, it was necessary to pass examinations on the local level before employment could occur.

1852 - Adonijah Strong Welch was appointed as the first principal, the Normal building was dedicated, and a Teachers' Institute began almost immediately, during which the State Teachers Association (now the Michigan Education Association) was founded with Principal Welch serving as its first president.

Welch was born in Conn., got a degree from the U of M in 1846, read the law and was admitted to the bar, but chose instead to organize the state's first Union School in

Jonesville, five miles north of Hillsdale. Went west with some other Jonesville men to find gold, but returned soon to give leadership to another pioneering effort: the Normal school where he served until 1865, or for 13 years.

Wrote two books. Known as a tough disciplinarian.

Bill Shelton is listed as our 18th president. Technically, he is the 9th, the first nine all carrying the title of principal. Richard Boone was the first person to receive the title of president, when during his tenure in 1899, the Normal School became the Normal College, in 1899. (He was called principal from 1893 to 1898.)

1853 - The Normal officially opened to students, offering a "Classical Course" (for those who will teach in the emerging Union schools) and an "English Course" for everyone else.

1854 - The first class, three in number, graduated.

Two were women and one was male. (the U of M didn't admit women until 1870. The Normals were on the forefront of providing opportunities for women as students - and as professors.)

The male was J.M.B. Sill who returned to the Normal in 1883 (at the age of 55) where he served as the 7th Principal for seven years. This means he was only 18 when he graduated from the Normal.

Admission age requirements were raised from 13 for the Classical course and 14 for the English course to 16 for males and 18 for females.

The function of providing instruction in agriculture and the mechanic arts was taken from the Normal and assigned to the new Michigan Agricultural College. (Now known, of course, as Michigan State University.)

1890 - The bachelor's degree was authorized, based on four years of college-grade work.

This was an important step in the journey toward college status.

Previously Normal awarded only certificates or diplomas.

1893 - The work in professional education was organized as a separate department, the Department of Mental and Moral Science and the Theory and Art of Teaching, known more generally as the Pedagogical Department.

Daniel Putnam was its first head, after serving as the first official head of the Training School, the first librarian, and acting principal on three different occasions. Wrote four major books. Served the Normal a total of 38 years. Was department head from 1893 to 1906.

1894 - The Department of Physical Education was established, becoming the first department in the West to train teachers in physical education.

Wilbur Bowen was the first Department Head. After graduating from the Normal in 1886, he was an assistant in the math department for five years, but was influenced by Lucy Osband, Head of the Natural Science Department, to become interested in physical education. After serving for three years at the University of Nebraska as Director of Gymnasium, he returned to the Normal as the Department Head. He was a prolific writer (5 books) with a national following. His best known textbook was entitled, Applied Anatomy and Kinesiology, which went through 7 editions. He served as Department head for 31 years.

(Eric Pederson's excellent history of the department is worth reading. A copy is available in the Archives in the Library.)

1895 - A second Normal was established in Mount Pleasant, soon to be followed by one in Marquette (1899) and in Kalamazoo (1903).

MSNC fought the proposal to establish the second Normal, arguing that the first was not supported adequately. The demand for more teachers than Normal was producing won out, however. Moreover, MSCN graduates were increasingly going to the better paying graded or Union schools creating a great need for rural teachers. The acts creating the new normals specified they should prepare and train persons for teaching in the rural district schools, as well as in the primary departments of the graded schools. (Isbell, p. 60)

It is appropriate to point out here that, in the same year the Kalamazoo Normal was established, "the Legislature authorized county training classes, not more than one to a county, to be organized under the direction of a county normal board, for teachers of rural schools. By 1912, there were fifty county normals, admitting young people 18 years of age who had completed the tenth grade in high school or had two years of successful teaching. (Isbell, p. 60.)

1897 - The new Training School (now called Welch Hall) was dedicated.

1899 - The name was changed from Michigan State Normal School to Michigan State Normal College.

1902- The Normal Executive Council was formed and functioned until 1964.

When the additional Normals were established, the State Board felt a need to develop arrangements for coordinating the work of the three schools (with a fourth anticipated). They decided to place all three schools under a single head, to be given the title of President of the Normal Schools of Michigan. An appointment was made in 1990, but this administrative structure lasted less than two years. It was followed by an Executive Council made up of the leadership of each of the schools and chaired by the president of MSNC. The Council reported regularly to the State Board seeking approval for its recommendations before implementing them. This arrangement was in effect for 62 years until each of the Normals had its own board of regents.

1912 - The first extension course was offered. (In Bay City)

A Director of Extension was appointed, Horace Wilber, in 1922, serving until 1944. In 1949, about 2300 students were enrolled in regular daytime classes, while another two thousand were enrolled in evening extension classes, correspondence lessons, and summer teaching institutes. (As reported in "The First 100 years of MSNC,") Fifty-three classes in twenty-five centers in the fourteen counties of southeastern Michigan. Courses.

During WW II, campus professors used off-campus courses to make up a full-load, since on-campus enrollments were declining dramatically while teachers in the field continued to want classes. While they lost the added income which extension classes had provided, they were able to keep their jobs.

Issues: territorial questions (MSNC was given the fourteen counties), standards, faculty qualification, pay.

1915 - The course, Psychology of Exceptional Children, was offered, making the Normal the first state teachers college in the United States to establish training for teachers of handicapped children.

Within the next two decades, 118 institutions in the U. S. and Canada had followed our lead and were offering courses for exceptional children.

1919 - The Department of Rural Education was organized.

Marvin Pittman, who had just completed his doctorate at Columbia, became the first head and served for 15 years before becoming the president of Georgia State Teachers College. His lasting legacy was the establishment of the Lincoln Consolidated School.

1924 - The Department of Special Education was formed.

The first teacher training institution to organize a Department of Special Education, nine years after offering the first course in the field.

Charles Morris Elliott, one of the giants whose name is not on any building, became the first head. His vision and leadership was responsible in large part for the national interest in providing courses and programs for special education teachers. Also, it was he who approached the Rackham's for the gift which resulted in the building.

The Lincoln Consolidated School opened its doors in a contractual relationship with the Normal to train teachers for rural schools.

Thanks to the leadership of Marvin Pittman, thirteen school districts were brought together as one. Visitors came from throughout the nation to observe this model consolidation effort.

1925 - Roosevelt High School was opened.

This succeeded Normal High which had existed since 1904. Roosevelt closed in 1969.

1934 - The promise to become a teacher as a prerequisite to admission to the Normal was dropped. Students could be granted a degree without at the same time having to qualify for a teaching certificate.

"We, the subscribers, do hereby declare that it is our intention to devote ourselves to the business of teaching in the schools of this State, and that our sole object in resorting to the normal school is the better to prepare ourselves for the discharge of this imperative duty." (Putnam, p. 43.)

1938 - A graduate program, leading to a Master's in Education, was established in cooperation with the University of Michigan.

Actually, at a much earlier time, the State Board authorized the Normal to grant the degree of Master of Pedagogics to anyone who met three conditions: a Bachelor of Pedagogics from the Normal, five years of successful teaching, and had submitted an acceptable thesis upon some subject connected with the History, Science, or Art of Education. This degree was dropped in 1912. (Isbell, p. 285)

The cooperation was one-sided, with the program's supervision and control completely in the hands of the University. Courses taught on the Normal campuses had to be approved, and members of the University staff were to visit and evaluate courses conducted by the teachers college staff. The program was limited to three areas: Elementary Education, Special Education and Rural Education.

1939 - The first dormitory was constructed.

The Julia Ann King Residence Hall. Prior to its construction, students lived in rooming houses which had been approved by the Normal. (Isbell, p. 315)

The Rackham building was dedicated.

The Normal was hailed as the first in the nation to construct a special building for teacher training in the field of special education. A dormitory wing for 24 resident children was provided making it possible to serve children from distant communities. The building was described as "the best facility of its kind in the world. (Isbell, p. 104)

1940 - The Normal became the first teacher training institution to organize a curriculum for library service.

This program was phased out in the middle 80's.

1943 - A proposal was made to close the Normal to make its dormitories and classrooms available to house workers who had been imported to work in the Willow Run bomber plant.

Fewer than 700 students were taking classes.

Thousands of war workers were being brought into Ypsilanti. A major effort to construct temporary, barracks-like housing in the Willow Run area didn't seem to be adequate. The College seemed the logical solution to the problem.

John Hannah, president of Michigan State, and Alexander Ruthven, President of the U of M, spoke against the proposal. Hannah: "The Ypsilanti school is one of the finest and oldest