Preface

100 Years of the School of Education and Allied Professions:
Teaching the Teachers and Changing Society

By Kate Rousmaniere
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The School of Education and Allied Professions at Miami University is rich with history. Not only do we still work and study in McGuffey Hall, the first wing of which was completed in 1910, but we continue our century long commitment to the education of professionals in all aspects of schooling, social service, and family living. In writing this history, I have been impressed by the persistence of the School's educational themes, and by the powerful presence that the School has maintained at Miami University for one hundred years.

This text is intended to be a short, general history of the School's first one hundred years. A more detailed history can be found in the 85th anniversary, "A Historical Perspective," available at the Miami University archives. My intent here was to capture the main themes and characters of the School's history so that current students, faculty and staff, alumni, and other interested readers could grasp both the significance and the unique character of the School. One symbol of that character is the image of the long stem tulips that appear throughout the text and which we found on a promotional card for the University from the first ten years of the School of Education's existence. The tulips symbolize growth and aspiration, as well as the beautiful flowering of the Miami campus each spring. All other images were found in the Miami University archives and in Education School publications.

The writing of this history and the other related events of the centennial celebration of the School of Education and Allied Profession are generously supported by Dean Barbara Schirmer. I was supported in other invaluable ways by the EAP Centennial Committee consists of: Curt Ellison, former Dean; Professor Susan Rudge; Professor Kay Walla, emeriti; Karen Denzler, Assistant to the Dean, and Carlos Blair, graduate student in the Department of Educational Leadership. Miami University's archivist, Bob Schmidt, helped me immeasurably with the writing of this history.

For more information about the School of Education and Allied Profession's history, see http://dis.lib.muohio.edu/seap/ or the School's main website: http://www.units.muohio.edu/eap/.

Kate Rousmaniere
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As one of the first teacher education schools in the state of Ohio, and a leader in the development of educational studies in the allied professions of social service, health and physical education, Miami University’s School of Education and Allied Professions has made a significant impact on the university, the education profession, and society at large. Founded in 1902 as the Ohio State Normal School, the institution immediately transformed the ninety year old university by admitting the bulk of Miami’s first women students and students of color, and hiring some of its most distinguished men and women faculty. As the first professional school at the University, the School quickly expanded its responsibility from the preparation of elementary and secondary teachers to related fields in physical education, family life and health care, and school administration. Within these fields, Miami’s School of Education and Allied Professions developed a progressive mission of service to the community, contributions in new research, and leadership. After one hundred years, the School has proven to be a progressive change agent on the university campus, the professions, and society at large.
Early Teacher Preparation Programs at Miami University, 1809-1902

A formal program for teacher preparation was founded at Miami University in 1850. Called the Normal Department, it did not offer a full degree. The curious name originated from the French term *ecole normal* which indicated a general, non-specialized education to prepare teachers for general educational instruction. Through the nineteenth century, most normal school programs were two year courses of study in general academic work, classroom pedagogy, and an early form of psychology.

But for the most part, normal education was quite eclectic, often attached as part of secondary education or offered in occasional summer school institutes or weekend programs. Many teachers who worked in American schools through the nineteenth century had no formal training and, particularly in the mid-west and west where educated citizens were few and far between, many became teachers who only days before had been students. It was not until the early 1900s that states began the systematic regulation of teachers’ certification and preparation programs at the collegiate level.

In the years before the Civil War, enrollment in Miami’s Normal Department was a significant part of the University. In 1854, there were 63 students in the Normal Department and 266 students in the rest of the University. These education students were all young men: Miami was, after all, still an all-male institution, and at this time, most American teachers were men. Some became professional tutors, while others taught for a few years as they prepared their studies for other professional and more lucrative careers in law or medicine. Others took jobs in rural or town schools on the expanding frontier. Some graduates interwove their educational training
with the religious and reform emphasis that characterized much of higher education in this period, including a public university like Miami whose early presidents were Presbyterians. For example, Mitchell Brown, class of 1840, moved to Nashville after the Civil War and taught in a United Presbyterian school that was set up for freed African American slaves.

Not surprisingly, enrollments at both the University and the Normal Department plummeted during the Civil War when great numbers of students volunteered for the war effort on both sides. While the entire University suffered during the war and its after-effects — indeed, it closed entirely between 1873 and 1887 — the Normal Department never recovered. After the Civil War, any attempt to revitalize a teacher training program at Miami was undercut by the revolutionary change in teaching from a male to a female occupation. The promotion of women into teaching at this time was itself a result of the lower number of men in the general population after the war and a parallel effort by school reformers like Horace Mann and Henry Barnard to promote public education with the hiring of women. Women, these reformers argued, were good candidates for the new profession of teaching both because they exuded a humanized influence in the classroom and because they could be hired for less pay than men. By 1880, over half of all American teachers were women, and at all-male institutions like Miami, the training of teachers was increasingly seen as an inappropriate subject of study.

In spite of Miami’s prohibition against women students, some women in nineteenth century Oxford were able to gain an education at one of the three private female seminaries in town: Oxford Female Institute, Oxford Female College, and Western Female Seminary. Western offered the most rigorous academic course work and some teacher training. Like the college after which it was modeled, Mt. Holyoke College in Massachusetts, Western promoted teaching as the most effective means of spreading Christian values and culture to the western frontier. The presence of
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The increasing acceptance of women into higher education and the expansion of the occupation of teaching to women furthered the growth of teacher education programs. The late nineteenth century saw a monumental growth in American public schooling and the development of methods of school organization and instruction now familiar to us, including the concept of dividing students into different grades, the standardization of school buildings and classrooms, and the development of district schooling and administrative structures. To train staff for
the new schools, state funded teacher education institutions were founded and young women who aspired for a life’s work outside of the domestic home flocked to them. Since they were excluded from most liberal arts colleges and universities, women saw teacher education schools as their best opportunity to extend their education and to prepare for a few years, or a lifetime, at the front of the classroom.

Also furthering the expansion of teacher education was the development of common readers or textbooks such as the McGuffey Eclectic Readers, which allowed teachers to design common assignments for students. William Holmes McGuffey, of course, was a professor at Miami University between 1826 and 1836, and he compiled the first Readers while at Miami. Through most of the nineteenth century, editions of the Readers outsold all published works except the King James Bible, offering a form of standardized education to children in school and people of all ages. For teachers, the Readers offered a handy method of instruction, although in fact McGuffey himself never taught in the Normal Department at Miami University. In spite of the growing name of the Readers in educational circles and the increasing need for trained educators, Miami University offered no teacher preparation program between 1865 and 1902. Indeed, Ohio lagged behind all other states in their creation of state teacher training institutions. By 1902, Ohio and Arkansas were the only states in the union without a state teacher training college.

A School for Teachers, 1902-1930

The barrier to opening a teacher training school at Miami was that such a move would in effect open the doors of the University to women. In 1895, Miami was still an all-male institution, although some women students—often the daughters of professors—had been admitted to the University as “special students” who could attend classes but not earn a degree. In 1896, Miami was officially designated
coeducational, but the doors did not open to women students until 1899, and four
women earned their bachelors degree from Miami the following year. Two of these
first women graduates—Elizabeth Beaton and Fannie Smith, went on to long and
distinguished careers in the classroom. (Beaton taught in the Oxford public schools
for 28 years). These women’s presence furthered the pressure to open a Normal
School at Miami that would admit women students.

In 1902, Ohio state representative Charles F. See proposed a bill to establish
two normal schools in Ohio: one at Ohio University and one at Miami University.
Miami’s Normal School opened in Fall, 1902 as a separate division of the university,
under the name of the Ohio State Normal School, a name it held until 1910.

The School was immediately popular: 71 students—most of them wom-
en—arrived for the first classes in the Fall of 1902. By May 1903, attrition reduced
the number to 40, about evenly divided between men and women. Students were
high school graduates from around the state, and included some college graduates
and experienced teachers who came to further their education. The University pro-
vided the new students library books and outfitted a classroom for the instruction of
nature study. But for almost a decade, there was no separate education building, and
Normal students studied in the same classroom buildings that the Miami men used:
Old Main, Herron Gymnasium, Bryce Hall and, after 1908, Hall Auditorium and
Alumni Hall. Because of the issues of social propriety raised by females on campus, the
trustees looked immediately into constructing a dormitory to house the new women
students, until the opening of Hepburn Hall in 1905, women students rented rooms
from local townspeople.

By 1910, the Normal School program was divided into two different courses
of study: a two-year Normal School diploma for elementary teachers, and a four
year bachelors degree for secondary teachers and school administrators. This format
followed many state regulations through the first half of the twentieth century:
elementary teachers were believed to need only a two year diploma after high school, whereas secondary school teachers were believed to need four years of study under the assumption that elementary teaching required less mastery of content than secondary teaching. By 1910, the School also offered programs to prepare special teachers of drawing, music, industrial education, and domestic science.

Enrollment grew rapidly. Between 1903 and 1905 the enrollment leapt from 90 to 163. By 1911 enrollment was over 200. In 1903, the University began a Summer School which, within a few years, offered over one hundred classes, most of which were taken by education students. Women constituted much of this enrollment, creating an almost instantaneous coeducational environment on the university campus. In 1910 women students actually outnumbered men at the entire University by 311-295, and in the Normal School there were 206 women and 51 men.

Because of the great demand for teachers across the country, the Normal School welcomed a great diversity of students to campus. The first African American students at Miami came through the Normal School doors. Nelly Craig graduated in 1905 with a two-year degree in teaching. A resident of Oxford, she taught elementary school in Oxford and in Union County Indiana until she married James M. Walker and moved to Cleveland, where she became a leading member of the city’s Black Women’s Club. Lametta Granger from Xenia and Faith Beulah
Longfellow were the next African American graduates in the class of 1907. After graduation Granger went on to teach in Farmersville and Xenia. A number of male African American students attended industrial education classes, following the custom that African American men should perfect their skills in manual labor, rather than enter the professions.

The large enrollment at the Normal School radically changed the character of the University. As an entry to the student newspaper in December 1908 read: “Did it ever occur to you to what extent Miami has become a teachers’ college? Some time ago the editor heard a few Miami boys calling a baseball team from a neighboring university ‘a bunch of school-teachers.’” But in fact, the author reflected, Miami itself was taking on that very identity, and not merely in the Normal School. Of the living alumni of the College of Liberal Arts since 1900, one third were teachers, confirming Miami’s role as an educator of educators.

Almost immediately, the Normal School developed a lively and distinctive culture of its own. In their daily life, Normal School students interacted with other University students. All freshmen were required to eat together in the Commons or Ogden Hall, attend chapel at 10:30 every morning and church on the third Sunday of every month. But in other ways, the School functioned as an institution independent

Oh the day that I entered the Normal,
When all seemed so stiff and so formal!
I got wound up in red tape
And grinned like an ape
And behaved in a manner abnormal.

I thought that I ne’er should get started,
My wits, it seemed, had departed;
I could not find my room,
Life was full of thick gloom,
And I sat down at night
broken-hearted.

I am glad to have part in this glorious work–
My duty is clear–not to falter or shirk,
But devote time and energy–all I possess
To the training of childhood for high
usefulness.

And sure, if the Kingdom can ne’er contain
aught
More blessed than children, as we have been
taught,
There must be a place, not for children alone,
But for good teachers, too, up close to the
Throne.
of the University. The School had its own departmental clubs, singing groups, and a literary society, as well as athletic associations, including a women’s basketball team, and chapters of YWCA and YMCA. The national honorary society in education, Kappa Delta Pi, was established in 1922 and Kappa Phi Kappa in 1925. Nor did social and professional connections between Normal students end after graduation. The first meeting of the Normal College Alumna association met in Hartwell, Ohio in October, 1913.

Because so many Normal students were female, and because of the great social pressures on teachers, the students faced certain special restrictions. A 1916 regulation established that female Normal students were permitted to go to town any night of the week, but on only two of those nights could they be accompanied by men. Furthermore, female students were never permitted to walk in the evening with young men. The Dean’s report in 1928 noted with alarm the increase of cigarette smoking among women students. Because the public schools opposed women teachers’ smoking, the Dean announced that any woman student preparing to be a teacher would be suspended from the School if she were found smoking.

The Normal School also introduced a great variety of classroom experiences to Miami. Teacher education offered innovative classroom activities, as future teachers studied new ideas in educational psychology and pedagogy and practiced their future occupation. In some Normal School classes, students taught each other, while the professor stood back and observed the interaction. Other classes were known for discussion and debates; in one class in December 1902, students debated the merits of corporal punishment and other students role-played possible classroom scenarios designed to develop methods of engaging young children in learning. A description of an arithmetic class in the Fall of 1902 captures the lively spirit of a Normal class where the students had learned to run the class themselves. The professor, Mr. Feeney, sat quietly in the back of the classroom observing the students at work, “and only seldom can his voice be heard raised in gentle remonstrance when some wild figuring at the board really gets too appalling to be withstood.”
From the beginning, Miami’s education students reflected upon the perennial debate about theory and practice in teacher preparation programs. As one student wrote in 1903:

“Oh the joys of teaching! Where are our fond dreams of the ideal class-room and the ideal teacher? Just one day of practical teaching and the dreams begin to fade; a few more days and they have vanished. . . . How fully do we realize that theory and practice are two different things? However, ‘Practice makes Perfect,’ so who knows but that the class of ‘04 may send out teachers of world-wide fame and reputation?”

Making the School of Education especially unique on the Miami campus was the presence of the McGuffey Laboratory School, founded in 1910, which enrolled an average of 400 students per year through the 1920s and served as the training ground for about one hundred student teachers a year. Student teaching, or practice teaching, was the outstanding feature that distinguished education schools from other academic institutions, and many teacher training institutions developed their own laboratory or model school to offer future teachers the necessary practical experience in the field prior to graduation. Miami’s education students conducted their student teaching in local public schools in Oxford, Hamilton, and Middletown, and also in the Lab School which functioned as both a training site for teacher education students and as an open-admission public community school run by the University. The school offered kindergarten through 4th grade in its first se-
mester of operation, and up through 12th grade by the end of its second year. The School eventually occupied the entire south wing of McGuffey Hall and included a gymnasium and cafeteria.

The Normal School earned a good reputation for its preparation of future teachers. Of the 64 graduates of the class of 1913, 54 received immediate jobs in schools, mostly in Ohio. Some graduates went on to distinguished careers in the field. Josephine Leach, (later, Mrs. William B. Guitteau) for example, graduated from the Normal School in 1907, after which she taught in Urbana, Ohio, and in North Carolina. Later she studied at the University of Chicago and taught at the Francis Parker School, which was renowned for its progressive educational philosophy drawing on the ideas of the great educational philosopher John Dewey. She later taught at Bowling Green State Normal School before she moved to Toledo and became director of teacher training in that city, an assistant superintendent, and later a member of the Board of Education. In the 1930s her career took a different turn, as she entered the legal profession. In 1938 she became the first woman appointed to the Miami University Board of Trustees. A mother of two daughters, Josephine Leach Guitteau was an exemplar of enlightened education.
Another notable graduate of the School was Thomas Cheeks, who earned his bachelors degree in education in 1929, and became the first African-American to graduate from Miami University with a major in physical education and athletic coaching. Cheeks’ grandfather, Peter Brunner, escaped from slavery and served in the Union army before he settled in Oxford. With his grandfather’s advice and inspiration, Cheeks followed his dream of attending Miami University and of making a difference in society. He went on to a distinguished career in high school coaching in Evansville, Indiana where his team won two national basketball championships in the then racially segregated high school league. In the early 1950s, Cheeks moved to Milwaukee where he became the first African American high school teacher and Department Chair in that city, and the inspiration for thousands of students and educators. One of his strategies as a mentor to inner-city athletes was his group called “The Knights” which emphasized career study, college preparation, and citizenship. In his later life, he worked for the city on committees designed to further school-community relations and improving racial relations. As a teacher and a community leader, Cheeks shattered barriers, promoted achievement, and advocated educational excellence.

In the early years of the Normal School, there were nine full-time faculty who taught academic courses and physical education. By 1911 that number had increased to 23, and by 1928 there were 63 faculty, of which 39 were women. Faculty developed connections with the local community, both when visiting student teachers in the field, and as local experts who participated in rural survey and in-service teacher education programs which were immensely popular. In one semester in 1915, extension classes were held at 24 centers in 9 counties, servicing almost 600 teachers.

The first dean of the Normal School was Franklin Dyer who left soon after the school’s founding to take on the superintendency of Cincinnati. He was replaced by Harvey Minnich, who shaped the character of the School over the next 26 years more than any other force. Minnich was a former school teacher from rural Darke
County, Ohio, and a former superintendent. During his tenure he introduced coursework in biology and nature study, manual arts, and domestic science. He founded the Laboratory School, taught educational administration, and maintained the Normal School as an integral part of the University, resisting an attempt by University President Benton to build the new Normal School building in the Botanical Gardens on the far north side of campus (the present location of Swing Hall and Withrow Court). Instead, Minnich lobbied successfully to build what became McGuffey Hall in the near southwest corner of campus, closer to the heart of the University. Built in three stages, the building slowly emerged between 1910 and 1924 to be one of the largest buildings on campus. In addition, Dean Minnich furthered the modernization of the teacher education program, overseeing the name change to the more modern designation, Teachers College, in 1916, and promoting the increasing reliance upon formal credentials and supervision. By 1913 he had expanded the eclectic Normal School program to a systematic four-year bachelors degree in education.

Minnich attributed his great success with the School to his self-defined role as a traveling salesman for professional education. In his early years as Dean, he roved extensively around the state as an ambassador of goodwill trying to interest teachers and potential teachers to further their studies in the field. His commitment to the professionalization of teaching led him to support the founding of the American Association of Teachers Colleges in 1920.

The School of Education was a significant presence at Miami University in the first three decades of the twentieth century. Not only did the School boost the University’s enrollment and introduce women and students of color to campus, but it was Miami’s first professional school. The School of Business was founded in 1928, and the School of Fine Arts in 1929. Education continued to be the cornerstone of the University’s enrollment: in 1930, Miami’s Teachers College represented 42% of the entire University enrollment, not counting over 1500 students who took sum-
mer and extension classes. Throughout the 1930s, enrollments averaged over 900, one-quarter to one-third of the University enrollment. In the years between World Wars, it's hardly an exaggeration to surmise that Miami's education students sustained the University financially.

The School also continued its mission of addressing the needs of southwestern Ohio’s students and teachers. Part of this mission was accomplished by a continued focus on the preparation of rural school teachers. In 1923, 40% of all teacher preparation students at the School were from rural backgrounds, and many returned to their communities to teach. One indication of the great need for Miami’s early teacher education students was that for many years, most students who attended the School never graduated. With only a few semesters of studies under their belt, many students were considered qualified enough to be offered jobs at local schools.

The Expanding Years, 1930-1959

Ernest James Ashbaugh took over the Deanship in 1929 and served until 1950. During Dean Ashbaugh’s tenure, the School’s enrollment increased by more than a third, reaching 1,287 students, and 83 faculty in 1950. Dean Ashbaugh also increased the professional stature of the School: the number of faculty holding doctorates tripled during his tenure; he increased the minimum GPA for education students; he expanded opportunities for majors to observe teachers in their classrooms; and he required full-time off campus student teaching with the recommendation that students vary their student teaching experiences to urban and rural settings outside of Oxford.
The Second World War made a strong impact on Miami University. The war depleted the campus of male students and staff members who enlisted, but simultaneously the war effort added to the campus community a number of military personnel—including navy and marine cadets who trained in radio codes, and a military cook and baker’s school. By the war’s end, nearly ten thousand Navy men had been trained in Oxford.

Diaries by two women teacher education students offer a unique glimpse into campus experiences during the war years. The diaries portray students’ active social life, with regular trips to the theater, sorority meetings, dates, and movies (one reported an emotional viewing of the newly released film “Lassie Come Home”). The girls met for supper at the Purity restaurant Uptown and caught the train from Oxford to Cincinnati to go shopping. They often wrote about social gossip, dormitory life in Bishop Hall, dances at Withrow Court, and war news. They also fretted about their studies, including one particularly stressful exam in a “Speech for the Teacher” class about which one student wrote with dismay: “When it comes down to an exam we might as well lie down and die as try to cram.”

Dean Ashbaugh negotiated the difficult years of World War II when School of Education enrollment, like all University enrollment, dropped as women and men left school to work for the war effort. Because teacher education schools across the country also experienced such drops, the postwar years saw a drastic teacher shortage. By 1948, Dean Ashbaugh noted that teacher education enrollment had recovered and that most of these students were men. Bolstered by the GI Bill, many men returned from war to enter areas of education that welcomed them, especially secondary education and physical education. One of these post-war male students was Dickinson Guiler, a McGuffey High School graduate who graduated Magna Cum Laude in Education in 1949. Guiler went on to a distinguished 37-year career as teacher and administrator in the West Carrolton, Ohio School District, and one of
Miami’s most active alumni. Guiler funded more than 100 scholarships to Miami. His commitment to his school district and to his profession make Dickinson Guiler one of the School of Education’s most admirable graduates.

The postwar years also saw an increase in graduate enrollment. Graduate programs had been offered in education, science, business administration, and fine arts since the 1920s, but the great demand for educational professionals after World War II furthered the School of Education’s commitment to graduate work. By 1954, 550 students were actively pursuing masters degrees in physical and health education, school administration, school guidance and personnel, curriculum and supervision, and remedial reading education. Doctoral work began in 1961 with a series of cooperative programs aligned with Indiana University and the Ohio State University, and by 1967, an independent doctoral program began in educational administration.

The 1950s and 60s also saw an expansion of the curriculum outside of the traditional classroom, with workshops and classes in community and family finance education, aerospace education, and multi-media education. In the Fall semester of 1954, a federally funded International Teacher Education Program brought twenty foreign teachers from eleven countries to Miami. In their effort to understand American culture, the teachers audited classes, visited local schools, observed community events and local government, visited factories, churches, and board of education meetings, and presented seminars about education in their home country. Another dynamic program in the School was the Bureau of Educational Field Services, which was established in 1955 to offer a professional consulting service to school districts in the area of school finance, building sites, personnel, curriculum and community attitudes. Professors across the School took part in over three hundred studies until the Bureau closed in the 1980s.
In the 1950s, the School of Education was the largest academic division of the university, a fact which challenged the gender balance of the university, since over two-thirds of education students were women. In 1957, 2520 undergraduates were enrolled in the School of Education, compared to 2272 in Arts and Sciences. Housed in its distinctive McGuffey Hall at the corner of Campus and Spring Streets, the School of Education entered the 1960s as a central and vital part of Miami life.

Modernization 1960-1980

The 1960s saw a continued expansion of the School in terms of numbers of programs offered, numbers of graduate students and breadth of graduate degrees, services to communities and school districts, physical facilities, and grant monies received for improvement of instruction and research. The School seemed to look outward, emphasizing its faculty productivity, the number and placement of graduates, and public service activities.

The School was also affected by changes in the teaching profession at large. Team teaching, simulations, multi-media centers, flexible scheduling and individualized instruction were emphasized, and changes in professional fields were reflected in the curriculum. One change was the expansion of the School’s mission into related social service fields, or allied professions. In 1956, the School began a bachelors degree in Industrial Education, and in 1973, the School offered the first non-teaching degree—a bachelors in Home Economics for graduates majoring in dietetics, child development, family relations, clothing and textiles, food management, and consumer sciences. The Department of Physical Education expanded its goals to broader programs in the study of health, recreation, dance, physiology, and
athletic training. Reflecting this broader mission, in 1977 the School changed its name to include work of the Allied Professions of home economics, health, and physical education.

Meanwhile, the McGuffey Lab School continued as a central part of the School, offering professional opportunities for students preparing to be teachers through observation, participation, and student teaching experiences. The Lab School was also renowned in its own right for its progressive practices of learning and instruction. Lab School teachers rejected the use of basal readers and standard curriculum early on, and developed an innovative curriculum that included interdisciplinary unit studies, experimental science programs that engaged children in laboratory work, team planning time, and flexible scheduling. In the early 1950s, the higher grades of the School were consolidated into the Oxford City School system. In the late 1960s, a new McGuffey Laboratory School was designed with input by the staff to allow for flexibility of instruction and updated equipment, as well as observation space for student teachers. In 1969, the School moved to the new building across Spring Street, freeing up more space on the south wing of McGuffey Hall for the expanding Department of Home Economics.

Enrollment figures in the School soared in the 1970s. In 1972, the School enrollment of graduate and undergraduate figures measured at 5000 students, or over 30% of the total university enrollment. Simultaneously, an additional 400 students from other divisions of the university sought teacher certification. Notable too was that almost half of all enrollments at the newly-founded Hamilton and Middletown campuses were in teacher education. But a depressant to this growth was that the declining birthrate of the 1960s lessened the number of job openings in elementary and secondary education after 1971. Compounding the problem was national inflation which led many senior teachers to postpone their retirement. Yet despite the declining enrollment in teacher preparation programs nationally through the 1970s,
and the decline in available jobs, the School showed an almost annual increase in enrollment.

Much of this increase was in the allied professional fields of the School which were less affected by public school enrollments, particularly the Departments of Home Economics and Physical Education. Graduate education, too, experienced a great growth in these years. In 1970, for example, over 1500 masters and doctoral students in education accounted for over 60% of all graduate students in the University. Between 1972 and 1976 alone, the School experienced a 33% increase in the number of graduate degree recipients.

C. Neale Bogner served as Dean from 1959 to 1980 and he juggled the increasing demands and pressures on the School. One challenge was low faculty morale under an ever increasing workload. In 1963, the Dean reported that some faculty had more than fifty graduate advisees as well as thirty undergraduate student advisees. In 1971, he wrote that, in his eleventh year as Dean, he still confronted the “agony and the ecstasy” of the work. “Agony is involved because the growth of the student body has been so much more rapid than faculty and staff additions; needed program changes are inhibited by budgetary restrictions; innovative practices must be confined to areas where outside funding can be obtained; [and] a twelve-month, four-quarter operation on campus continues with little decrease in work load.” But the Dean also experienced ecstasy with the growth in the physical plant and salary improvements for faculty. Positive too, in Dean Bogner’s years were the number of federal and private grants earned by faculty and by the hiring of new talented new staff: in 1977 the Dean reported that the full-time faculty in the School totaled 114, in addition to 27 part-time faculty. The School continued to contribute great diversity to the University by hiring the second highest percentage of women on its faculty, trailing only the nursing faculty in the Division of Applied Science. Among these women were devoted teachers, scholars, and administrators who rose to prom-
inence in a time when women were under-represented in faculty and administrative positions in higher education.

The School also continued to further its links with the local community through field experiences: in 1960, student teachers worked in 151 schools in Southwestern Ohio and a field experience component was introduced in the Department of Home Economics and in the Department of Educational Administration. Among the highly innovative programs developed in the 1960s was a seminar, internship, and scholarship program for Cincinnati high school students who were interested in teaching; a link with Allen University, a Historically Black College in Columbia South Carolina; expanded student teacher programs overseas (originally in Athens and Madrid); and pre-service and in-service work in drug and health education.

Another innovative program in the School was the program for Individually Guided Education that began in the 1970s with major grant funding. The program centered on the diagnosis of individual students’ needs to help schools improve instruction—a cutting edge initiative for which the Education School served as a hub of development in the southwest Ohio region. The program forged a connection across the School and with local school districts as students and faculty conducted the work in schools.

A major reorganization of the departments occurred through the 1960s and 70s. In 1974, the Departments of Curriculum and Instruction and Educational Administration merged to become the new graduate Department of Educational Leadership. The Department later expanded in 1982 to include the masters program in College Student Personnel Services—a degree program preparing professionals for work in higher education student services. School administration had been a subject of study at the school since 1902, and in the late 1920s graduate degrees were first offered with specialties in school administration. After World War II, as school
populations increased, school districts consolidated and increased in size, and the result was a larger and more complex array of leadership roles in school districts, all demanding well-trained educators with specialty graduate degrees.

Educational administration doctoral students played a fundamental role in launching the University's graduate program. The doctoral program in educational administration was founded to prepare superintendents and business managers in schools, but the scope of the program soon expanded, and graduates became education professors, directors of educational research foundations, and state and national education officers. Nor was the program’s effect only local: graduates took leadership positions across the nation and the globe. Over 460 doctorates have graduated from the Department—more than any other doctoral granting department in the University. Ten percent of Educational Leadership doctoral graduates have been people of color, reflecting the School’s commitment to progressive change in society and schools.

The 1970s and 80s also saw a major reconfiguring of the Teacher Education Department. Although the title of the Department changed over the years, the education of undergraduate students to be teachers was always the heart of the mission of the School. The current Department of Teacher Education was originally founded in 1969 as result of the reorganization of the former Department of Curriculum and Instruction. In the 1970s, the Department added graduate programs in elementary, secondary, and reading education, and the Masters of Teaching degree for college graduates with degrees not in education.

Like teacher education, the study of educational psychology had long been a central mission of the school. The School was a leader in the training of school psychologists, and it was one of the first programs in the state to certify school psychologists. The current Department of Educational Psychology was first founded in 1959 as a department of educational foundations. It offers bachelors degrees in Special Education, and Masters and specialists degrees in School Psychology.
The Department now known as Family Studies and Social Work was founded in 1910 as the Department of Domestic Sciences at the height of a professional movement to develop the scientific study of home, health, and family life. As students wrote about the new Department in 1910, “It is not enough to know how to cook, we must know why we cook.” As an academic field, Domestic Science was one of the few scientific areas of study that welcomed women scholars and students, and it was well suited for a school of education in that it offered a mission of professionalism and social welfare that coordinated well with teaching. Through the 1950s, coursework centered on home economics education. In the 1960s and 70s, the Department expanded into new interdisciplinary programs in dietetics, retailing, housing and interior design, food management, and consumer services. The Department also helped develop a pre-school major and a Child Studies Laboratory. Through the 1960s, the Department ran a Home Management Laboratory—a student residence in Hanna House where students practiced home management in their day-to-day lives. Residents worked in the attached nursery school, and highlighted their experience by preparing a formal dinner with their faculty as invited guests.

During the years of its growth, the Department’s faculty grew from 6 to 17, and the academic credentials and research productivity increased, as did its national reputation in the field. By the mid-70s, there were over 600 undergraduate majors in what was then called Home Economics—approximately one-fourth of the undergraduate enrollment of the whole School—and 50 masters students. The Department changed in name and focus over the years to reflect its changing mission in areas of consumer science and studies of the family. In the 1980s, Chair Jane Rees described the Department’s mission as one that revolved around matters of family life, but that had also grown “into a complicated subject with its roots deep in chemistry, physics, economics, psychology, sociology, and other sciences.” What unified the Department with so many subjects of study, she wrote, was that “the major subject matter is centered upon or related to family life.”
Physical and Health Education existed at Miami since the University established a Department of Physical Activities in 1890. Early courses that were held in Herron Gymnasium included classes in Swedish movement, dumb-bells, basketball, apparatus work, baseball, and physical conditioning. Beginning in 1902, Education students had minimum physical education requirements, following health dictates of the day that required exercise and fresh air, good posture and personal hygiene.

As at most universities at the time, there were separate men’s and women’s physical education programs from the onset, and women were restricted from competitive sports due to social concerns about women’s health and the unfeminine aspect of competition. Girls’ competitive sports was so restricted by the University that it prevented women from playing on out-of-town teams, a policy which led to the temporary cancellation of women’s basketball at Miami in 1910. But in spite of such restrictions, the Department spearheaded advanced physical education for women by establishing a major for women in 1929 and for both men and women students, studies in health education, recreation, dance, and athletic training and coaching. Phillips Hall, originally built in 1962 to replace Herron Gymnasium, was named after Margaret E. Phillips, the Chair of the Department of Physical Education for Women between 1921 and 1961. It was one of the few buildings on campus up to that time that was named after a woman. (One other was Hanna House, named after Martha Jane Hanna, who chaired the Department of Home Economics between 1915 and 1945).

Physical Education for men at Miami took a far different course. In 1925, the first four-year course in athletic coaching and physical education was offered, leading to the famous string of successful graduates that earned Miami the name of “cradle of coaches.” Wilbur “Weeb” Ewbank graduated from the Department of Physical Education in 1928 and went on to earn fame as a coach of professional football. Walter “Smokey” Alston, who became the manager of the Brooklyn Dodg-
ers, graduated from the Department in 1935. E.J. Colville, who taught physical education at Miami between 1927 and 1970, was said to be the man who “rocked the Cradle of Coaches.” Colville boasted that “I can recognize more of our Miami graduates by looking at the soles of their feet than I can by looking at their faces.”

In the 1970s, the Department reflected the broader diversification of the field by developing degree programs and courses in sports studies, dance, recreational leadership, health education, public and community health, sports management, and physical education for teachers. In 1988 the Department adopted the dietetics program that had originated in the Department of Home Economics. In 1980 the Department’s name was changed to reflect its broadened vision to Physical Education, Health, and Sports Studies.

Re-focusing, 1980-2002

By 1980, the School of Education and Allied Professions was an expansive and complicated institution. There were eight departments in the School, a laboratory school, a nursery school, and a placement office for teachers and administrators. Fifty different undergraduate and graduate programs were offered, with nearly a dozen of these programs having less than five students as majors, and yet still requiring specialized faculty to offer the programs. There were 144 full-time faculty.

In a report on the state of the School of Education and Allied Professions in 1980 by the recently appointed Dean, Jan Kettlewell, the mission of the School was:

To prepare teachers and school service personnel for elementary and secondary school and certain specialists for institutions of post-secondary
education; to prepare professionals in service to families in dietetics, housing and interior design, retailing, food management, consumer service, and general home economics; to prepare students for careers in working with people where a knowledge of educational theory and practice is beneficial in the effective transfer of knowledge. Examples of such career opportunities are: working in media and communications centers in business, industry and hospitals; programs in recreation and life-long learning programs sponsored by community, state, and federal agencies.

But through the decade, the School was faced by great challenges, including increased costs, a slow-down in state support, and a professional push for stronger standards, combined with a state-wide budget crunch. The School found that it was over-extended and almost all the departments faced major budget problems. Hiring of new faculty was frozen, straining faculty resources and undercutting faculty’s ability to live up to the research demands of the modern university.

In 1981, Dean Kettlewell was authorized to reduce the size of the School, cut the budget, and reallocate remaining resources. Part of the initiative behind reorganization originated in a call from the new University President, Paul Pearson, to bolster the national reputation of Miami University by polishing its image to align with its newly coined reputation as a “public ivy.” Dean Kettlewell’s goal to enhance the scholarly reputation of the school and tighten the budget contributed to her vision of strengthening the links between the fields of education and the allied professions. In her 14 years as Dean, she expanded the School’s historic mission to partner schools of education with social services, while simultaneously promoting the School as a national seat of academic excellence and research in the field.

Nonetheless, Dean Kettlewell’s first and most controversial directive was to cut the budget. Many of the cuts led to radical changes in the traditional structure
and purpose of the School and were regarded as devastating by long-time faculty. Within the next few years, three departments were closed (Industrial Education, Educational Media, and Personnel and Guidance); the McGuffey Lab school was closed in 1982; the Nursery School was removed from the School and reestablished on a self-supporting basis as the Child Studies Laboratory; and the teacher placement office was moved into the University-wide placement office. Twenty-two full time faculty positions and five classified staff positions were eliminated; 15 faculty were re-assigned; and the operating budget was reduced by $83,000.

The shifting of resources came with the reorganization of departments, particularly the old Department of Home Economics, now called Department of Family and Consumer Sciences. So diverse had the Department’s offerings become that it was decided to terminate the Department as an entity, reassign certain programs to more appropriate homes across the university (for example, interior design found a home in the Department of Architecture, and Dietetics moved to Physical Education, Health, and Sports Studies). The reconstituted Department was consolidated to focus on Family Studies and Social Work, and it continued its work of exploring the social organization of family systems and the field of social work. Simultaneously, the traditional department of Physical Education was reorganized to include health related programs, and the academic field of sports studies.

As a result of these drastic changes, not surprisingly, morale was low and faculty across campus were resentful about the closing of the McGuffey Lab School that had educated so many of the community’s children. Furthermore the School faced declining enrollments. This low point was one reason why the school chose to celebrate its 85th anniversary in 1987 under the theme of “celebrating past accomplishments and building our future.” Faculty research accomplishments were featured, notable speakers presented lectures, alumni and emeriti faculty were honored, and a fund-raising drive was initiated. The entire School was featured in
every possible way that year. As the school prepared to re-build for the future, it took on initiatives to diversify the faculty and staff, and to promote research and good teaching.

There were bright spots in these years. A student teaching program in Europe was initiated in 1986 with schools in Luxembourg, West Germany, and the Netherlands, and the School began to develop computer assisted learning. In the 1980s, three graduates of the School received national and state recognition: Holly Ross, class of 1985 won National Student Teacher of the Year in 1985; Marian Arnold Moeckel, class of 1974 won Ohio Teacher of the Year in that same year, and in 1987, Susan Leach Snyder, class of 1968, won Ohio Teacher of the Year. Dean Kettlewell’s emphasis on the linking of schools and community partnerships led to the formation of the Institute for Educational Renewal, a partnership program between Miami University, area schools, and affiliated health and human service agencies. With the understanding that education and social change does not simply happen in schools, the Institute’s goal was the development of strategies for building and sustaining collaboration between the School and partner schools, health and social service agencies and the College of Arts and Sciences. The Institute led to partnership links with eleven schools and collaboration with several social service agencies in the Cincinnati area where faculty, student teachers, and graduate students engaged with practitioners. Another prized initiative began in 1991, when the School earned National Science Foundation funding for Project Discovery, a statewide initiative to enhance the teaching and learning of science and mathematics through sustained professional development of prospective and practicing teachers. Through the 1990s, faculty continued their work in local schools through partnerships with teachers and service agencies while other faculty enhanced the national reputation of the School through their scholarship and national presence in their fields of study.
In 1994, Dean Kettlewell left the School and Dr. Sally Lloyd, former Department Chair of Family and Consumer Sciences, was appointed interim Dean. Julie Underwood became Dean the following year. Both continued the emphasis on the linking of schools and community services, while leading the faculty in reconsidering the mission of the school in light of contemporary educational initiatives around the country and tightening economic resources. The vigorous national debate about educational quality, accountability, and funding drove many of these discussions, including the State of Ohio’s revision of educational licensure standards in the 1990s which continued the faculty’s reflection about their curriculum and mission.

After Dean Underwood’s departure in 1998, Curtis Ellison, former Dean of the School of Interdisciplinary Studies, stood as interim Dean for three years until the appointment of Dean Barbara Schirmer, who joined the School in 2001.

Recent activities highlight the continued presence of the School in the University, the profession, and society. The theme of partnership has guided much of the recent work, including a partnership with the Talawanda School district to support the on-going work between the local school district and the university, as well as to guide and support new grassroots activities and programs. The School has further developed its links with Dayton, Hamilton and Middletown school districts with advanced education and professional development of classroom teachers and school administrators.

In 1997, Sharon Draper, class of 1970 with a graduate degree in 1973, was awarded Ohio and National Teacher of the Year. An English teacher in the Princeton District in Cincinnati for 27 years, and an award-winning author of children’s books, Draper continues the tradition of high-achieving graduates of Miami’s education program who live committed and dynamic lives devoted to their work in schools and society.
The Future

As the School of Education and Allied Professions begins its second century, it continues its historic tradition of providing professional education for prospective teachers of young children through high school; preparing school administrators and educational support personnel; offering instructional development specialists for schools, business, industry, and governmental agencies; preparing human service professionals for work in the health and well-being of children and their families, and offering instructional and educational support personnel for colleges and universities. The School continues its mission as a progressive, community-based institution that creates collaborative partnerships across disciplines, fields of study, and professional communities with the goal of preparing educators to change society.
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<th>Period</th>
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<td>1902-1903</td>
<td>Franklin B. Dyer</td>
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<td>Sally Lloyd</td>
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<td>Julie Underwood</td>
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<td>Curt Ellison</td>
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