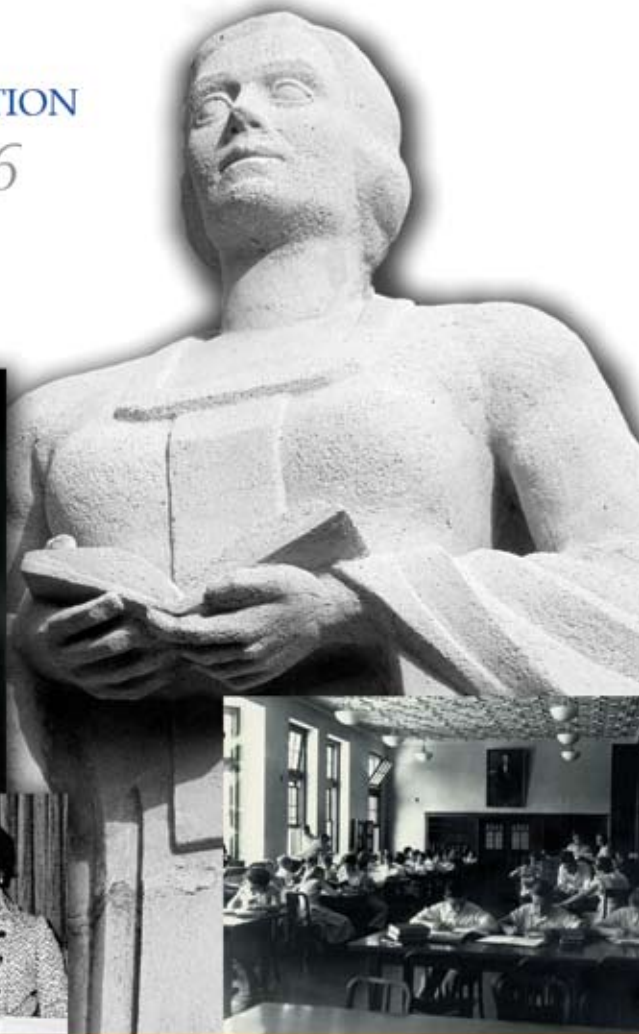


Our First
100 Years

COLLEGE OF EDUCATION
1906 - 2006



Dean's Welcome

Education is not the filling of a pail, but the lighting of a fire.

—William Butler Yeats

Rarely does one have the opportunity to be the presiding dean as the first 100 years come to closure, and it's certainly not an experience I will be privileged to have again. The history of this college is rich with examples of educational innovations and stories that inspired generations of alumni and friends of the College to light their own fires across the many career and life paths they have chosen. In the opening Foreword, former dean Ben Nelms does a wonderful job of setting the tone for readers as they journey back through decades of change. We hope this booklet will become a cherished keepsake that preserves people's memories of the first 100 years, as the College of Education at the University of Florida gears up to meet the challenges of the 21st century, and celebrate its Bicentennial in 2106.



A handwritten signature in cursive script that reads "Catherine Emihovich".

Catherine Emihovich
Dean, 2002-present

Foreword

Alumni of the University of Florida College of Education have vivid memories of the College and recount them with obvious relish. They remember Norman Hall, its weird nooks and crannies, cavernous classrooms, yellow tile and wood paneling, its historic facade, graceful live oak, and — graduates from more recent years — New Norman and the courtyard. But more important, they remember people, the faculty especially: sometimes the eccentric, the cranky, the colorful, but usually the master teacher, the accomplished professional, the lasting influence, names of nationally known figures and beloved leaders around the state. They remember programs, courses, innovations and experiments, summer institutes and graduate seminars, research projects and graduate assistantships. And they remember students, their colleagues and peers of course, but also students they observed and taught — at P.K. Yonge, in local elementary and secondary schools, and in counselors' offices, child care centers, community colleges and tutoring sites in Alachua County and around the state.

This booklet is intended to evoke and organize such memories. It charts the history of the College from its precursor at DeFuniak Springs, through the years of the “Normal School” and its early days as a full-fledged college, to more recent accomplishments and reorganizations. It is a fascinating story, full of crises and risky decisions, setbacks and breakthroughs, growth and achievement.

Since 1934, for example, Norman Hall has been professional home to a steady succession of great educators and scholars who have brought prominence to the university and a remarkable balance to the progress of the college. To name a few, there was Hal Lewis who taught brilliantly in the nationally recognized core curriculum at P.K. Yonge and brought this first-hand experience to bear on his leadership in the Foundations of Education department (of which he was often chair and, at one time, the only member). William Alexander balanced a profound understanding of curriculum theory and a practical knowledge of young adolescents to become the inventor of the middle school as we know it. James Wattenbarger sensed the needs of higher education in Florida and envisioned a statewide system of community colleges, at first in his doctoral dissertation and then in actuality, working with the Florida Board of Control. Ira Gordon brought an entrepreneurial spirit to his search for resources to support innovations in early childhood education

and in the process promoted collaborative efforts that brought faculty from different departments and perspectives to work together in his Institute for the Development of Human Resources. Bob Stripling was responsible for initiating standards for the counseling profession and worked with the Florida legislature to get licensure for counselors. Mary Budd Rowe reflected a love of science education through the teaching materials she developed and through her research, including her celebrated “wait-time” study. And Arthur W. Combs was a product of and a contributor to the humanist movement in psychology and education.

People who are less often included in graduates’ reminiscences are the deans of the College, and this is as it should be, for good administrators are likely to work behind the scenes. To students, the faculty who teach their courses are the key figures in their education and in their memories. But what this booklet demonstrates is that the 11 individuals who have previously occupied this office have provided the kind of leadership the College needed, when it was needed. Several of them served long terms, a decade or more (during its first 90 years, the College had only nine deans). They have been remarkably successful at recruiting able faculty and students, marshaling resources and political support, encouraging innovation and inquiry, responding to social and professional imperatives, and inspiring loyalty to the College and commitment to excellence. It is but natural that the authors of this work have organized its chapters around their administrations.

We hope that this booklet will be but the beginning of an effort to record and understand the history of this College. Many fascinating questions remain to be explored. How did the work of this College reflect and influence historic movements in the development of teacher education in the 20th century? What can we learn from the way its leaders contributed to state and national policy and reacted to state and national mandates? How did the changes in social, political and economic forces support or undermine the work of the College? And what about our students: Where did they come from, how were they influenced here, where did they go, and what impact did they have? How does the history that’s reflected in archival documents (catalogs, proceedings, position statements, correspondence) relate to the lived experiences of faculty, staff and students? But all of these are questions for later, more scholarly, investigations. For now, this chronology provides a framework for charting the growth of the College. Further, at this critical time in our development, it documents major achievements that may well serve as the foundation upon which we build.

The University of Florida celebrated its sesquicentennial anniversary in 2003 and the College of Education its centennial in 2006, marking 100 years since the first education classes were held at UF in 1906. Whenever the university's significant contributions are celebrated and its services to the state, to the professions, and to the welfare of its students are honored, the College of Education can stand proud.

Ben F. Nelms
Dean, 2000-2002

The Early Years: 1905-1920

The years leading up to 1905 were a period of real growth in Florida higher education. The state was developing quickly, and the increase in population and the rapid development of free schools resulted in a demand for more, and better trained, teachers.

The Florida State Normal School at DeFuniak Springs was the principal state school for training white teachers before the passage of the Buckman Act in 1905. Training for black teachers largely took place at the Florida Normal and Industrial School for Negroes in Tallahassee, the predecessor of Florida A&M University. Although the Florida State Normal School was co-educational, the majority of the students were women, as were most of the teachers in the state. But the quality of education at the school was suspect. The Florida School Exponent, the state's educational mouthpiece, said the Florida State Normal School at DeFuniak Springs was "Normal in name only. Its work is distinctively elementary and secondary, largely elementary. It has no chair of pedagogy nor model practice school."

Rather than continue to fund this and other institutes of higher learning around the state, the state Legislature in 1905 passed the Buckman Act, which consolidated higher education for the state's white population into two schools: the Florida State College for Women in Tallahassee and the University of Florida in Gainesville. The women's college undertook female teacher education, and the University of Florida directed male teacher education through a Normal Department.

The Normal Department's mission was to train and instruct those men who would fill the leadership positions of the state's public schools, such as county superintendents, graded-school principals, and high-school teachers and principals. Its scope extended to the improvement of rural life by young men who could undertake studies of the conditions and needs of popular education in the state. As the first University Record stated, "By the most thorough and effective preparation of its students [the Normal Department] will aim to be a strong factor in advancing the dignity and compensation of the teaching profession, and to contribute appreciably to the betterment of social and economic conditions in the state."



In 1906, the modern university celebrated its first—and only—graduation held at its Lake City campus. Three students from the UF Normal School—the predecessor of the College of Education—were among the 14 members of that graduating class. The UF Alumni Association was founded at the close of the ceremonies.

The last principal of the Normal School at DeFuniak Springs, Henry Eastman Bennett, became the first head of the Normal Department. Bennett, a graduate of the Peabody Normal College in Nashville, Tennessee, had worked in education in Florida since 1890.

After only one year in Gainesville, however, he left the university to continue his own studies. Bennett would eventually become chairman of the Department of Education at the College of William and Mary at Williamsburg, Va., as well as a renowned expert in classroom seating strategies.

After Bennett's exit, W.F. Yocum, previously a professor of philosophy, became head of the newly formed School of Pedagogy. During this period, teacher education at the university was, at best, a struggling enterprise.

Through 1911, just three students completed the bachelor's program in pedagogy, and general apathy and indifference nearly killed the Normal School. So few young men took the course that it did not justify the expense. Teacher training at the University of Florida seemed in danger of disappearing. Fortunately, changes at the university level soon created a more nurturing environment for the fragile program.

Laying the groundwork

In 1909, Albert A. Murphree became the University of Florida's second president. He had a long history in public education, receiving teacher training at the Peabody College for Teachers, and having worked early in his career as a school administrator in Alabama and Texas. Before coming to Gainesville, Murphree served as the Florida State College for Women's first president, where an abundance of activity marked the normal school.



ALBERT A. MURPHREE

Arriving at the same time as Murphree was John A. Thackston, who would become the College of Education's first dean. Thackston was an energetic fellow who had worked as a school principal and superintendent in South Carolina before pursuing a master's of pedagogy and doctor of philosophy at New York University. The efforts of these two laid the groundwork for a College of Education at the university.

The numbers painted a dismal picture of the university's teacher-education program at the close of the 20th century's first decade. In the 1906-07 school year, only seven men enrolled in the Normal School. By the 1908-09 school year, that number had decreased to four. The following academic year, the enrollment figures began to increase, and by 1912-13 the number was 28.

The increase was due in part to the efforts of the indefatigable Thackston.

Apart from his duties as professor of education and, later, dean of the College, Thackston was also the state's high school inspector. As



JOHN A. THACKSTON

"The most important factor in the education of children is the teacher. Buildings and equipments are necessary and the better they are the better the school, if it is in the hands of a good teacher, but a real teacher, one who loves his work and has trained and is training himself for his special work, can take a poor building and poorer equipment and do more for the child than a poor teacher can do for him with all material conditions of the very best and most modern."

John A. Thackston,
High School Manual for Florida, 1912

such, he visited and inspected the high schools in the state and helped in the establishment of high schools where they did not exist. These visits also gave him the opportunity to meet with county superintendents, school boards, principals, teachers and citizens and discuss their concerns and ideas about the prevailing educational climate. At these duties Thackston excelled, and he was able to convey to educators around the state the importance of instituting teacher organizations and creating a professional consciousness among teachers. Furthermore, he helped to increase the university's visibility in schools throughout the state.

A new home

Meanwhile, Murphree was pushing the Peabody Education Board for funds to construct a building in which to house the teacher-education program. Murphree's original plans called for the building to house a normal school with a convenient location to university resources and facilities. Preliminary correspondence with the board, however, convinced Murphree that, rather than educating teachers at a pre-collegiate level in normal schools as had been done for nearly a century, teacher preparation at the university level would dominate the 20th century.

In November 1911, the Peabody Education Board appropriated \$40,000 for the establishment of a school of education at the University of Florida. Construction on a building began in the fall of 1912, the same year in which the university opened its Teachers College and Normal School.

The new college comprised several units, including a Department of Education, a Normal School, a Model High School and the State High School Inspection Division. Through the Department of Education, the Teachers College offered courses that led to the degrees of Bachelor of Arts in Education and Bachelor of Science in Education. The Normal School offered a variety of courses, from a spring-semester review course to a regular four-year normal course. The Model School, which was open to "sub-freshmen,"



*PEABODY HALL,
home of the Teachers College, in 1916*

pre-collegiate students who came from areas without high schools, afforded students of the college opportunities to observe instructors teach high-school subjects and engage in practice teaching. The Model School's curriculum was equivalent to the final two years of the Florida high-school standard.

Women and the Summer School

The college also offered a Summer School, which proved to be the college's most popular program. Open to women as well as men, the Summer School offered teachers, who were busy in the classroom during the school year, the opportunity to take courses toward certification, normal school completion or college degrees.

Murphree devoted a great deal of attention to the issue of women at the university. As early as 1913, Murphree was arguing that the Teachers College should be co-educational. Although there would be inevitable problems with money and discipline, as well as an extra burden on the administration, he perceived long-term benefits if the administration were willing to accept the responsibility. After all, four out of five teachers in the state were women.

Nevertheless, Murphree realized that the issue belonged to the Board of Control, and the board opposed a mixing of the sexes, even if limited to the Teachers College. Edward Conradi, the president of the Florida State Women's College, also opposed coeducation. As a result, women could only enroll at the university's Teachers College during the summer session.

The numbers show just how costly a decision it was not to allow women in the College during the regular session. In the regular session of 1913-14, the Teachers College enrolled just 35 men, compared to the 208 women enrolled in the teacher-education program at Florida State. The numbers remained fairly steady. By the 1917-18 school year, Florida State's teacher-education program enrolled 248 women, Florida's just 36.

Meanwhile, the Summer School continued to attract many women. In the summer of 1913, 85 of the 140 summer students were women. By 1918, the 343 women accounted for almost 80 percent of the summer enrollment. The Summer School continued to be the college's largest program until Florida allowed women to enroll for the regular term in 1947.

In 1916, after working for seven years to build the Teachers College from scratch, Thackston moved on, accepting the deanship of the College of Education at the University of Tennessee. Harvey Warren Cox, a professor of education, replaced Thackston as dean.



HARVEY WARREN COX

“Dr. Cox was pleasant in every respect. I think he was one of the finest men I ever knew. He was a gifted man. He said that the Harvard people didn’t think that he was coming to very much when he came to the University of Florida. He told me that, but said he came anyway.”

Interview with James W. Norman,
Proctor Oral History Program

A normal education

During Cox’s years at the helm, university officials made a concerted effort to consolidate teacher training around the state into the two programs at the University of Florida and the Florida State Women’s College. Thus, the Normal School Bill of 1919 tested the resolve of

Murphree and Conradi.

The bill, which called for the establishment of two new normal schools, brought to the surface the tensions lying behind the prevailing philosophies of teacher training. On the one hand were advocates of normal schools, which were usually two-year schools that trained students who had completed at least the eighth grade to be elementary school teachers. The university geared its degree program toward educating school administrators and secondary-school teachers. Even if the Teachers College’s focus were to train teachers for the common schools, the approximately 50 students enrolled did not come close to meeting the estimated 1,500 new teachers needed in Florida each year. Normal-school advocates such as J.M. Guilliams, principal of the Jasper Normal Institute in Hamilton County, argued that the eight weeks that teachers spent “cramming for certificates” at the university’s summer session were not legitimate training. To reject these two new normal schools, whose graduates were likely to teach in Florida’s country schools, was “to stand between the rural child and a good teacher,” Guilliams said.

Murphree, a long-time supporter of university-based teacher training, pinned the college’s low enrollment on a lack of cooperation from state school districts. For its part, the university wanted more would-be teachers from rural areas. Murphree said the university would do a superior job of training these teachers. Murphree illustrated his point in a letter to state school superintendent W.N. Sheats: “How in the name of common sense they expect to get better trained teachers from teachers who are graduates from a 10th-grade normal school is

beyond my comprehension.”

The state legislature voted down the bill that year, leaving teacher training in the domain of the university and the women’s college, but Cox would not be leading the College to its next level of teacher training. In 1920, Cox left the university to become president of Emory College in Atlanta, Ga. A young James Norman, fresh with a doctorate from Teachers College, Columbia University, would take his place.

The Norman Era: 1920-1941

When James W. Norman stepped off the train at the Gainesville Railroad Station in early October 1916, he had little idea of what lay in store for him. A native of a small, rural Georgia town, Norman knew nothing of the University of Florida or its Teachers College. He had been a student of famed educator William H. Kilpatrick, first at Mercer College in Georgia and later at Teachers College, Columbia, for his doctorate, which he received in 1920, the same year he assumed the deanship. Norman had come to Florida for a raise in pay and rank. Yet in four short years, this quiet assistant professor became dean of education.



JAMES W. NORMAN

As dean, Norman stressed the importance of professional training in addition to experience for success in the field of education. Schools needed the stability that a dedicated teaching professional could offer. One of the College's goals was to rid the teaching profession of apathetic men and women who taught only to pursue some other profession later.

In the Great Depression years of the 1930s, teachers who were trained in the College of Education — so-named in 1931 — found their job opportunities in jeopardy. Because the outlook in other professions was not promising, there were more teachers available than positions. Students preparing for other professions took just enough teacher-education courses to get certification. Specifically, the state issued certificates to graduates of other colleges, provided that they had 18 hours of education courses. Graduates from the College of Education, receiving the same certification, had to complete many more hours of professional training. The men in the College protested vigorously, as evidenced in a newsletter: "Certainly nobody would question the unfairness of placing an amateur on the same footing with a professional and allowing the former to compete in the wage scale with a man who had devoted four years toward the specific job of teaching."

Nevertheless, some circumstances did work in favor of education students.

Unlike in many states, normal schools and teachers colleges did not overburden Florida's teacher-education system. The University of Florida and the Florida State College for Women trained most of its teachers.

Additionally, state law required teachers to have lived in Florida for two years before they could work, effectively keeping graduates from out-of-state schools out of the job market. Further, changes in the teacher-preparation program and the state's certification requirements were emblematic of the increased rigor expected of prospective teachers.

The College itself was changing the focus of its teacher preparation. The College had ceased to offer courses designed specifically to prepare students for the state teachers' examinations.

In the late 1920s, students became most interested in the two-year degree called the Normal Diploma. By 1933, however, the College regularly granted more bachelor's degrees than normal diplomas.

P.K. Yonge Laboratory School

The College of Education initiated one of its most enduring and successful projects, the design and development of the P.K. Yonge Laboratory School, during Norman's tenure as dean. The idea for a laboratory school at the university arose from the need to provide practical teacher training for undergraduates. Housed in Peabody Hall, the College was not in close proximity to any facilities at which students could work directly with schoolchildren. The Model School, at which students had been able to observe and lead sub-freshmen classes, closed in 1927. Without such a school, the College could offer little more than theoretical work to its students.

In 1930, two years after Norman's initial request for funds, the Florida State Board of Control pledged \$150,000 to build a demonstration school, matching a gift from the General Education Board in New York City. With these funds set aside in the university budget, Norman began touring schools at other universities to study their buildings and programs. More important, he obtained the services of Arthur Raymond Mead, a nationally recognized authority on demonstration schools, who would prove to be a leading influence in the new school's development.

Work on the new school building proceeded, but not without difficulty. As a result of the Depression, the state treasury often had insufficient funds to meet its commitment to the building contractor. Time after time, work on the building halted temporarily.

In 1933, Florida Governor Dave Sholtz told university President John Tigert to “board the damn thing up.” Only the efforts of Tigert prevented a halt to construction.

By February 1934, the new school building was completed. Named in honor of Philip Keyes Yonge, who had served as president and member of the State Board of Control for many years, the school occupied a 12-acre site adjoining the university.

On Feb. 16 and 17, 1934, the formal dedication of P.K. Yonge Laboratory School took place. Famed educational philosopher Boyd H. Bode of the Ohio State University gave the dedicatory address. In his speech, Bode said that the opportunity to work in such a program was the chance of a lifetime. The person charged with planning the program was Mead, who served as the school’s first director.

Mead faced numerous difficulties as he tried to procure the most qualified teaching staff for the school. A decree by the Board of Control required two years’ residence in Florida in order to teach in the school, thus blocking Mead’s plan to hire the finest personnel from out-of-state to fill teaching positions.



*P.K. YONGE LABORATORY SCHOOL
on its Dedication Day in 1934*



*JOHN J. TIGERT and PHILIP KEYES YONGE
(l-r) both played major roles in the inception of the
P.K. Yonge Laboratory School.*

Mead's inability to work out an acceptable budget plan made it even more difficult for him to recruit teachers for the school's faculty. However, Tigert was able to come through for the school once again, informing Norman that the university budget would appropriate \$50,000 for the salaries of teachers.

The teachers' status also proved to be a point of contention. In the school's first year of operation, the university granted P.K. Yonge staff full academic rank on the university faculty. In 1935, however, the school's personnel lost their faculty status because the university and the Alachua County school system decided to share in supplying funds to pay the teachers' salaries. The separate

faculty status might have caused some feelings of inferiority on the part of the teachers. As a result, some teachers viewed their job as a stepping stone to the College of Education faculty. Indeed, a great proportion of the staff turnover was due to promotions to the College faculty.

From the laboratory school's beginnings, however, Norman demanded excellence and innovation from his teachers. Opening a monthlong pre-planning session in July 1934, Norman admonished his faculty to let no assumption, neither old nor new, go unchallenged. The new teachers were to question old ideas and to view curriculum as a means to develop character, personality, citizenship and worthy purpose. With this challenge to think originally and develop a program of education that dared to be different, the new staff began its deliberations.

Through this innovative, pre-planning session, the staff of the newly organized school made a notable contribution to curriculum planning in Florida. This month spent in conversation and deliberation, for which each of the teachers received \$100, was the forerunner of the pre-planning sessions that would

become a routine part of the teaching profession throughout Florida.

The teachers called the program they developed the “core curriculum.” It incorporated general lessons thought to be important for all youth. Usually taught by a single teacher, the core experience simulated life by blending together various subjects and skills. The core curriculum included language arts, social studies, science and math. The philosophy behind the new program held that students, by acquiring factual information through its active use, not only would find their learning more useful in the solution of future problems, but also would retain it to a greater degree.

The integrated unit plan of teaching also stressed the recognition of individual differences among students. As a result, the school developed a reputation for dealing with students individually and trying to help both the slowest learner and those with learning difficulties. The surrounding community recognized P.K. Yonge’s special interest in individuals, and parents of children who were not successful in the usual public-school setting added their names to the laboratory school’s waiting list.

When the school opened in September 1934, 470 students registered for attendance at P. K. Yonge, out of the 500 who applied for admission. The school granted admission in the order of application. Any child whose family



The library in the P.K. Yonge Laboratory School

lived in Alachua County was eligible for admission. The county provided bus transportation for 100 children from small towns in the rural areas surrounding Gainesville. Gainesville was so small that most of the city students easily walked or rode bicycles to school.

Of those admitted, 30 enrolled in the kindergarten, 180 in the elementary grades (1-6), and 260 in the high school grades (7-12). All of the students were white. The school placed on a waiting list those children not enrolled. By 1936, the number of children on the waiting list almost equaled the number of students in attendance. During its first 10 years, the school admitted students in the order of position on the waiting list.

Because the university was an all-male institution when P.K. Yonge first opened, the largest demand from the College's students was for demonstration and practice teaching in the secondary school. Laboratory school teachers directed junior-year students in the College of Education. During a student's senior year, he worked under supervision at the laboratory school for one period daily for a semester, usually developing and teaching a unit of work. It was rare for the elementary school to have a student teacher. The elementary school, traditionally a woman's place, did not interest male teacher-education students. It was not until 1947 that the College of Education enrolled women during the regular academic year.

As for the school's research function, the early years yielded mixed results. The Bureau of Educational Research for the College of Education encouraged research and experimentation as it applied to curriculum development. Teachers kept detailed curriculum records. The school placed these records on file, available as resources to student teachers and teachers who came to observe in the laboratory school. The school's faculty also felt encouragement to engage in experimental projects of various kinds.

The other functions of educating P.K. Yonge students and providing opportunities for student teachers, however, precluded the possibility of doing much in the way of planned research. The school also lacked the funds and personnel to carry out a program of research. Nevertheless, in 1936 Charles William Dabney recognized the school in his *Universal Education in the South* not only as a "noble addition to Florida's plant for the training of her teachers," but also as a "valuable acquisition to national resources for educational research."

The Forties: A period of transition

By 1938, James Norman had been dean of the College of Education for almost 20 years. It was time to move on, but the university could find no one to take his place. An initial search for a successor proved only that the university was not willing to pay the salary that a strong candidate would require. University President John Tigert postponed an appointment for a new dean for one year. That year stretched into three. In 1941, a frustrated Norman resigned as dean of the College and took on the duties of dean of the Summer School. Ironically, Norman felt that the new position would enable him to work more closely with the preparation of teachers for the state. Despite nearly 30 years of turning out teachers, the College of Education was still unsuccessful in its attempts to allow women to attend the regular session.

In the place of Norman, Tigert named G. Ballard Simmons acting dean of the College. Simmons had a long history at the university, from which he received both his bachelor's and his master's degrees. He spent five years working in school administration in Pensacola and Tallahassee before returning to the university in 1928 as an instructor in education. In 1933, he received his doctorate from Johns Hopkins University, writing his dissertation on the consolidation of higher public education in Florida around the turn of the century. As assistant dean in charge of the laboratory school, Simmons had played a vocal role in the teacher-professionalization debate of the 1930s. As acting dean, however, Simmons would place a distant third in the teacher-education power structure. Tigert was a forceful man with a strong background in education, previously



G. BALLARD SIMMONS

having served as commissioner of education. Norman, as dean of the Summer School, continued to play an influential role in teacher education at the university, and his long relationship with Tigert ensured that he had a voice in the administration of the College of Education, though his participation often was behind the scenes.

Nevertheless, these were important years for the College. Graduate education at the College got a boost with the introduction of the master and doctor of education degrees. The new master's degree, which stressed competence in teaching and school administration, replaced the master of arts in education, which stressed research and required a written thesis. The graduate committee felt that the new degree was more in accord with the needs of teachers as practitioners than the traditional master of arts. The College received approval to offer the doctor of education in 1946, which would help to satisfy the demands of Florida public school leaders for advanced graduate facilities. Before this, Florida teachers had to go outside the state to secure the doctorate in education. In 1948, the college granted its first doctoral degree to Francis Rhodes, a candidate in educational administration. For the next two decades, the terminal degree in graduate study in education was the doctor of education.



In the university's early years, the Summer School (pictured above in 1911) served a large number of women teachers who were working toward their certification. By 1946, regular-session men outnumbered women, and the Summer School had grown such that it became a regular session of the university during the summer. The following year, the university began admitting women to the regular session.

Changes were also taking place at the Summer School. Long the bastion of women school teachers who took the opportunity to work for a degree or certification during the summer months, the Summer School was changing from the “Summer Normal” into the university operating as usual. By 1946, the summer student body comprised regular session students, mostly men, and the summer session offered the same courses and faculty as in the regular session. As a result, there was no longer any reason for keeping the regular and the summer sessions separate.

The year 1947 was also a time of change for the College of Education. The state legislature made both state universities coeducational. In 1948, Alice McCarthy received a doctorate in education from the University of Florida, the first woman to receive a doctorate from the university. The admission of women to the University of Florida necessitated a broader program of teacher education, including the organization of an elementary education department in 1949.

In the final years of the 1940s, P.K. Yonge Laboratory School also was going through some transitions. In 1949, the university again assumed full control of the laboratory school salaries and restored the teachers to the university faculty. As a result, the school achieved a better status position in the College organization, and teacher morale began to improve. But changes were not limited to the teaching staff. The composition of the school’s student body became an issue during the decade as well.

Increasingly during the 1940s, the P.K. Yonge student population disproportionately represented some groups over others. Because of the school’s reputation for dealing with students individually, a number of students with learning difficulties attended the school. For whatever reason, most of these were boys. As a result, girls became underrepresented. In addition, children from the families of university faculty also tended to be represented disproportionately in the school.

As a laboratory school, P.K. Yonge should have had a student population that was typical of the general public school population in order to achieve certain teacher-education functions. After all, Norman had stressed teacher education as justification for a laboratory school at the University of Florida. The school was to perform the same function in the College of Education that hospitals, laboratories and field work did in other professional fields.

By the end of the decade, the school administration had implemented a quota system to combat the imbalance in the school’s student body. Students from the families of university faculty could account for up to 40 percent of

the total enrollment, while students from non-university families could account for up to 60 percent of the total enrollment. The school would attempt to keep these percentages intact for each grade level. In addition, no more than 10 percent discrepancy between the number of boys and girls admitted would be allowed.

The 1940s was a period of transition for the College of Education. The College was growing rapidly, and with change came many new challenges and adjustments to make.

J. B. White and a Changing College: 1949-1964

Early in 1949, university President J. Hillis Miller appointed Joseph B. White to the position of dean. White, who was then serving as professor of elementary education, had joined the College faculty the year before, coming from the Peabody College for Teachers in Nashville.

The initial challenge that White would face was accommodating the rise in enrollment numbers of majors at both the undergraduate and graduate levels that accompanied co-education and the influx of young men taking advantage of the G.I. Bill. Undergraduate enrollment in 1945-46 was

73 as compared to 432 in White's first year. The Graduate School enrolled just seven students in educational subjects in 1945-46 as compared to 471 in 1947-48. A new emphasis on advanced training of public school teachers, as well as the increasing number of college and junior college teachers who took degrees in education, foretold that enrollment figures would only increase.

Because of the rising enrollment, the College of Education needed a new building. The College shared the P.K. Yonge building with the laboratory school, and though the student enrollment at P.K. Yonge had remained fairly constant, the building was overcrowded. The building housed 65 faculty members, some of whom had to share an office with one or two other professors, and White foresaw the need to add a number of new faculty members. Apart from the special laboratories in industrial arts and business education, only three classrooms were available for College classes. The laboratory school occupied the rest of the classrooms. As a result, the College had to use classrooms that were scattered around the university's campus. It had reached the point that it was difficult to maintain a satisfactory program. There was a common feeling,



G. BALLARD SIMMONS

which dated back to Simmons' tenure as acting dean, that the laboratory school and the College of Education should be separate physical units.

In 1955, university President J. Wayne Reitz gave the College faculty the right to choose between a new building for the College of Education or for the P.K. Yonge Laboratory School. After lengthy discussion, a majority of the faculty agreed to recommend a new laboratory school building. The P.K. Yonge building, they decided, was outdated. If the College were to continue to operate a laboratory school, it should have a modern plant. The faculty of the College and P.K. Yonge worked together to plan the new school plant to best meet the needs of the laboratory school.

The site chosen for the school was a 37-acre plot of land a short distance from the university's main campus. The new school plant had 16 buildings built along both sides of a tumbling creek. Service units, consisting of the cafeteria, the administration building, a psychological and health clinic, an auditorium, a music center, and the materials center and library, lined the creek's banks. The creek also served as a divider between the elementary and secondary divisions of the school. The new plant had a capacity of 960 students in all grades — kindergarten through 12.

The move also symbolized the growing distance in the relationship between the laboratory school and the College. Because of the increased enrollment in the College of Education, it had become necessary to place more student teachers in community schools. P.K. Yonge Laboratory school's role in teacher training shifted to observation and limited participation. In 1954-55, while there were over 40,000 observations at the Laboratory school, there were no elementary interns and only four interns on the secondary level. With the decreased emphasis on student teaching at P.K. Yonge, the school's faculty was to place more emphasis on research and curriculum development.



During J.B. White's deanship, P.K. Yonge Laboratory School moved to a new campus centered around a tumbling creek (right).



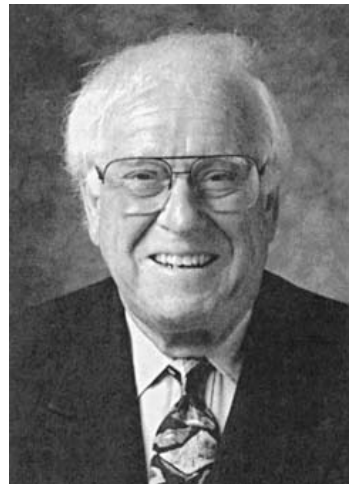
The old P.K. Yonge school building (left), which now solely housed the College of Education, was renamed Norman Hall in 1957, in honor of former Dean James W. Norman.

Meanwhile, the College of Education's teacher-education program continued to gain recognition. In 1954, the National Council for Accreditation of Teacher Education (NCATE) accredited the University of Florida's programs for teacher education. As a result, graduates of the university's teacher-education program could become teachers in a select number of

other states without further training. Yet, while the teacher-education program received national accreditation, the faculty of the College of Education also was making a name for itself in research and development.

Developing Florida's system of higher education

By the 1950s, Florida was on its way to becoming the largest state in the Southeast. The rapid growth, however, was putting a strain on Florida's higher education system. As a result, the state emphasized the development of a community college system. The 1947 legislation that had allowed for coeducation also provided for the establishment of community colleges around the state. In 1955, when the state Board of Control wanted to develop a master plan, they sought out education Professor James Wattenbarger, whose doctoral dissertation at Florida had been about the development of a state plan for community colleges.



JAMES WATTENBARGER

College, Wattenbarger used his dissertation as a model for developing the state system. After drawing up the plan, Wattenbarger took leave from the university to put his plan into effect. From 1957 to 1967, Wattenbarger guided the state community college system from an enrollment of just under 3,000 to more than 75,000.

In Wattenbarger's absence, the College remained involved in the development of the state's higher education system. In 1960, Robert R. Wiegman became director of the Junior College Center under a grant from the Kellogg Foundation. The center provided graduate programs that developed excellence in junior-college administration, teaching and research. The center also performed services of evaluation, organization and survey work.

In 1968, Wattenbarger returned to the College of Education, resigning as assistant state superintendent for junior colleges and assuming the directorship of the newly formed Institute of Higher Education. The institute, whose initial chief aim was to discover and show how colleges and universities could operate more efficiently, became a mainstay of the College, continuing to serve higher education to the present. Wattenbarger also became a College institution, advising over 180 doctoral students and being named Distinguished Service Professor for his service to the College and the university.

Breaking down barriers

Nationally, the 1950s and 1960s were an often tumultuous period of desegregation. From 1954 to 1959, Dean White was a national leader in desegregation in the South as head of the Phi Delta Kappa National Commission on the Study of Educational Policies and Programs in Relation to Desegregation. The promise of desegregation posed challenges unique to the College of Education, however, because the College would be training instructors who would teach mixed classes. Not all students perceived this to be a good

HAL G. LEWIS, Distinguished Service Professor, first came to the College in 1935 to take courses required for renewing his teaching certificate. G. Ballard Simmons, then principal at P.K. Yonge, was so impressed by the young teacher from Georgia that he invited Lewis to join the faculty of the Laboratory School. In the 1940s, after receiving a doctorate from Teachers College, Columbia, Lewis served as chair and sole faculty member of the newly formed Department of Foundations of Education.



HAL G. LEWIS

thing. In the mid-1950s, the university's student newspaper interviewed several education majors who said they would never teach a mixed class.

Hal G. Lewis, a professor in the Department of Foundations of Education, became an advocate of equal rights for blacks, focusing his efforts on preparing teachers to work with children of a different race. Lewis would serve two terms as president and one as chairman of the board of directors of the Florida Council on Human Relations, one of the first southern groups to work for desegregation.



JOHNNIE RUTH CLARKE

Behind the efforts of faculty such as Lewis, White and the College moved ahead. The university enrolled its first black student into the College of Law in 1958. Soon after, the College of Education, under White's leadership employed the first black secretary within the university and admitted the college's first black student. In 1964, two black students entered ninth grade at P. K. Yonge, and two years later the school got its first black teacher.

In 1966, Johnnie Ruth Clarke received her doctorate in educational administration from the College of Education, the first African-American to do so. Working with Roe L. Johns as her adviser, Clarke's dissertation was a study of the identity of disadvantaged students at the junior college level. She moved on to become the assistant dean of academic affairs at St. Petersburg Junior College.

The Wiles and Sharp Years: 1964-1978

After Dean White announced that he was stepping down in order to give his full-time attention to teaching and research, university President J. Wayne Reitz named Kimball Wiles to be dean of the College. Wiles, a nationally recognized authority in the field of supervision and curriculum development, had been on the faculty since 1950. In that time, he had held the positions of chairman of the Division of Secondary Education, chairman of the Division of Curriculum and Instruction, and assistant and acting dean of the College. He also was finishing a term as national president of the Association for Supervision and Curriculum Development.

The College of Education that Wiles inherited was growing rapidly, but had little financial support. In the four years prior to 1965, the College's enrollment had increased 55 percent, but operating funds had increased by just 16.2 percent. Wiles, however, had a plan to generate the financial support needed, and in the four short years that he was at the College's helm, Kimball Wiles gave the College a charge, the reverberations of which continued to sway the College more than 30 years later.



KIMBALL WILES

By 1965, Wiles felt that colleges of education had progressed past the point of merely turning out teachers. The University of Florida's College of Education faculty, which in the past had devoted its attention to instruction and service, had to exert a greater effort in the field of research in order to become a quality graduate institution in education. Wiles's plan to organize the College to fulfill its new role in research called for the creation of institutes to enable scholars with common concerns to work together to investigate a particular area.

The plan, which Wiles submitted to Reitz in December 1965, and which Reitz later approved, initially called for the formation of three new institutes. The Institute for the Development of Human Resources, headed by Ira J. Gordon, the chairman of the Foundations of Education Department, would focus on research that would help people to lead fuller, richer lives, to realize their potential, and to contribute to the national interest. The Institute for Curriculum Development, led by William M. Alexander, the chairman of the Department of Curriculum and Instruction, was to focus on curriculum change in the nation's public schools. Wiles planned the Educational Leadership Institute as a confederation of research projects directed by a community of scholars interested in developing ideas about educational leadership. Ralph B. Kimbrough, a professor in the Department of Administration and Supervision, headed the institute.



RALPH KIMBROUGH

This period also saw the organization of the Florida Educational Research and Development Council. The organization, which linked the College of Education with 21 counties in Florida, aimed to promote innovation and research in state public schools. The cooperative research and development effort provided an opportunity for the College's research activities to be used to assist in the achievement of excellence in the state's school systems. Former Dean J.B. White was the council's first executive secretary, providing leadership in the council's organization and development.

A head start for Head Start

President Lyndon Johnson's administration launched the federal Head Start program in 1965 as an eight-week summer program to help communities meet the needs of poor and minority preschool children. Local school district officials and the College of Education worked together to make sure Head Start services would become accessible to children and families in Alachua County.

Several UF early-childhood education specialists helped train the first teachers at Alachua County's inaugural Head Start program, part of the first wave of Head Start centers to emerge in the state and nation. Head Start was designed

to prepare disadvantaged children to flourish when they entered school by involving parents in the teaching and learning process.

Mary Virginia (Bebe) Fearnside was one of the first local Head Start teachers, teaching in the summer program at J.J. Finley Elementary School in 1965 while working toward her master's degree at the College of Education. After receiving her master's in special education and counseling in 1966, Fearnside would go on to supervise all Head Start, pre-kindergarten and parent education programs in Alachua County. She is the namesake of the Alachua County school district's Fearnside Family Services Center, where Head Start is just one of several child development



UF early-childhood education specialists helped train the first Head Start teachers in North Florida, including COE alumna Bebe Fearnside (above center).

programs for economically disadvantaged children. The school district today serves more than 1,000 pre-school children.

Following the early success and growth of the federal Head Start initiative, UF Education Professor Ira Gordon and other pioneers in parent education asked the question: Would the Head Start concept, engaging parents and families of schoolchildren, work in elementary schools, as well? Out of this question came the Follow Through program, another federal effort—based on Gordon's parent-involvement model—to improve school success for low-income children. The Follow Through project was the largest, most expensive educational experiment ever conducted, involving more than 75,000 children in 170 communities. Many former Head Start parents were trained by Dr.



IRA J. GORDON

Gordon to work in the Follow Through program to help gather data. Gordon's Follow Through model, designed to evaluate different approaches to education economically disadvantaged students from kindergarten through grade 3, has been used throughout the country to document the continued success of former Head Start children.

Designing middle schools

The College of Education also advanced the study of a new concept designed to create a school for the specific needs of children between the ages of 10 and 13. This new model, of course, was the middle school.

The College's involvement in the development of the middle school concept began in 1963, when William Alexander joined the faculty. Alexander proposed a new kind of school, recommending that educators handle a child's formative years in a transitional setting, rather than in the regimented, departmentalized junior-senior high school system. In 1966, the College hosted a yearlong institute to study this new concept.



WILLIAM M. ALEXANDER

The institute, under the direction of Emmett L. Williams, brought together 36 school teachers and administrators from around the South to try to design a school that would meet those needs. Two years later, Alexander, Williams and Vynce Hines of the Foundations Department co-authored the first edition of *The Emergent Middle School*, which became the primary textbook in many education schools. When Alexander retired in 1977, there were more than 5,000 middle schools nationwide. Alexander had become known as the “father of the middle school,” and the College of Education was recognized as the hub of middle school education in the country.

Increased emphasis on advanced training

The College increasingly participated in special training programs. In the fall of 1964, the departments of Elementary Education and Secondary Education conducted a training program for Peace Corps volunteer teachers headed for Jamaica and British Honduras. The Department of Personnel Services operated an institute for the training of employment counselors for

the CAUSE program and conducted two year-long guidance institutes from 1965 to 1967. During this time, the College of Education received more funds from the United States government for the training of counselors through institutes than any other institution in the country.

A part of the research function that Wiles envisioned for the College was the increased emphasis on graduate education. Research and training grants that came to the College allowed for a rapid increase in the number of assistantships and fellowships to support advanced study.

The College also unveiled two new doctoral programs during Wiles's deanship. The first was an Ed.D. program with an emphasis on special education. Under this program, students could concentrate their studies on mental retardation, emotional disturbance, learning disabilities and counseling in special education.

The other doctoral program was a Ph.D. in education. The program, which received approval in 1967, emphasized advanced research and study in a single field of education, in contrast to the Ed.D. programs, which emphasized developmental research and required knowledge of the total field of education. The four departments that offered the Ph.D. were Administration and Supervision, Curriculum and Instruction, Foundations, and Personnel Services. By the beginning of Wiles's third year as dean, the number of doctoral students in the College had doubled.

A tragic loss, and a new dean

The number of graduates that the College produced continued to increase. For the years 1960-62, the College produced 537 graduates. For the years 1966-68, the College produced 1,913 degrees, yet the state of Florida still experienced a tremendous teacher shortage. In 1968, Florida needed 11,000 teachers for kindergarten through 12th grade. All of the institutions in the state, however, both public and private, graduated only 3,500. Of those, only 50 percent would teach in Florida schools. That left a deficit of 8,000 to 9,000 teachers. Only increased levels of production in higher education could erase this deficit. The deficiency, however, was not due to the lack of qualified students, but to the lack of space, staff, and money. The College of Education would need more faculty and staff to adequately serve Florida's growing need for educators.

The College would have to forge ahead without the decisive leadership that Kimball Wiles had provided for four years, however. On Feb. 1, 1968, Wiles died in an auto accident. His untimely death was a great loss for the College of



BERT SHARP

Education. The University immediately named Bert Sharp, a professor in the Counselor Education Department, to be acting dean and eventually promoted him to dean.

Trouble confronted Sharp from the beginning. Within weeks, half of Florida's teachers had walked out of the public schools, demanding of the state legislature an increase in the education budget. Though the walkout had fizzled out within three weeks, it threw a kink into the College's teacher-training mission: No teaching interns could enter classrooms during the walkout. Nevertheless, Sharp was able to lead the College through these difficult times. During his years at the helm, the College

continued its rapid growth from the Wiles era. By the time Sharp stepped down, minority enrollment had greatly increased, and the College had a new annex.

National recognition for the College

Prior to becoming dean, Sharp was director of undergraduate programs in teacher education. Thus, it was no surprise that some notable changes occurred in the College's undergraduate curriculum during the Sharp years. Because of an oversupply of applicants, the College limited enrollment at the undergraduate level in areas such as social science education, English education and upper elementary education. The College also upgraded programs in areas where there was a strong need for qualified teachers, such as reading, science education, mathematics education, early childhood education and special education.

The College also took important steps in the early 1970s by hiring its first African-American faculty members. In 1970, Hattie Bessent joined the Department of Foundations of Education and the Institute for the Development of Human Resources, and in 1971 Simon O. Johnson became the College's Affirmative Action Officer. Johnson would become the first director of the Office of Recruitment and Outreach in 1986.

By the mid-1970s, the College made a renewed push in the direction of research and service. The emphasis on research, development and implementation provided opportunities for graduate students and faculty to participate in the design and execution of projects in basic research under controlled conditions, and cooperative research conducted with individual schools and school districts in solving common problems.

As measured by national rankings, this was certainly a high time for the College. In a 1971 survey of education doctoral programs, the College rated high in four out of five fields. The survey ranked the College among the top 10 in the fields of higher education administration and curriculum teaching, and in the top 15 in the fields of guidance and administration. Four years later, in 1975, the College received more good news when a national survey revealed that laboratory school administrators around the country had voted P.K. Yonge Laboratory school the nation's best laboratory school. A 1976 survey ranked the College 16th in the nation in terms of faculty and program strength.



ROBERT O. STRIPLING

During the early 1970s, the Department of Counselor Education made great strides on the road to becoming the No. 1 counselor education department in the nation. Robert O. Stripling, who joined the faculty in 1943, was instrumental in the department's development. An international leader in counselor education, Stripling, a Distinguished Service Professor, was best known for his pioneering work in legitimizing counseling as a profession.

Some years later, the Association for Counselor Education and Supervision would begin awarding a Robert O. Stripling Excellence in Standards Award, recognizing members of the counseling profession who demonstrate outstanding leadership in the advancement of credentialing, counselor-preparation program standards, and counseling. The Department of Counselor Education at UF also would maintain an endowed doctoral scholarship in his honor.

Norman Hall gets an addition

Perhaps the greatest change to the College during this period, however, was the construction of the Norman Hall annex. Sharp formed a building committee

in the early 1970s, chaired by Stripling, to gather information to demonstrate the need for new facilities. A 1973 UF Office of Planning and Analysis report commented that education was the most widely dispersed college on campus, with offices located in 13 buildings. Furthermore, the dual objectives of teacher preparation and research that the College had undertaken in the 1960s made the existing facilities inadequate. Most of the research projects were housed in borrowed and rented space on and off campus. The \$6.6 million addition more than doubled the size of the existing Norman Hall, bringing together the College's faculty for the first time since the late 1940s. The annex offered ample office, research and clinical space, and a separate structure housed a media center and education library, which replaced the existing library located in a small area on the third floor of the old Norman Hall.

University President Robert Marston recognized that the new structure was emblematic of changes in the College. At the dedication ceremony in October 1979, Marston said that "the new addition reflects a shift in the College of Education's programs and goals. It recognizes more clearly the need for research and graduate work." Stripling also acknowledged the changing focus of the College that the annex represented, saying that the facility was designed "primarily for research and clinical teaching and is expected to enhance the research programs of the College."

But a new crisis was about to emerge in the College, a crisis whose foundations lay in the College's original mission — teacher preparation.



A View of the courtyard of new Norman Hall

David Smith and ProTeach: 1978-1994

In September 1978, Bert Sharp stepped down as dean to devote more time to teaching. To replace him, university President Robert Marston looked outside the university and named David Smith, then dean of the School of Education at the University of Montana, to be the College's eighth dean. Smith was the first outsider to take over the College's top post. During his 16 years at the helm of the College of Education, Smith would face what was perhaps the College's most challenging period.



DAVID SMITH

A crisis of confidence surrounded all levels of American education during the close of the 1970s. This disenchantment extended to colleges of education, as well, where the teacher-preparation process was characterized as deficient and resistant to change. Despite increasing societal expectations and demands placed upon teachers, there had been no major change in teacher preparation in 30 years. Smith wanted his faculty to become involved in the development of a new concept of teacher education.

Working together with practitioners, College faculty began to design a program that would provide the beginning teacher with the knowledge and skills to be

a successful professional. Faculty members charged with designing the new program were working under conflicting demands. On the one side, the College was under a great deal of pressure to produce a greater quantity of teachers

because of a perceived teacher shortage. At the same time, there was a great deal of pressure from university administrators and politicians in Tallahassee to move teacher education from the undergraduate level to the graduate level. Smith pushed forward, championing the professional teacher in a project that he named Operation ProTeach (for **P**rofessional **T**eacher).

An arduous challenge

The process of developing and implementing the program was a long one, however, fraught with political pitfalls at every step. Rather than simply tinkering with the existing program, Smith would have to impose sweeping changes upon the College of Education. Determining just what those changes would be, and who would be responsible for their implementation, however, took a lot of discussion.

Early on, Smith made clear to the politicians that the College of Education acted on different dimensions. The College not only prepared teachers, it also had research and consultation responsibilities to carry out. These two roles were important to Florida both in addressing its educational problems and in preparing the future teacher for her or his chosen craft. Effective teachers had to have a thorough grasp of the subject matter, but they also had to understand youth, schools and the school setting.

But rhetoric had to be followed closely by action. In 1980, the state legislature was discussing a bill that would eventually abolish colleges of education in the state and replace them with an M.A. in Teaching program. Politicians and administrators claimed that colleges of education were overfunded and produced graduates of low quality. At the University of Florida's College of Education, the student-to-teacher ratio was lower than almost all other colleges in the university. Productivity was 30 percent of business administration and 54 percent of liberal arts. The GRE scores for graduate students were the lowest in the university and enrollment was down. Robert Bryan, the university's vice president for academic affairs, often acted as a foil for Smith during the development of ProTeach. He was particularly critical of some graduate departments where admissions standards had declined.



ROBERT BRYAN

As College faculty haggled over what changes would be made, nothing was being done. The legislature was becoming increasingly frustrated by the lack of progress and began breathing hard down the College's neck. In a 1982 letter, Bryan strongly urged Smith to produce a plan, and soon: "Show the legislature we can actually do something both politically and academically right, like give up the bachelor's in Secondary Ed. ... Tell your colleagues to quit the foolish and destructive fighting over turf. ... Tell your advisers to quit protecting courses that are fundamentally useless. Tell your faculty to fish or cut bait. The time is over for trolling over the monotonous swells of empty philosophical seas."

Both the legislature and university administrators were questioning the legitimacy of the College's mission, as well as the relevance of proposed reforms. The College of Education seemed to be a sinking ship.

Nevertheless, Smith had proved to be highly skilled at dealing with legislators. He developed strong political connections, and showed a great deal of finesse in dealing with Tallahassee and Washington. Smith, whom Bryan had called the "Golden Boy" of Gov. Bob Graham's administration, was not about to allow politicians in Tallahassee to steamroll the College into oblivion.

The College launched the program in the fall of 1984. ProTeach required five years of study toward a master's degree. The program had two major components, namely general studies, which included an academic specialization, and professional studies. The general studies program required students to develop a broad liberal arts and sciences base, as well as an academic specialization for future secondary school teachers. Even elementary and early childhood education students would average over 15 hours more outside of the



Educational psychologist HANNELORE WASS was one of the College's pioneers in bringing professional journals to the College to be edited. After joining the faculty in 1969 as a specialist in child growth and development, Wass soon became recognized internationally in the field of death studies. She believed that death education was an essential part of any school curriculum concerned with significant life issues. In 1974, she organized a course at the university called "Everything You Never Wanted to Know about Death," and in 1977 she founded and brought to the College the journal Death Education, which would later be renamed Death Studies. In 1991, she was recognized by the International Association for Death Education and Counseling for her many contributions to the field.



In 1992, the university promoted JOE WITTMER, Department of Counselor Education, to the rank of Distinguished Service Professor. Wittmer joined the College of Education faculty in 1968, immediately after receiving his doctorate from Indiana State University. Recognized as a service provider in the areas of multicultural communication and interpersonal communication skills, he served as chairperson of the Department of Counselor Education from 1974 to 1989, and again from 1993 to 1996.

College than before.

The professional studies program included instruction in the College as well as experience in schools. There was an emphasis on integrating clinical work into every aspect of the program. Faculty members held out hope for the ProTeach program because of its research base. Students, it was expected, would emerge well-read in the research literature of the day.

Additional changes, organizational and otherwise

The retooling of the teacher-education program placed a great load on the shoulders of the faculty, however. New curriculum materials had to be designed, faculty had to learn new skills and roles, and there was a great deal of organizational change. The change resulted in the creation of two new departments. The new Department of Educational Leadership included the former departments of Educational Administration and Instructional Leadership and Support. The new Department of Instruction and Curriculum was made up of General Teacher Education, Subject Specialization Teacher

Education, and Reading and Instructional Technology.

Some faculty feared loss of enrollment because of the extra year that had now been added to the curriculum. To the contrary, enrollment increased and the qualifications of those applying for admission improved.

The College, largely through the efforts of Clem Hallman, also became active in training teachers to work with second-language students in public schools. In the early 1980s, Hallman got approval from the state Department of Education to offer an English for Speakers of Other Languages endorsement through the College. This concentration in ESOL instruction complemented Hallman's work in bilingual education and the Bilingual Education Fellowship program he had run since 1977.

During Smith's final years as dean, the College quietly became a leader in editing. College faculty edited six prominent professional journals, including *Death Studies*, *English Journal*, *International Journal of Qualitative Studies in Education*, *Journal of Educational Measurement*, *Journal of Teacher Education* and *Teacher Education and Special Education*.

Another hallmark of the Smith years was the increased involvement of alumni in the activities of the College. Alumni met in 1987 to form an alumni association, resulting in increased financial support. In Smith's 16 years as dean, donations to the College increased 20-fold, providing much needed assistance for the College, particularly in the area of scholarships. One scholarship endowed during this period was the G. Ballard Simmons Memorial Scholarship, awarded to a graduate student who showed financial need, demonstrated scholarship and leadership skills and had the potential for excellence in teaching.

Meanwhile, one alumna was making big noise. In 1985, Therese Knecht Dozier, who received both her bachelor's and master's degrees from the College of Education, was selected for the National Teacher of the Year Award from among 2.5 million elementary and secondary teachers.

In his years as dean, David Smith led the College through profound changes. A re-emphasis on teacher education, coupled with the College's existing stress on research, resulted in a revitalized College. It would be up to Smith's successor to see that the College's success continued.



THERESE KNECHT DOZIER
was selected the *National Teacher of the Year* in 1985.



In the fall of 1988, UF and the College began to recognize distinguished educators (left) from around Florida to acknowledge the important role teachers play in society. UF President Marshall Criser (center) is pictured with the honored educators.

Moving Ahead: 1994 to 2000

Fast forward momentarily to the year 2000. At the dawn of a new century, the College of Education had also embarked on a new era. Things in Norman Hall had changed dramatically in the six years since David Smith stepped down as dean.

Elementary ProTeach, one of the revolutionary teacher-education programs implemented under Smith, had undergone a major revision in an attempt to meet the instructional needs of the state's changing population. The College had entered the computer age with a multi-million dollar technology initiative. And millions of dollars more had flowed into the College, thanks to fund-raising efforts by College administrators, researchers and the university's "It's Performance That Counts" capital campaign, as well as through university President John Lombardi's funding plan called the UF Bank.

But these years of progress were also tumultuous, with reorganization of the College on the minds of faculty members, and with frequent changes at the College's top.



RODERICK J. McDAVIS

Roderick J. McDavis, Smith's successor, became the College's ninth dean in 1994. He was not a newcomer to the University of Florida. Before serving as dean of education at the University of Arkansas, McDavis had been a professor of counselor education at Florida and associate dean of the Graduate School and Minority Programs. During five years at the helm of the College of Education, McDavis would see the College through a turbulent and exciting period of self-examination, reorganization and growth. But in 1999, he would leave the university, accepting a position as provost and vice president for academic affairs at Virginia Commonwealth University.

Gerardo M. Gonzalez was named interim dean. Gonzalez had been at the University of Florida for his entire academic career. He received his bachelor's



GERARDO M. GONZÁLEZ

degree and his doctorate from the university, and in 1976 he founded BACCHUS of the U.S. Inc., the nation's largest collegiate organization for the prevention of alcohol abuse. In the following years, he served as director of the Campus Alcohol and Drug Resource Center and assistant dean for student services at the university, before joining in 1987 the Department of Counselor Education, which he chaired from 1989 to 1993. Since 1993, he had served as associate dean for administration and finance. But his time at the head of the College would be brief. In 2000, after just one year, he left to become dean at Indiana University's School of

Education.

In his place, Ben F. Nelms, director of the College of Education's School of Teaching and Learning, became interim dean. Nelms had joined the faculty in 1990 in English education after previously serving as professor of English education at the University of Missouri. Nelms would be leading a College that had changed considerably in the previous six years.

Teacher education revisited

Teacher education at the University of Florida in the mid-1990s bore little resemblance to that of the early years of the university. From a Normal Department without a home, the College of Education had matured, occupying its own corner of the university campus, and was academic home to almost 2,000 graduate and undergraduate students and nearly one hundred faculty members.

The state of Florida had changed dramatically in that time as well. No longer a backward southern state to which outsiders came with apprehensions of catching swamp fever, Florida in the 1990s attracted millions of newcomers each year. As a result, the state's population was racially, ethnically and economically more diverse than ever before. In addition to social demographics, a shift toward including students with disabilities in general education classrooms resulted in



BEN F. NELMS



Heading into the 21st century, the College of Education placed increased emphasis on preparing teaching professionals who could provide education and care for a diverse group of children.

increasingly diverse student populations in Florida schools.

McDavis's vision for the College's future included changes to keep up with the changing society. Recognizing that the College could not remain static if it wanted to remain on the cutting edge of teacher education, McDavis put the wheels in motion to restructure the teacher-education program and the College as a whole.

In his first faculty meeting, McDavis outlined an agenda for accomplishing this, which included revision of ProTeach, an expanded program of research and leadership for P.K. Yonge, and revitalization of the College's programs of advanced graduate study and research.

After working with College faculty to draft a new mission for the College, McDavis set out to implement changes in ProTeach. By combining the elementary and special education programs into one unified teacher-education program, the College would prepare teachers who would be better suited for dealing with the varied demands of an exceptional student body. The unified program itself would cover two specific groups: elementary education and special education.

In fact, discussion on the changes had begun in 1992. To meet a critical need

for teachers prepared to work with both typically developing and disabled young children from diverse cultural backgrounds, the Department of Instruction and Curriculum and the Department of Special Education collaborated to develop a five-year, pre-service Unified Early Childhood program. The program received approval from the state Department of Education in 1995.

The Unified Early Childhood teacher-education program was designed to prepare early-childhood professionals who were capable of providing education and care for a diverse group of children within developmentally and individually appropriate programs. Students would graduate from the program after five years with a bachelor's degree in special education and a master's degree in early childhood education.

The changing demographics and the movement to include students with disabilities in general education classrooms created a context where general education teachers often felt ill-prepared to meet the diverse needs of students, particularly those with disabilities. At the same time, special education teachers often felt ill-prepared teaching in the content areas and thus had difficulty collaborating with general education teachers in meaningful ways.

Similarly, the Unified Elementary ProTeach program was designed to prepare pre-service teachers, in both special education and elementary education, to work effectively in the state's increasingly diverse schools. While most teacher-preparation programs in Florida, as in other states, prepared general education and special education teachers in separate programs, this five-year program would draw upon the College's experience in English for Speakers of Other Languages to produce graduates eligible for elementary certification with an ESOL endorsement, as well as have expertise in special education. During the fifth year, students would elect to specialize in elementary or special education. Those electing special education would earn dual certification in elementary



CECIL MERCER, Distinguished Professor of Special Education, joined the College faculty in 1974. He has been involved in workshops concerning learning disabilities throughout the nation. Two of his texts, Students with Learning Disabilities and Teaching Students with Learning Problems, are widely adopted throughout the nation, and his math curriculum, Strategic Math Series, is used to teach basic math facts to all students. He was named the College's Teacher of the Year three times, in 1978, 1990 and 1995.



Participants in the Florida Fund for Minority Teachers annual conference discuss strategies for supporting candidates in teacher-education programs across the state.

and special education.

At the same time the College of Education was bridging the gap between special education and general education, it began taking steps to address the increasing racial and ethnic diversity in Florida's schools. While the number of African-American, Asian-American and Hispanic students was increasing, the number of minorities entering the teaching profession remained low. The Florida Fund for Minority Teachers Inc. was developed through legislative action in 1996 to counteract this trend. The state-funded program, housed at the College of Education, awards the Minority Teacher Education Scholarship to minority students who want to teach in Florida's public elementary and secondary schools. This was a collaborative, performance-based scholarship program for African-American, American Indian, Asian-American and Hispanic students. The primary purpose of the program was to attract capable and promising minority graduates of community colleges to pursue teaching careers. Due in part to the success of the scholarship program, the number of minority students enrolled in teacher-education programs across the state increased considerably.



MARY BUDD ROWE, a professor of science education, passed away in 1996 after 24 years on the College of Education faculty. A one-time University of Florida Teacher of the Year, her devotion to the science of learning was apparent in her best-known research, which dealt with “wait time.” She found that teachers could increase student comprehension by waiting just one to three seconds more for a student to respond to a question. She was elected into the National Academy of Education in 1991, and served as president of the National Science Teachers Association from 1989 to 1990.

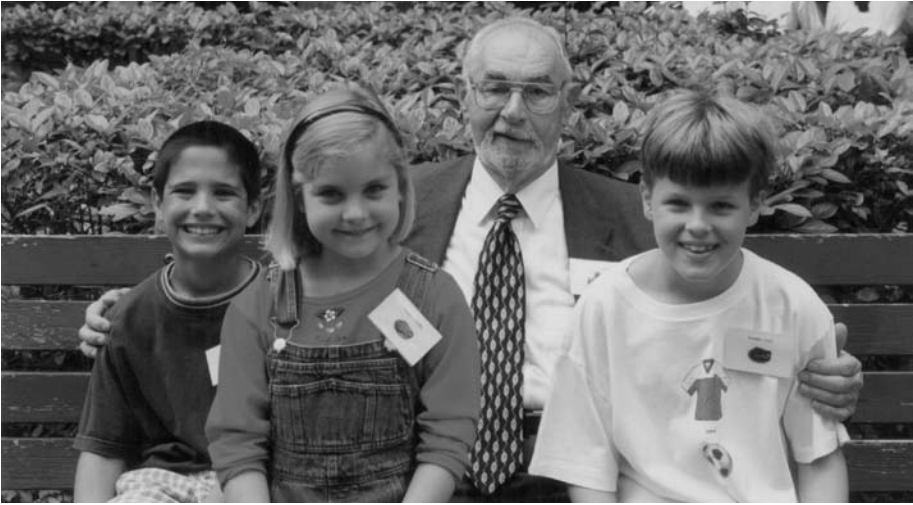
An age of new technology

Technology was also given a central role in the College’s development in recent years, especially during Gerardo Gonzalez’s year as interim dean. Recognizing that new technology could transform teaching and learning, Gonzalez in 1999 initiated a multi-level technology project in the College of Education. This program included renovation of laboratory and classroom facilities, upgrades of all faculty and departmental computers, and a training program for College faculty.

One of the first steps in the College’s technology initiative was the upgrading of technology hardware and software in the educational technology lab. Using Internet technology, a collaborative teaching lab was created, providing access to real-time shared teaching opportunities with the University of Virginia, the University of South Florida and Iowa State University. Internet2, an Internet bandwidth accessible to education institutions, would allow online collaborative learning to take place at a minimal cost to schools.

Finally, with the assistance of the University of Florida’s Office of Instructional Resources and the Center for Instructional Technology

and Training, the College initiated a technology training program for the faculty. This program began with a survey of faculty needs related to technology training and open forums for discussing course sequencing and formats for training. Among the needs reported by faculty members were designing Web pages, training CDs, PowerPoint presentations and E-learning courses. Faculty electing to complete 16 hours of training to enhance technology skills were issued laptop computers for instruction and research purposes. During the first six months of 2000, three-fourths of the College’s faculty participated in the program.



A donation in 1998 from IRVING FIEN, pictured center, would allow the College of Education to endow a professorship in elementary and special education.

College development

The late 1990s was an exciting time for the College of Education in terms of fund raising, too. In 1998, businessman Irving Fien presented the College of Education with a donation of \$600,001, which would be matched by the state to create a \$1.2 million endowment for the Irving and Rose Fien Professorship in Elementary and Special Education. It was the first \$1 million-plus endowed professorship in the College. In 2000, Richard Allington, who had previously served as professor of education and chair of the Department of Reading at the State University of New York at Albany, was appointed to the Fien Professorship.

In 1999, the College was the recipient of another generous donation. UF alumni Delores and Allen Lastinger of St. Augustine announced a \$2 million donation to the College of Education. Allen Lastinger, co-chairman of the university's capital campaign and president of the University of Florida Foundation board of directors, and his wife wished for the money to be used to establish the Lastinger Center for Learning, which would develop projects to



DELORES and ALLEN LASTINGER

help at-risk children in grades K-5 in schools across the state.

The College also garnered funds through the UF Bank, a program aimed at giving financial incentives to colleges and departments that met specific quality goals measured against national benchmarks. And nationally, the College stacked up well against other programs. In recent rankings of graduate schools, *U.S. News and World Report* has placed the UF College of Education among the nation's top graduate programs in education at public universities.

Several of the College's individual programs have held top 20 spots in recent years, including elementary education, special education, secondary education and educational leadership. Counselor education has consistently been ranked among the nation's top five, including a No. 1 ranking in 1997.

Reaching out to public schools

The College would also become active in public school outreach. The College began participating in an Opportunity Alliance program with partner schools Raines and Ribault high schools in Jacksonville and Miami Senior High School in Miami-Dade County. Goals for the alliance included shared technology training, development of training links among the partners, and a focus on improving literacy at each school.

As part of the America Reads Challenge, a grassroots national campaign that challenged every American to help all children learn to read, the College of Education sponsored Gainesville Reads, a collaborative project designed to provide tutoring in reading to children in the Gainesville community. Gainesville Reads tutors were University of Florida students who helped area students in kindergarten through high school.



DORENE ROSS works as a "professor-in-residence" at a local elementary school.

Another public schools outreach effort was the Professors-in-Residence program, an attempt to bridge the gap between the university and school communities. The program was started in 1998 to link the theories taught in College classrooms to practical applications found only in an elementary school setting. Participating faculty members typically spent one day a week working in area schools where their expertise was needed most in areas such as literacy, mathematics and school leadership.

P.K. Yonge and a research agenda

Big changes were also underway at P.K. Yonge as it prepared to enter the 21st century. State legislation in 1990 had shifted the school from being directly funded as a department of the College of Education to being its own school district. Legislation also changed the names of all state laboratory schools to “developmental research schools.” Though the name change was representative of P.K. Yonge’s historical research mission, the new classification as a state school district meant the school was being funded using the same formula the state used to allocate funding for other public schools — on a per-student basis. Without direct funding for research, school faculty would have to find research funds on their own. Teachers would have to make a conscious effort to return to the cutting edge of educational inquiry.

The school and its teachers would have success in locating these funds. Two examples were a state-funded early childhood education program and a remedial reading instruction program.

In 1996, the P.K. Yonge Developmental Research School was chosen by the state as a site to implement an early childhood education pilot program. The program would provide intervention to students at the pre-kindergarten and kindergarten levels who were at-risk for developing academic or behavior problems.

In 1998, the school, working in collaboration with the College of Education, was awarded a state grant to develop and disseminate a new approach to secondary remedial reading instruction called Everyone Reads. This grant became the foundation of P. K. Yonge’s continuing focus on literacy. Teaming with the North East Florida Educational Consortium, (NEFEC), P. K. Yonge has become a leader in the development, demonstration and dissemination of effective reading strategies, assessment and intervention strategies throughout the state and beyond. The Florida Reading Initiative (FRI), a comprehensive school-reform program to raise the reading achievement of all students, currently serves over 70 schools in northeast Florida. P.K. Yonge provides much of the training, serves as a demonstration site for the teachers and is a partner with NEFEC in program design and delivery.

In P.K. Yonge’s Research in Action program, educators across the region spend a day at the UF lab school visiting classes, interacting with the teachers and developing plans for implementation of the literacy initiative back at their own schools. P.K. Yonge’s faculty present at local, state and national conferences sharing their expertise in literacy.

The focus on literacy has also spawned a new program for students who



In the late 1990s, P.K. Yonge, in tandem with the College of Education, emerged as a state and national leader in the development, demonstration and dissemination of effective reading assessment and intervention strategies. Above, in 2006, a UF student-teacher (middle) reads with a PKY first-grader while UF professor-in-residence DIANE YENDOL-HOPPEY observes.

struggled with reading. The Summer Adventures in Literacy (SAIL) program was initiated in 2000 with 30 middle school students and has developed into a K-8 summer program attended by over 100 PKY students each summer. Teachers also can try out new teaching methods and strategies without the pressure of grades and other “busyness” of the regular school year. This has proven to be an effective professional development model for faculty as well as good instruction for the students.

“Teacher inquiry,” involving collaborative self-evaluation of teaching practices, is the newest area of professional development for educators that is being developed at P.K. Yonge. Teaming with the College’s Center for School Improvement, P.K. Yonge’s teachers have begun adding teacher inquiry to their practice. Their course work “comes to life” as they host and participate in an annual Teaching Inquiry and Innovation Showcase, first held in 2005. The formalization of inquiry on classroom practice promises to be another area where P.K. Yonge faculty will lead the way for other teachers and schools.

In 2001, UF’s laboratory school changed its age-old method of admissions. Citing long waiting lists, and based on the recommendation of state officials,

the school instituted a lottery system to give students an equal chance of acceptance. The school would continue to try to achieve enrollment figures that coincided with the state's population figures. P.K. Yonge already based admissions on the categories of race, family income, gender, exceptional student education status and academic achievement level.

In educating its students, the school continues its strong performance. P. K. Yonge has received an "A" grade from the state Department of Education yearly since 2002. The students continue to exceed the state average in all areas tested. Another measure has been added by the federal education department that determines if schools are making "annual yearly progress" toward the goal of educating all students to a high level. P.K. Yonge has met the federal guidelines each year. Meeting the current standards is a byproduct of maintaining a focus on providing a well-rounded educational experience for all of the students, and paying attention to the needs and interests of each individual child.

The Performing Arts Center at P.K. Yonge was dedicated in December 2003, marking a heightened focus on the performing arts. Within two years



The P.K. Yonge school's vocal ensemble, directed by Sherwin Mackintosh (above at piano), rehearses in preparation for their May 2006 performance at New York's Carnegie Hall.

of operation, the chorus and vocal ensemble received the highest state rating possible at state competitions. The elementary music program, the secondary band, acting, piano lab, chorus and vocal ensemble classes provide multiple opportunities for students of all ages to discover and expand their interest and talent in the performing arts. There also are several productions each year under the supervision of

Sherwin Mackintosh, director of the center. The visual arts program moved into a new facility in 2006, with an emphasis on the integration of traditional art and technology.

P.K. Yonge provides opportunities for UF graduate students to work with K-12 students through various collaborative arrangements across the university campus. Students from the colleges of Journalism, Fine Arts, Health and Human Performance, and Nursing have taught classes, assisted with after-school clubs, health screenings, yearbook production, musical productions,

tutoring, coaching, cheerleading and many other activities that are vital to school operations and also provide “hands-on” experiences for the college students.

The school’s major collaborator, though, is the College of Education, whose undergraduate and graduate students observe classes as well as complete pre-intern and internship assignments. The increased collaboration with the



UF education students complete pre-intern and intern assignments at the P.K. Yonge laboratory school.

Department of Counselor Education has resulted in our family problem-solving conference format, our student-led conference program, and provided a K-12 environment for graduate students to hone their counseling skills. Likewise, graduate students in School Psychology work closely with their major professor and assist the P. K. Yonge faculty in developing alternative behavioral and academic plans for individual student success. P. K. Yonge faculty also teach graduate and undergraduate courses in the College’s School of Teaching and Learning and the Department of Educational Administration and Policy.

A new look in a new century

As the last decade of the 20th century was drawing to a close, one of the final changes made under Dean Roderick McDavis was the reorganization of the College. To create opportunities for more collaboration between and among units, and to develop new graduate programs, areas of concentration and research initiatives, McDavis lobbied for and eventually got a five-unit reorganization plan.

Among the changes, the Department of Educational Leadership took on a wider scope, becoming the Department of Educational Leadership, Policy and Foundations. The student personnel in higher education program and the social foundations program were moved to the new department, and policy studies was added as a new area of concentration. The departments of Counselor Education and Special Education remained, but a new Department of Educational Psychology was formed.

In place of the Department of Instruction and Curriculum, a School of Teaching and Learning was created. Capturing a core function of the College — to produce quality teachers and conduct research in teacher education —

the new school would help faculty place more focus on priorities in teacher education. These priorities included meeting the needs of diverse learners, continuing close collaboration with practitioners and reinforcing that no single strategy exists for successful teacher education.

Ben Nelms, the school's first director, began to pursue alternative methods of teacher preparation, including Project SITE, the Site-based Implementation of Teacher Education program. This alternative certification program in elementary education, launched in January 2000, features school-based instruction taught by College of Education faculty and local Alachua County school teachers and administrators. The participants, who complete the 13-month-long program with a master's degree in education, serve as full-time classroom interns working with a mentor teacher. The teacher intern program allows participants to supplement their teacher training with previous career and volunteer experiences.

Another new approach was a partnership with the University's College of Liberal Arts and Sciences. Beginning in fall 2000, the two colleges started a new venture called Pathways to Teaching. Faculty from the two colleges work together to permit students to obtain a liberal arts and sciences degree and begin coursework to lead to a teaching certification. The liberal arts and sciences college also developed specialized new courses for the unified elementary education program.

New Challenges in the New Millenium: 2000-2006

Following the 1999 departure of Dean McDavisto Virginia Commonwealth University and the yearlong tenure of Gerardo Gonzalez as interim dean, Ben Nelms agreed in 2000 to resign as director of the School of Teaching and Learning and act as dean for two years. He persuaded highly respected colleague, Rodman Webb, to join him as associate dean for academic affairs.

The academic years 2000-2002 found the university in a period of unsettling transition: between administrations, undergoing statewide reorganization, in a budget crisis, under pressure to extend its national reputation, subject to rigorous internal assessment, finishing up a capital campaign, and planning the celebration of the university's sesquicentennial.

For the College's new leaders, shared decision-making and faculty governance had been an issue of intense interest for both Nelms and Webb for many years. They were pleased, therefore, to preside over the adoption of a new college constitution (one that became a model for other colleges), the establishment of a more active, better defined Faculty Policy Council and committee system, and an emphasis on cultivating a sense of collegiality within the college. The Staff Council also was organized and assumed an active role, guiding the deans in analyzing and equalizing salaries and enhancing working conditions. Likewise, the Student Council was revitalized and began to assert strong leadership within campuswide student government.

Another of Nelms' primary goals was to focus on better support for both graduate and undergraduate students. His one condition for accepting the deanship was increased support from the university for graduate teaching assistantships. Student scholarships were reviewed with emphasis on increasing the number and value and on soliciting new donors. Student Ambassadors in the College were named to recognize student leaders and involve them in representing the College to alumni and the public. Perhaps most important, though, the position of assistant dean for student affairs was created to unify offices serving students and to assure that high priority be given current student needs, interests and concerns. Theresa Vernetson, well known for her longtime



Assistant Dean THERESA VERNETSON meets regularly with Education College Council (ECC) officers.

service to the College and to the state, was named to the post.

Over the decades, Norman Hall had become quite overcrowded. Nelms and Webb persuaded the University administration to immediately support several remodeling projects: building a new student services center, reclaiming space for faculty offices in the Department of Special Education, restoring Room 250 (once the P.K. Yonge school library) as a room for

large classes and meetings, and not least important, remodeling and extending offices in the dean's suite for the first time since Norman Hall was built in 1934. The College of Education collaborated with the College of Fine Arts to transform the old Norman gym into a new, high-tech computer center (Digital Worlds Institute) in time for the university's sesquicentennial celebration in 2003.



Enhancing education technology in teaching and learning is a high priority in the 21st century.

Finally, Webb headed a commission to plan the construction of a high-tech, education technology annex (since named the Experiential Learning Complex, or ELC), incorporating the present library and computer services center, and ultimately to restore all of Old Norman, preserving its historical character but making it more accessible and modernizing the facilities. Florida Congressman John Mica, a class of 1967 education alum, volunteered personal support of this project. The Norman Hall expansion project is the College's largest fund-raising priority in UF's upcoming "Florida Today" capital campaign, to be launched in 2007.



RODMAN WEBB

All of these efforts were designed to improve the College's infrastructure—its facilities, organization and personnel—to ultimately support scholarly and professional excellence and service to students in Florida. National rankings of the college continued to rise. The departments of Counselor Education and Special Education continued their steady progress toward the top 10. In one prominent national ranking system, the College of Education not only held the highest rank among divisions of the University of Florida and among colleges of education in Florida, but was the highest ranked unit of *any* division in the state. Faculty production on grants and publications continued to increase and the Center on Personnel Studies in Special Education (COPSSE) was established to provide insights into critical special education issues concerning teacher preparation, quality and retention. Sixteen new first-choice faculty were hired.



Counselor Education Assistant Professor Sondra Smith (right) instructs students in the use of hand puppets to express emotions. Counselor Education perennially ranks among the Top 3 in its specialty area in the U.S. News rankings.

of the University of Florida and among colleges of education in Florida, but was the highest ranked unit of *any* division in the state. Faculty production on grants and publications continued to increase and the Center on Personnel Studies in Special Education (COPSSE) was established to provide insights into critical special education issues concerning teacher preparation, quality and retention. Sixteen new first-choice faculty were hired.

Nelms was heartened by the success of his universitywide nomination of professors for their outstanding work: Stuart Schwartz received the Ernest L.



Working through the Lastinger Center for Learning, ELIZABETH “BUFFY” BONDY (top right, observing a local fourth-grade class) is one of several UF education professors who “embed” themselves in classrooms at disadvantaged elementary schools across the state to help improve student achievement and teacher retention.

Boyer International Award for Excellence in College Teaching, Learning and Technology, and Paul George was awarded a UF Distinguished Professorship. Schwartz was also honored as UF Teacher of the Year.

Academic programs in the college continued to undergo reevaluation and revision. Though budget cuts required eliminating some positions and the tightening of programs, other areas were identified for enhancement. A system was devised to provide internal assignments to research, increasing the number of professors who could be awarded “sabbaticals” each year. Collaboration of faculty with P.K. Yonge was fostered, with joint appointments and improved faculty work space.

Nelms considered the highlight of his deanship to be the extension of services to public schools, especially those in areas of high poverty and with high enrollments of minorities. The new Lastinger Center for Learning opened to serve at-risk elementary schools in Gainesville, Jacksonville and the Miami area. Don Pemberton, who had established his reputation with the Take Stock in Children program, was recruited as the center’s first director and began designing an exemplary program. The University of Florida Alliance,

which Nelms directed, became a universitywide program collaborating with urban high schools in Jacksonville, Miami and Orlando currently labeled as “struggling,” to prepare students for college admission and, eventually, to play leadership roles in society.

The Current Years: 2002 – 2006

With Nelms’ retirement, Catherine Emihovich assumed the dean’s post in August of 2002 after serving as dean of education for two years at California State University-Sacramento. She is the first woman dean of the UF College of Education and the 12th dean in its 100-year history. Complementing her education leadership with a background in anthropology, she brought to UF a new perspective on the College’s burgeoning interest in developing collaborative partnerships with families, schools and communities, particularly in underserved areas.

Building upon the successful outreach work already established under Dean Nelms and others through the Lastinger Center and the UF Alliance, Emihovich proposed to link these initiatives under the rubric of the Scholarship of Engagement, an education model first promoted by noted educator Ernest Boyer. This model emphasizes the need to connect academic scholarship to the practical concerns of practitioners in the field and work that contributes to the public good. One of her first acts as dean was to create an annual “Scholarship of Engagement” banquet that not only recognized donors who contributed to student scholarships, but also honored faculty, students, school personnel, and community members for their research or service that exemplified the principles of outreach scholarship. Attendance at this banquet has steadily grown and in spring, 2006, more than 220 people attended.



NANCY DANA (right) directs the Center for School Improvement, which emphasizes “inquiry-based” professional development as a primary method of school improvement.

Administrative changes launched under Dean Nelms continued during the first three years of Emihovich’s current tenure. Associate Dean Rod Webb stepped down from his position in July, 2004, after co-chairing a successful NCATE (National Council for Accreditation of Teacher Education) continuing-accreditation visit; organizing a highly visible national conference on teacher quality, recruitment and retention; and leading efforts to promote a new addition to Norman



Education Psychology Professor THOMAS OAKLAND was UF's 2005 International Educator of the Year for his scholarly globetrotting activities, mainly in the area of educational and psychological testing of students.

hall that would feature the use of multiple media in learning and instruction. A new associate dean of academic affairs, Jeri Benson (from the University of Georgia), assumed the position in fall, 2004. Reflecting a heightened emphasis on research, a much anticipated Office of Education Research opened in July, 2005, under the direction of the newly named associate dean of research, Paul Sindelar. The Office of Graduate Studies was reorganized and a new director, Thomasenia Adams, was appointed. The Educational Outreach and Communications Office was eliminated and its functions were reorganized under two offices: News and Publications, directed by Larry Lansford, and the Center for School Improvement, directed by Nancy Dana. Finally, several new department chairs were appointed, including Tom Dana as the director of the School of Teaching and Learning in

2003, and Linda Serra Hagedorn as the first woman chair of Educational Administration and Policy in 2005.

The Faculty Policy Council steadily expanded its governance functions and, under the leadership of Vivian Correa (2002), Nancy Waldron (2003), Maureen Conroy (2004), Hazel Jones (2005) and Buffy Bondy (2006), enacted several important policy changes on issues such as collegewide research requirements and a third-year review process for tenure and promotion. The Staff Council also enacted a policy of recognizing outstanding staff members. A new graduate student group (SAGE) was established to support graduate students in their career development.

In the past four years, the College's reputation has steadily increased at the national level. In the most recent U.S. News and World Report rankings in 2006, the College of Education placed 25th overall and ranked 15th among public AAU universities. The college's budget picture also brightened, and due to continuing retirements and increased support from the Provost's office, the College was able to attract outstanding new faculty to complement a strong cadre of veteran faculty in key areas. More significantly, the College excelled

in bringing in diverse faculty. In 2006, 16 percent of the 118 Education faculty were people of color, a considerable increase from 10 percent in 2002.

One of the University's strategic goals is to encourage the development of trans-disciplinary initiatives that involve multiple units on campus, and it was one of the defining themes of Dean Emihovich's inaugural address to the faculty. Since 2002, the College has collaborated with the College of Fine Arts through the Lastinger Center, continued its strong relationship with Pediatrics on the Multi-Disciplinary Training Project, and has begun a new partnership between Counselor Education and Psychiatry on substance abuse and addiction issues. The College's relationship with its K-12 lab school, P.K. Yonge Developmental Research School, has been strengthened through the work of the Center for School Improvement and its new professional development model of "teacher inquiry."

Under new director Pam Pallas, Baby Gator, UF's on-campus daycare center,



At Baby Gator, the College's laboratory pre-school, Counselor Education faculty researcher CIRECIE WEST-OLATUNJI (left) is investigating new instructional practices for teaching young children from culturally and linguistically diverse backgrounds.

has broadened and strengthened its identity as a pre-school child development and research center for the College of Education and UF. Initiatives in early childhood education have been expanded to include partnerships with nursing, speech communication, and family, youth and community sciences in UF's Institute of Food and Agricultural Sciences. A partnership was also established with the Department of Architecture, whose students as part of a class project produced an innovative design for a

new facility that would double Baby Gator's capacity. As a fund-raising project, Baby Gator has also trademarked its charming logo for marketing on products designed to appeal to the most discerning "Gator" parents and grandparents.

The severe teacher shortage in Florida poses a special challenge for the College, since its mission is to lead the state in establishing new models of professional preparation, and to emphasize continuing professional development as a means of attracting and retaining the best teachers and leaders. The nationally known, early-childhood and elementary ProTeach programs continue to grow, and new initiatives have been established in distance education to develop online degree

programs. An exciting new venture is the development of a job-embedded master's degree program that enables classroom teachers to earn their degree on-site in their districts while working with master teachers and university faculty. International initiatives have also received attention through the creation of the International Leadership in Educational Technology program. New models for alternative certification will also be explored through innovative partnerships with community colleges and academic departments in the colleges of Agriculture and Life Science, Liberal Arts and Sciences, and Engineering.

Fund raising is never far from any dean's mind. To meet the College's need for more resources, the Office of Development and Alumni Affairs was expanded, and Emihovich broadened the role of the Development Advisory Board. New alumni events that have now become well established include Education Career Night, the Alumni Lecture and Lunch Series, and special events organized at the Harn Museum, the Florida Natural History Museum, and the Hippodrome State Theatre in Gainesville.

In 2004, the College received its second largest gift ever – \$1.9 million – to establish the William and Robbie Hedges Fund to support research on “slow



UF President BERNIE MACHEN (left) and Dean EMIHOVICH (right) with ROBBIE and WILLIAM HEDGES, who contributed \$1.9 million to the College to support research on helping slow learners.



An alumni gathering at UF's annual Homecoming Parade is just one of many activities Dean Emihovich has initiated to help Education alumni stay connected with the College.

learners.” Major goals for the future are to increase the number of student scholarships, provide ongoing support for centers and institutes, and enhance faculty research through endowed fellowships, professorships and research funds. Over the last three years (2002-2005), the College has raised over \$6 million in support of these goals.

In early 2006, UF created a \$1.5 million endowed professorship in

early childhood education named after former Miami Herald publisher and child- development advocate David Lawrence.

The College's most ambitious fund-raising challenge is for the planned expansion and renovation of historic Norman Hall. Plans call for adding on the high-tech Experiential Learning Complex (ELC)—which will offer



innovative research and educational programs for integrating technology into learning and instruction—and to restore the beauty of Old Norman's original wood paneling and casement windows, while modernizing the classrooms and providing sorely needed office space for faculty, staff and students. Florida Congressman John Mica (*BAE 1967*) continues to provide strong support, and through his auspices major upgrades in the technology infrastructure have already been completed. Although it would be less expensive to simply start over and erect an entirely new building for the College, the historic

CONGRESSMAN JOHN MICA

grandeur of Norman Hall cannot be duplicated today. The strong support of alumni and friends will be essential in realizing this dream, along with our continuing partnership with the UF Digital Worlds Institute, which now occupies the former Norman Hall gym.

Celebrating the Past, Educating for the Future

Exploring and pushing back the frontiers of knowledge in the vast field of education. Experimenting with new methods of teacher education, student learning and academic research. For 100 years, the University of Florida's College of Education has been addressing the most crucial educational needs of Florida's residents.

From its beginning in 1906 as a Normal Department charged with the education of men who would fill leadership positions in the state's schools, the College has led the charge, developing people, projects and programs to solve critical educational and human problems. Preparing its graduates to become classroom teachers and school administrators, school counselors and school psychologists, college and university teaching faculty, researchers and administrators, policymakers and politicians, the College has fostered a tradition of excellence and innovation. Faculty, staff, students and alumni

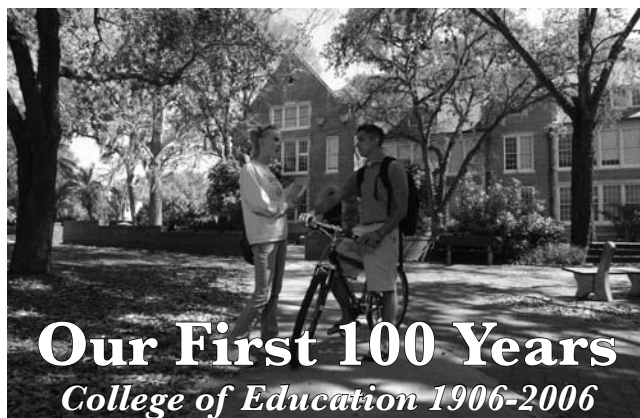
have established state, national and international reputations for exemplary scholarship, leadership and service.

In today's complex world, given the increasing globalization of the U.S. economy, the rapidly increasing diversity of the state, and the rising K-12 population, education will remain as one of most important issues requiring policymakers' attention.

Looking to the future, the College of Education at the University of Florida is well positioned to frame public debates on the pressing questions of how to best educate future citizens to meet these challenges. In the years leading into our centennial anniversary, the College has consistently ranked in the top 25 of America's best colleges of education. The quality of the new faculty hires that complement the existing faculty, the steady rise in graduate student enrollment, and the number of exciting research projects underway all will enable the College of Education to maintain its leadership role in the state and nation in establishing the models and paradigms that will define and shape educational processes deep into the 21st century.



The College's centennial-year deans pose in front of the 100th anniversary banner on the west lawn of Norman Hall in early 2006. From left are associate deans PAUL SINDELAR and JERI BENSON; Dean CATHERINE EMIHOVICH, and Assistant Dean THERESA VERNETSON.



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"Our First 100 Years: College of Education 1906-2006" is a fully revised and updated version of an earlier historical account of the College published in 2001 titled "Exploration and Experimentation: The Road to Educational Excellence."

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July 2001

Celebrating the Past • Educating for the Future

1906 100 Years 2006

COLLEGE OF EDUCATION
UNIVERSITY OF FLORIDA

