

LEHIGH UNIVERSITY
COLLEGE OF EDUCATION



100 YEARS OF
EXCELLENCE

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Lehigh University College of Education:

100 YEARS OF EXCELLENCE

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Prologue

“What’s past is prologue.”

—William Shakespeare, *The Tempest*

Although Lehigh University traces its founding to 1865, the formal study of education did not begin at Lehigh until early in the twentieth century.

During the nineteenth century another type of institution, the normal school, prepared most teachers for the “common,” or public schools. The normal school was a specialized academy, which taught the subjects generally taught in elementary schools as well as the latest pedagogical theories. In the normal schools, the ideas of European educators, such as Johann Heinrich Pestalozzi and Johann Friedrich Herbart, were advocated in classes in pedagogy. Most normal schools began as entrepreneurial academies, but in order to survive, they needed state sponsorship and oversight. Although they were not considered to be collegiate institutions, they were an important factor in developing and implementing curricula in pedagogy. In Pennsylvania, thirteen normal schools became state teachers’ colleges, such as those at Kutztown and Stroudsburg.

After the Civil War, normal schools began to have competition in the preparation of teachers, as universities saw a potential in the preparation of educators for elementary and secondary schools and began to include instruction in pedagogy. The trend began in Midwestern universities such as the University of Iowa in 1873 and the University of Michigan in 1879. By 1900, most universities had some formal instruction in pedagogy (Tyack, 1967, pp. 415-16).

Previously, pedagogy and its related discipline, psychology, were considered to be subsets of philosophy. But, concurrent with the induction of pedagogy into the university curriculum in the waning decades of the nineteenth century, two great intellectual figures, William James and John Dewey, helped to move psychology and pedagogy out of philosophy and legitimize them as collegiate academic disciplines.

James is generally credited with bringing psychology to the United States as a field of academic study. He had conducted a psychology laboratory at Harvard as early as 1877 and spent the next twelve years

teaching and writing his magnum opus, the two-volume *Principles of Psychology*, which became the basic text for university courses in psychology. James was also interested in the work of schoolteachers. He conducted meetings with teachers from Cambridge and included his suggestions in a book, *Talks with Teachers*.

The three disciplines were intertwined when Dewey accepted an appointment as head of the Department of Philosophy, Psychology, and Education at the University of Chicago. While there, he became known as one of the foremost advocates of the new philosophy of pragmatism. His pedagogical and philosophical beliefs merged in 1896 when he and his wife founded the famous Laboratory School, which tested pedagogical ideas in practice. The success of the Laboratory School was often cited as an example in a movement which eventually was known as “progressive education.” In 1904, Dewey left Chicago for an appointment as a professor of philosophy at Columbia University.

Lehigh University already had begun to recognize an obligation to provide courses for schoolteachers as early as 1898, when President Thomas Drown encouraged Lehigh department heads to consider providing courses open to the public through extension courses and summer school. According to W. Ross Yates, “Extension courses and the summer school brought older people from Bethlehem and the surrounding areas onto the campus.... those were school teachers, who soon were the largest occupational group taking advantage of the new opportunities” (Yates, 1992, p. 121).

The potential for Lehigh students to assume teaching careers was recognized as early as 1903 when the University Catalog noted that the curriculum of the School of General Literature (the precursor of the College of Liberal Arts) was recommended as a good preparation for the professions of law, medicine, theology, teaching, or journalism. By 1904, the Philosophy and Psychology Department offered courses in pedagogy and the history of education.

The first scholar employed by Lehigh to establish formal study of education was Professor Percy Hughes, who arrived in 1907. His doctorate was from Columbia University, where he had formed what was to be a lifetime friendship with John Dewey. Hughes was a progressive on a conservative campus. Through his vision and hard work he created a sequence of courses so that Lehigh’s undergraduates, all of whom were male, could enter the teaching profession. By extension courses and summer session courses, in-service teachers, both male and female, could prepare for leadership positions.

By the 1930s, elementary and secondary schools needed trained administrators and school specialists, such as guidance counselors. Dr.

Harold Thomas came to Lehigh as head of the Department of Education. Through his leadership, the Education Department provided certification and graduate degree programs for administrators and school specialists while maintaining the teacher certification program for Lehigh undergraduates.

After World War II the baby boom created a shortage of teachers and other school personnel. A third leader of the Department of Education, Dr. John A. Stoops, came to Lehigh. Under his leadership the Department of Education had reached a critical mass in faculty size and expertise so that it was promoted to a graduate School of Education. By that time a laboratory school, named Centennial School for the centennial celebration of Lehigh University, was in operation.

Graduate programs in education are sensitive to demographic conditions, and with the end of the baby boom there was a downturn in student enrollment by 1979, which resulted in the possibility that the new School of Education might be terminated. Through the efforts of deans Perry Zirkel and Paul Van Reed Miller, and with the support of education alumni and the university faculty, the accomplishments of the School of Education faculty were recognized and the school was promoted to a College of Education by Lehigh President Peter Likins in 1985.

Two years later, in 1987, the college was moved to the newly acquired Mountaintop Campus. During the intervening years the College of Education has thrived under the leadership of deans Alden Moe, Roland Yoshida, Sally White, and Gary Sasso.

The year 2016 marks the golden anniversary of the School of Education. Lehigh professors have devoted themselves to the improvement of education and related human services so that the College of Education is one of the premier colleges of education in the United States and has programs which extend the influence of Lehigh around the world.

Percy Hughes was a visionary. The traditions of scholarship, teaching, and service which he established early in the twentieth century have been maintained and strengthened by his successors. The vision which he labored to fulfill was a prologue to the rich history of the College of Education, which is detailed on the following pages.

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Introduction

A Rich and Enduring Legacy

Gary Sasso, Dean, Lehigh University College of Education

Lehigh University and its College of Education thrive because, as John A. Stoops, the College's first dean, once noted, "Lehigh's founders taught their University to be future-minded."

As we celebrate 100 years of education at Lehigh—and 50 years as a College—we reflect on our remarkable history of nurturing effective educational leaders, fostering innovation and establishing new educational paradigms that challenge the status quo. We also celebrate 50 years of the highly regarded Centennial School, a national model for serving children with learning difficulties.

Lehigh's education program, one of the oldest in the country, has been progressive since its inception. Percy Hughes, a Lehigh professor who was instrumental in developing the program, revolutionized teaching methods across all university faculties, encouraged curriculum reforms and worked tirelessly to make the university co-educational. He created extension and summer courses that allowed women to enroll and brought the first female professor to campus to teach psychology summer courses.

Today, the College of Education's dedicated faculty and students continue this forward-thinking tradition as they create rich, new learning environments and conduct research focused on improving the lives of children around the globe.

We hope you enjoy reading through the pages of our past in Lehigh University College of Education: 100 Years of Excellence. We want to give special thanks to the emeriti, faculty, staff and students who invested their time and energy in uncovering our significant history, and to those who work tirelessly to steer the College into the future.

With a deep appreciation of our distinguished past, we look forward to all that the College of Education is poised to accomplish in the years to come.

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For more than a century, dedicated members of the faculty and staff have fostered the study of Education and Human Services at Lehigh. This book is intended to document their good work.

Thank you!

CREATING A FOUNDATION: THE ORIGINS OF EDUCATION AND PSYCHOLOGY STUDY AT LEHIGH UNIVERSITY (1900s-1930s)

William C. Brehm and Iveta Silova

The first seeds of the study of education and psychology at Lehigh University were planted in the early 1900s. The university began to blossom during that period, enjoying growth, popularity, and support. In addition to expanding its physical space and curriculum offerings, the university was firmly committed to growing and diversifying the faculty through the creation of many new tiers of associate, assistant, and visiting professorships. For President Thomas Drown (1885-1904), one of the goals was to bring the brightest minds to Lehigh. He said in a public speech, “There is no use in getting second-rate men or mere bookworms” (cited in Bowen, p. 102). He was looking for faculty with visionary ideas and bold research agendas. And President Drown seemed to know “just where the finest professional material was mined, and how it could be brought to the Lehigh market” (Bowen, 1924, p. 102).

One such stellar professor who was strategically “mined” by President Drown was Lightner Witmer, who spent two years at Lehigh as a visiting professor (1903-1905), while on leave from the University of Pennsylvania. Witmer became a part of the psychology faculty, laying the foundations for the study of special education, school psychology, and counseling psychology as academic fields, not only at Lehigh University but also in higher-education institutions on a national scale. Widely known as “the father” of clinical and school psychology, Witmer founded the first clinical psychology laboratory, the first journal of clinical psychology, and the first child psychoeducational clinic in the early 1900s (Thomas, 2009; Shapiro, 2011). Together with John Dewey, G. Stanley Hall, and William James, Witmer was one of the four cofounders of the American Psychological Association (APA). Pushing the boundaries of the mainstream academic conventions of the early 1900s, he insisted that schools would tremendously benefit from the presence of psychological experts who would be well versed in the development of children’s capacity in relation to their complex environmental and socioeconomic contexts. Witmer was also critical of intelligence and IQ (common for “intelli-

gence quotient”) tests, which he believed measured the individual’s efficiency, not intelligence, erasing their participants’ individuality (Thomas, 2009). Instead, he argued for the importance of understanding the impact of children’s broader environments—including families, communities, and institutional structures—on their academic achievement and development.

While such a public health- and social justice-oriented approach rings true today, it was perhaps less congruent with the culture of the 1900s. Academically and professionally, Witmer was clearly ahead of his time. Witmer’s contributions to the field remained largely unrecognized during his lifetime, yet his short presence on Lehigh’s campus was instrumental in planting seeds for the future of education and psychology programs (Shapiro, 2011). The best testament to this is an impressive number of College of Education faculty and alumni who received the prestigious Lightner Witmer Award—the early-career award given by the Division of School Psychology of the American Psychological Association—including Professor Edward S. Shapiro (1987) and five graduates of the program, Drs. Chris Skinner (1989), John Hintze (1995), Tanya Eckert (1996), Jessica Hoffman (2001), and Nathan Clemens (2009). Clearly, Witmer introduced the spirit of going against the mainstream, while pushing both institutional and academic boundaries in the pursuit of knowledge and social justice.



Professor Lightner Witmer (1903-1905)



Professor Percy Hughes (1907-1942)

This spirit continued to flourish with the arrival of Percy Hughes, a professor of philosophy, psychology, and education at Lehigh University from 1907 until 1942. Although the relationship between Witmer and Hughes remains unknown, both worked closely with the famous American education philosopher and psychologist John Dewey, sharing the commitment to the principles of community engagement, research-to-practice oriented scholarship, social justice, and education. And while these principles were first introduced to Lehigh University culture and curriculum in the early 1900s, they remained central to the mission of its education programs and faculty over the decades ahead.

Percy Hughes' Era

Hughes arrived at Lehigh University in 1907 when the university “was caught up in the spirit of self-study and reform” (Yates, 1992, p. 121). Building on the community-oriented initiatives begun under former President Drown, President Henry Sturgis Drinker carried out the idea of public service by reiterating the call from the founder of Lehigh, Asa Packer, for a balance of scientific and classical education—what was called “progressive” and “liberal” education, respectively, in the early 1900s. In his speech to the Engineer’s Club of Northern Pennsylvania, Drinker explained that “the duties of our institutions of higher learning...should not be restricted to what is taught to students within our walls, but they should be leaders in thought, and particularly in the teaching of things that pertain to the well-being and betterment of men.” In 1906, Drinker invited the great astronomer John Alfred Brashear to speak at the Lehigh Founder’s Day exercises. His speech, which Drinker would eventually print and send to every alumnus of the university, echoed Drinker’s beliefs in the importance of public service in American universities. After Brashear eloquently praised Lehigh for its contribution to technical fields by preparing graduates in science and engineering, he went on to say,

It may be a hobby for your speaker, but he has been of the opinion for many years that not only is it of paramount importance that every student of technology should have enough of the so-called humanities in his curriculum to develop the higher manhood, and thus broaden out his vision, but, conversely, every student who may choose the humanities should get in touch with at least enough of science, or technics, to enable him to comprehend the marvelous advances in every line of human thought and industry that will surely come to pass during this day and generation. (cited in *The Bethlehem Globe*, 1906)

Drinker envisioned far-reaching university reforms, and “he found in Percy Hughes a person to supervise them” (Yates, 1992, p. 121). Hughes’ methods for reforming the university centered on his belief in critical inquiry. That is to say, to understand an issue, one needs more than reflection: Conceiving, exploring, observing, and appreciating are independently needed for complete understanding. In a short history of the Department of Philosophy, Psychology, and Education at Lehigh, Hughes (n.d.) stated, “Critical inquiry should take the place of indoctrination” (p. 7). Hughes (1939) separated his notion of understanding from the “stone fence which John Locke built across the field of understanding, to separate the ‘operations of the mind’ from the sensory medium in which alone they occur” (p. 647). Hughes’ belief in critical inquiry displayed the “natural contours [of understanding], which our furrows should follow, if we are to check those floods of ambiguity that now wash sterile gullies down the slopes of thought” (Hughes, 1939, p. 647). Critical inquiry into any issue requires great thought and focus, sometimes in lieu of action.

The search for complete understanding inevitably created tensions, a fact of which Hughes was acutely aware. He would write in a 1944 column for the Warren Journal, “Truth proves itself dangerous indeed, but not fatal.” He would persist, nonetheless. In 1937, Hughes was placed on a year-to-year contract at the decision of President Clement C. Williams. Upset at this provision, Hughes wrote a letter to one of his former students, Dr. William J. Rubbins, on the matter: “That genuine democracy and the highest exercise of intelligence are not only compatible but mutually favorable, [President Williams] has, I think, still to learn.”

More revealing than Hughes’ sharp, humorous commentary on Williams was Rubbins’ letter in support of Hughes. In it, Rubbins reveals how Hughes taught critical inquiry: Hughes was the only professor, Rubbins claimed, that taught him he “could think, in addition to [learn] to repeat intelligently what others had thought.” If there is anything we can attribute to Hughes, it is his never-ceasing effort to challenge Lehigh’s educational culture by wishing that every student receive what Rubbins had learned—that is, the wish that critical inquiry replace dogma in education. Reading Lehigh’s history from the macro-level similar to Yates (1992), Hughes, like Witmer before him, was part of the modernization of Lehigh from the “old” to the “new” in curriculum, pedagogy, and community precisely because of this hope.

Hughes brought to Lehigh a critical eye toward the university’s preferred pedagogy and antiquated policies. He revolutionized the teaching methods across all faculties and worked for 35 years to create equitable and just administrative policies. Over the course of his tenure, Hughes used the responsibility of scholarship to pursue social change and transform the Lehigh culture. By committing himself to interdisciplinary work and hu-

manistic principles, he balanced Lehigh's tradition of scientific and classical education, which was often filled with contradictions, tensions, and debate. From encouraging curriculum reform for engineers to campaigning against compulsory chapel attendance, Hughes worked tirelessly to transform Lehigh's academic culture and social environment. From women's rights to environmentalism, Hughes devoted his life to advancing historically progressive ideas. Perhaps more importantly, Hughes strengthened the foundation for the study of education and psychology at Lehigh University.

PERCY HUGHES

*Professor of Philosophy, Psychology, and Education at Lehigh University
(1907-1942)*

Percy Hughes' life spanned three continents—British India (present-day Pakistan), where he was born; England, where he spent his adolescence; and America, where he spent his adulthood. In British India, Hughes's family experienced human poverty and misery; in London, they enjoyed privilege; and in the United States, Hughes crystallized his commitment to advancing social justice and equity through higher-education reforms. These experiences profoundly impacted Hughes' beliefs and values he thought about, supported, and, eventually, fought for at Lehigh.

Hughes was born on January 23, 1872, to Eliza Lloyd and Thomas Patrick Hughes in Peshawar, British India. At the age of 3, Hughes moved to London, absent his parents at first, to receive a "proper" education, something his parents believed could not be earned on the northwest frontier of the British Empire. Once Percy Hughes was of school age, he entered Christ's Hospital, the so-called "Blue-Coat School" in London. Here Hughes learned historic values of community and the importance of equity from legacies of the school itself, which to this day provides liberal education—based on a well-rounded curriculum of classics—"especially to children of families in social, financial or other need" (Mission Statement). He withdrew from his last grade of schooling because his family experienced financial hardship. A few years later, in 1888, he moved to America, where his arrival coincided with an intellectual boom in educational thinking. He landed on the shores of New York City in time for some of the greatest minds in American educational thought to meet and work together at Teachers College, founded in 1887 but only officially part of Columbia University since 1898.

In 1895, Hughes enrolled in Teachers College to earn a certificate to teach primary and secondary school. Following his graduation, Hughes immediately enrolled in Columbia University as a junior in philosophy. However, he had to

finish his *Artium Baccalaureus* degree at Alfred University in 1899 because his sister, for whom he needed to care, became ill and was prescribed fresh air (typical medical advice of the time). Upon his graduation in 1899, Hughes was employed at Greenport High School in Long Island, New York City. William J. White said of Hughes, "In my judgment he is one of the best teachers in the state," adding, "Mr. Hughes impresses me with his conviction that he loves to teach, and is willing to pay the price of getting the best results obtainable from his pupils...he has won a high place in the esteem of our community because of his scholarship and painstaking work." Although he was able to become a valuable teacher at Greenport in only two years, he could not devote proper time to thinking about and studying education while caught up in the day-to-day demands of the practice of teaching. He needed to return to a university setting to fully think about what it meant to be educated and how education should function in society.

In 1901, Hughes returned to study at Columbia, this time under some of the greatest educational thinkers in American history. He began his graduate studies in philosophy, psychology, and education (graduating in 1902 with a *Artium Magister*). Between 1902 and 1904, he pursued a *Philosophiæ Doctor* in the Faculty of Philosophy at Columbia University. He was supervised by some of the most notable names in American educational studies: John Dewey (father of progressive education, who came to Columbia in 1900 but was only officially recognized as a faculty member in 1906); Frederick J.E. Woodbridge (father of American naturalism); James McKeen Cattell (a pioneer in American psychology and editor of *Science* for 50 years); Nicholas Murray Butler (founder of Teachers College in 1887, president of Columbia University from 1902 until 1945, and winner of the Nobel Peace Prize in 1931); Frank M. McMurry (philosopher of the theory and practice of teaching); Edward L. Thorndike (father of educational psychology); and Samuel T. Dutton (coauthor of the first school administration textbook in 1908)—all of whom were on his dissertation committee. Moving back to the neighborhood surrounding Columbia, Morningside Heights, Hughes witnessed and experienced immense change in how society thought about the university generally and the study of education specifically. He became one of the first students ever to study the field of education from a historical and philosophical perspective—not simply as professional training. American education would never again be the same.

Four years of graduate study at Columbia University impacted Hughes' later work at Lehigh University. He became an agent of change, filled with humanistic ideas and classical verses from Christ's Hospital and armed with progressive education learned at Columbia University and Teachers College. He carried on the vision and purpose of higher education so clearly articulated by Butler, president of Columbia University, who said in a 1905 *New York Times* article:

I think that more and more there comes to be a perception of the true work of education, namely, that it is to fit the young of both sexes for all the duties of citizenship, so that in the generations that are to come there may be men and women qualified to take inspiring and sufficient part in public life, in the life of society, and in all the various organizations by which civilization is expected to progress. (p. SM5)

It is this "service ideal" (Rudolph, 1990, p. 356) that formed the foundation for Hughes' transformative initiatives at Lehigh University.

Reforming Curriculum

Percy Hughes came to Lehigh at first witnessing and observing, trying to understand the culture and practices at the university. What he witnessed was a school dominated by lectures, absent regular faculty office hours, and an overall feeling that students must adapt to a professor's teaching method or else teach himself (there were no women on campus) the material. Hughes, armed with notions of child-centered learning, wanted to reform this culture by building a new community around scholarship and intellectual curiosity not stymied by faculty but embraced through student-professor collaboration. More importantly, he wanted to ensure that the study of education and psychology, which he came to teach at Lehigh University, became institutionalized as legitimate areas of study.

To achieve these goals, Hughes mobilized faculty both inside and outside of Lehigh. On numerous occasions, Hughes invited Professor John Dewey, his former advisor and then a close colleague, to lecture at Lehigh on various topics related to education and curriculum reform, pushing the thinking of Lehigh faculty and students about the possibilities and promises of curriculum reform. In the 1930-31 academic year, Dewey gave a convocation address at Lehigh University, entitled *Science and Society*, calling faculty and students to passionately engage in knowledge production in the area of social sciences, while at the same time pursuing knowledge application for the public good. In a way, his convocation address was a call for faculty and students to organize their academic work so that social science disciplines, including psychology and education, could be recognized as legitimate and valuable fields of study in their own right:

The idea that we can develop social science merely by collecting and ordering facts is as futile as was the older idea that natural science could be had without the experimental control of action. When we systematically use the knowledge and instrumentalities we already have to

achieve the ends of a secure and abundant life which we know to be desirable, we shall begin to build up social science just as men built up physical science when they actively used the technique of tools and numbers in physical discovery.

The greatest scientific revolution is therefore still to come. It will ensue when men collectively organize their knowledge for social application, and when they systematically use scientific procedures for the objective control of social relations. Great as have been the changes of the last century, those who are going forth from the colleges this year and next year will see changes with which those of the past are not to be compared, provided they go forth with faith in the possibility of dealing scientifically with social changes and with the stern and courageous determination to make that faith effective in works. (Dewey, 1931, p. 7; see image below.



Professor John Dewey at the Convocation at Lehigh University (June 9, 1931)

Hughes' eagerness to reform curricula at Lehigh became evident in faculty meetings. Once he voiced his opinion, debate among faculty members typically broke out. It is common to read in the minutes of faculty meetings comments like "great debate ensued" after Hughes had made a suggestion. His proposals were, in fact, paradigm shifting for many of the established disciplines and norms at Lehigh. In 1924, for example, Hughes together with Robert Hall and Myron Jacob Luch, criticized the new metallurgy curriculum for its "lack of sufficient cultural subjects" (faculty minutes, May 5, 1924). He even challenged lectures as the preferred style of teaching. In his first register announcement, Hughes stated how his classes would function differently: "all courses, he said, in this department are conducted through recitation, and require a term paper prepared in collaboration with the instructor" (Hughes, n.d.). He then added how his teaching style differed from other courses as "a departure from the former method of lecturing, with its trend towards sermonizing, in favor of a method that requires students to express and defend their own opinions and to face new problems with the use of their own resources."

Hughes' curricular critiques did not only center on the sciences and engineering disciplines. He criticized the humanities as well. In one case, he said, "It seems axiomatic that in the English department, at least, and in modern languages the written exercises should not only be returned marked, but also be again returned by the student to the instructor, corrected by him." He added, "Here seems to be a point where insistence upon something thoroughly done is more important than two or three things not quite done" (archive box, 111.01.09).

Hughes' critical inquiry of pedagogy in all fields upset the status quo at the university. This left Hughes at times with few allies and, subsequently, rarely voted onto various academic committees. In 1938, after many years unelected to the Faculty Education Club—the standing faculty committee he formed years earlier as the only faculty member then trained in education—he was asked to rejoin the committee. The first topic of discussion for the November meeting, to the dislike of many who voted him off the committee in years past but in typical Hughes fashion, was entitled "improving the engineering curriculum." This moment is representative of Hughes' time at Lehigh: He never stopped asking how education could be improved for all students regardless of the opinions of administrators or other faculty members.

Proposing Coeducation

Coeducation became one of Percy Hughes' most important initiatives throughout his tenure at Lehigh University. Historically, calls for coeducation in America were heard as early as the pre-Civil War years. Oberlin College first admitted women in 1837, and at the 1856 Women's Rights Convention, Lucy Stone stated the demand women would make for the next century:

Our demand that Harvard and Yale colleges should admit women, though not yet yielded, only waits for a little more time. And while they wait, numerous petty 'female colleges' have sprung into being, indicative of the justice of our claim that a college education should be granted to women. Not one of these female colleges...meets the demands of the age, and so will eventually perish. (cited in Rosenberg, 1988)

These "female colleges" did not perish, however, and economics and tradition became the two largest hurdles preventing nationwide coeducation. If a school was financially sound with only male enrollment, then there existed a lack of economic incentive to admit women. Many schools which suffered economic troubles, particularly in the South after the Civil War, admitted women much earlier than schools with little or no financial issues, mainly private, northern schools like Harvard and Yale. Additionally, if a school had traditions and legacies of male education like that of Harvard and Yale (and Lehigh), then it became even harder to heed the call for coeducation. As a result, female attendance in college only equaled that of men's enrollment by the 1980s.

Despite this troubling history of coeducation, there were individuals who worked tirelessly to fight the status quo at private schools in the North—the exact schools isolated from the pressure to support coeducation by having both historical and economic barriers. Hughes was one individual who fought for equity despite the hurdles. He learned the value of coeducation from his suffrage-fighting mother in the late 1800s and from the historical legacies of Christ's Hospital, which opened a coeducational school in 1552.

Hughes issued a resolution in 1918 for Lehigh to become coeducational, almost 60 years before the university widely adopted the practice. After consulting Dewey on the matter, Hughes received a reply from him that emphasized how women actually improve the standards of male education (dated February 11, 1918). Hughes' proposal for coeducation at Lehigh University, however, was denied outright.

Hughes did not stop there. He brought Dr. Clara Harrison Town to teach psychology summer courses at Lehigh, becoming the first woman to teach on campus. He also created extension and summer courses where women

were allowed to enroll. By September of 1918, a resolution from President Drinker, inspired by Hughes, reached the faculty: “that the degrees of M.A. and M.S. be granted to women on the same conditions as in the case of men, provided that no permission be thereby extended to women to attend undergraduate courses in the University other than extension courses.” It was a compromise most likely to appease Hughes’ persistence. In 1921, Bessie Edna Kast, Mary Alice Schwaninger, and Edna Grace Tatnal became the first women to receive M.A. degrees from Lehigh. The title of Ms. Kast’s thesis was “The Education of Women in Pennsylvania.” Not only did Ms. Kast exercise her right to successfully complete higher education, but she also used it to advocate for the rights of women to education more broadly. Miss Schwaninger, a teacher in Allentown High School, became the first woman member of Lehigh Alumni Association. Miss Tatnal was a career teacher of biology and zoology in Harrisburg High School.

But Hughes was not ready to stop there. In 1925, the Committee for Summer Sessions, which Hughes headed, recommended a teacher training program for both men and women. Hughes said, “That to further the success of such a program a certificate be issuable to both men and women students, for two years work” (faculty minutes, February 23, 1925). This proposal, which was eventually approved, was a way to give proper training to teachers in the local community, who were typically unwed women. In other words, Hughes was able to open a back door for women to pursue education at Lehigh University despite the historical and economic barriers preventing women from enrolling in undergraduate courses on equal terms to those of men until 1972.

Undergraduate coeducation was, however, Hughes’ cause célèbre. He did not rest until such a call was heard. Contrary to popular belief, coeducation did not begin at Lehigh in 1972. It was, rather, first experienced at Lehigh when, on May 6, 1929, Lehigh adopted two new rules for women: (1) women were now “admitted as graduate students on the same terms as men” and (2) “women admitted to summer sessions either as graduate [sic] or undergraduates” (faculty minutes; emphasis added). For the first time in Lehigh’s history, women were admitted as undergraduates, even if only during summer sessions and still under the 1918 rules that declared the education of women “should largely be limited to the late afternoon, and to Saturdays, so that the general character of campus life shall not be affected by this innovation” (faculty minutes, February 4, 1918)

February 11 1918

My dear Professor Hughes

My reply is far too late to be of any use to you. I took advantage of our examination recess here to take a trip of about ten days through the Middle West. Consequently I did not receive your letter until after your faculty meeting had been held. In case anything from me should have any value for you in the future I enclose, however, an answer to your three questions.

X A. I have never heard anyone who had had any experience with women in graduate courses intimate that their presence there tended to lower in any way the scholastic standard either in outside work or in class discussion. On the contrary, it is a very general belief that the thoroughness with which they do their work has had a tendency to improve the standards. I have heard some teachers say that they were inclined to be more facile and a little less independent than the men students, but there was no claim that this lowered the standard in any way. In philosophy, where it seems to me that independence of thought is at a premium, I have never noticed this difference as between men and women. It has seemed to me rather an individual difference found among both men and women.

X B. So far as I know that admission of women into the graduate schools has not affected the engineering work at all.

X C. At Columbia experience has diminished and practically eliminated whatever opposition once existed. There are a few of the irreconcilables, but to the best of my knowledge only two or three, and they are of the very oldest men who had made it a point not to change the attitude which they assumed at the outset.

Yours sincerely

J. M. Dewey

Letter to Percy Hughes from John Dewey, February 11, 1918

Engaging with the Community

President Drinker inspired the Lehigh community to engage more directly with the community surrounding the university and beyond. His support for community engagement by faculty, staff, and students reflected a strong principle of public service (Yates, 1992). More specifically, he pursued the implementation of a national movement known as the Wisconsin Idea, which was originally advanced by President Charles Van Hise of the University of Wisconsin in 1904. The Wisconsin Idea was based on the basic principle that education should influence and improve people's lives beyond the university classroom. In one of his speeches, Drinker elaborated on this idea further:

...the duties of our institutions of higher learning, of our universities and colleges should not be restricted to what is taught to students within their walls, but they should be leaders of thought, and particularly in the teaching of things that pertain to the well-being and betterment of man. (cited in Yates, 1992, p. 116)

Under the leadership of President Drinker, Lehigh professors and students stepped outside the academic circle, exerting themselves in the interest of their immediate community. In 1907, for example, Lehigh students opened a Free Evening School for immigrants who were coming from southeast and central Europe to work in the steel mills. With the support of the faculty members, the students provided elementary education for mechanics and steelworkers to help them adjust to American culture and become employable. By 1916, nearly 300 people were reported to be attending the classes (Yates, 1992, p. 116). These classes were later extended to more than 1,400 employees of the Bethlehem Steel Company to help its workers complete English proficiency and naturalization requirements (Yates, 1992). Lehigh's engagement with the community was also reflected in smaller-scale activities. For example, Yates (1992) reported that in 1915, Lehigh students, as a part of the Lehigh YMCA, initiated a "big brother" movement for disadvantaged youth in South Bethlehem.

Behind these activities stood Lehigh's faculty. Percy Hughes was one of the most active faculty members pursuing the goals of public service. In *A History of Lehigh University* (1924), Bowen captured Hughes' spirit perfectly: "If there is a High School debate that needs a judge; if a new club is being formed, or a new educational idea needs inspiration, it seems as though the name of Professor of Philosophy and Psychology [Percy Hughes] was always called" (Bowen, p. 39). Indeed, Hughes found himself working in the community as actively as he was working on the Lehigh campus. Importantly,

Hughes was able to link some of the community engagement work directly to Lehigh curricula. In 1923, after eight years of developing a collaborative relationship with the Allentown State Hospital for the Insane, Hughes started a clinic at the hospital, where Lehigh students enrolled in his extension courses could directly observe, learn, research, and gain experience in the complex work of occupational therapeutics for children with learning disabilities. The news about the clinic made it into the *New York Times*, where Dr. Henry Klopp, a superintendent of the hospital, explained how the partnership with Lehigh University effectively extended the functions of the institution:

First, it is a hospital for observation, research, care and treatment of mental diseases. Secondly, it is a part of a general scheme for community service for the prevention of such disorders through public education upon the subject mental hygiene. It also serves as a place for holding of clinics, and is, in this connection, a teaching institution. (*New York Times*, 1923, p. E2)

Beyond higher education boundaries, Hughes carried the idea of public service by strongly supporting conservation efforts. As Hughes' daughter Elizabeth Clark (2006) recalled, Hughes had been a subject of several articles in the regional New Jersey press: "He had single-handedly made a name for reforestation of private property and had one of the largest stands of pine in private hands" (Clark, 2006, p. 52). Both his properties—the one on Long Island and Glory Hill in New Jersey—had become well known to environmentally minded people for the innovative work he was doing. Whether on campus or in his own home community, Hughes exhibited the spirit of public service well beyond the expectations of his times. His energy was contagious, leaving an enduring influence on his family, colleagues, and Lehigh's institutional culture.

Maintaining a Tue University Spirit

Hughes admired Robert W. Blake, who came to Lehigh in 1899 to teach Latin and head the School of General Literature (later called the College of Arts and Sciences) until his death on January 27, 1921. Not only was Blake the man credited for placing Hughes as the head of the newly formed Philosophy, Psychology, and Education Department in 1907, but he also was one of the only men with whom Hughes found camaraderie at Lehigh for his shared beliefs in liberal education based on the classics. During the early 1900s when the scientific method began to monopolize the humanities—eventually being labeled "social sciences"—the partnership between

Hughes and Blake was based on survival: survival of the belief that education was not about “the individual but the society of which the individual [was] a part” (Blake, 1925, pp. 67-68).

Blake’s convictions and beliefs in classical education became apparent in his 1912 Founder’s Day address. During this eloquent speech, he observed a difference between universities in 1912 and those of the mid-1800s: “The difference between the modern spirit of our Colleges and Universities and that of fifty years ago lies, not only in the extent to which the study of science has invaded the curriculum, but in the frank concessions to vocational training” (Blake, 1925). He would go on to rhetorically ask “whether higher education in its eagerness to respond to the material needs of an industrial age has not overshot the mark, and whether something that society very much needs has not been slighted.” Answering his own query, Blake affirmed, “men are not mere creatures of material wants, they do not live by bread alone. They live by the affections, by poetry, by music. They are concerned with art, with philosophy, with religion; they covet good health more than wealth, a good conscience more than success. Let it not be thought that young men find no interest in these things.” Hughes’ English education, philosophic orientation, and understanding of progressive education from Columbia University attracted Blake to Hughes. With a balance of liberal and progressive education, Hughes was exactly the type of faculty member needed at Lehigh to continue the charge Asa Packer first laid out in 1865 and yet had been easily overshadowed by the vocational and technical education of engineers.

After Blake’s death in 1921, the faculty passed a memorial to Blake during a faculty meeting held on January 28. It read in part, “The memory of Professor Blake will always be cherished and held as a precious tradition in the academic life of the Lehigh University, as a rare combination of scholarship, culture, and personal charm.” The February 11, 1921 Brown and White editorialized, “faculty and students owe much [to Blake] for the maintenance of the true university spirit.” The faculty and students eventually hung a bronze plaque commemorating Blake in Packer Chapel, which still proudly hangs to this day. It reads: “He loved great things. He won the devotion of men and was a power in their lives. He taught to many the greatness of learning and the man’s mind.”

We believe Hughes began to see his legacy at Lehigh starting in 1923 as tied to Blake’s. His participation and persistence at faculty meetings, for example, noticeably increased after Blake’s death in 1921. One must believe that Hughes felt he now carried the burden of classical education previously shared by Blake and Drinker. It was in the post-1921 years without Drinker or Blake that Hughes increased his demand for coeducation, started his campaign against compulsory chapel, and challenged the curriculum and grading standards of the university.

Another sign that Hughes attached his legacy to Blake's was the official creation of the R.W. Blake Society in 1924. This society was the only philosophical society on campus. It was Hughes' way to remember Blake and remind himself of the burden of spearheading continued support for classical education. For Hughes, this was the way to honor the man to whom he owed his entire career. More importantly, this society became the sole philosophical group on campus until 1944, when the demands of World War II eliminated many of the student activities and clubs on campus. The society was opened to ten seniors and five juniors "chosen on the basis of their qualifications and their interest in philosophy, psychology, and education" (Brown and White, November 13, 1923). This group of interdisciplinary men would meet monthly, typically at Hughes' home in Belvidere, New Jersey, and took annual trips to universities nearby. They would discuss important issues of the day, including "is war inevitable?" in the late 1930s, and many of Dewey's books.

The students involved in the Blake Society were unique at Lehigh. They were men who used philosophical inquiry in all of their studies. One man, Arthur Mickley (class of 1940), was an electrical engineer but was always drawn to philosophy. He enrolled in a no-credit program Hughes created in 1937 called General Education. The course, designed after the Great Books program at the University of Chicago, matched students with faculty to "do independent reading in literature" and "meet regularly with a faculty member to discuss the reading" (personal communication, September 23, 2009). Mickley claimed he "may have been the only [student] who" enrolled in this British-like program and studied under Professor Becker. In fact, almost three dozen enrolled during the first year, and mentoring faculty crossed disciplines, including engineering and philosophy professors alike. Even at the age of 90 when we interviewed him, Mickley continued to participate in a Great Books program.



Blake Society (Lehigh University Yearbook, 1942)

Another student, Judge Malcolm Muir, who graduated in 1935, came to Lehigh because of his cousins, the famous Stablers of the Lehigh Valley. He enrolled in philosophy because he did not understand the subject “and still doesn’t” (personal communication, January 13, 2010). Muir would eventually go on to Harvard Law School and begin a successful career in estate law. At the age of 95 when we interviewed him in 2009, Muir held senior status as a United States federal judge for the Middle District of Pennsylvania, still writing lengthy opinions. Muir died on July 22, 2011. Little did most of the students in the Blake Society know, but their involvement was a unique experiment at Lehigh. They were unlikely aware of the trials and tribulations of Witner, Blake, Hughes, or Drinker starting at the turn of the 20th century to maintain the firm balance of progressive and liberal education first outlined by Asa Packer in 1865 and renewed by Drinker in the early 1900s.

Conclusion

On June 23, 1939, Lehigh celebrated Percy Hughes’ 30th year of service (although technically two years late). At a large dinner held in the Masonic Temple in South Bethlehem, John Dewey spoke in front of Lehigh faculty, select students, and members of the community. Dewey, one of the most recognizable American philosophers of the 20th century, had known Hughes since his graduate studies at Columbia in 1901 and kept in close contact ever since. For Dewey to give the keynote address in honor of Hughes was a privilege for the whole Lehigh community. With Dewey and Hughes’ close friendship (for instance, he slept on Hughes’ couch in North Bethlehem on multiple occasions), the possibility of Dewey telling comical stories about the absent-minded professor lingered throughout the audience. Did Hughes actually leave his wife at the New York Opera after going to pick up his car? Did he, during a separate occasion, forget he parked his car at the Philadelphia train station when he took a train from New York City back to Bethlehem? Had he on multiple occasions walked across the Hill-to-Hill Bridge on his way to South Bethlehem, turned his back to block the northwardly blowing wind while lighting a cigarette, and then—upon successful ignition—walked straight back home and missed class entirely?

Instead of validating the many myths of the absent-minded professor concocted by students, Dewey explored the history of education and placed Hughes in the middle of the great transformations of American higher education in the 20th century. He went further and explained what he saw happening in the world of education. He told the crowd that education and psychology have “suffered in this country through their divorce from philosophy.” He reminded the audience that people like Hughes believed philosophy pervaded every part of life; divorcing philosophy from any subject was

an injustice to academic pursuits. This was nothing short of a reaffirmation of Asa Packer's dream, the perfect balance between classical and scientific education. Dewey believed that to instill philosophic thought in every subject, in every discipline, and in every field required people like Hughes in American universities. It was not that progressive education should dominate liberal education or vice versa in any one university, but rather that the two must learn to coexist to meet the practical needs of society while still asking philosophic questions about society.

The night Dewey spoke showed how Lehigh's history like all history is continuous; even if we do not directly understand from where we came, those who came before us still ultimately have influenced us. What Lehigh's first president, Henry Coppee, represented as a man of letters at the founding of the university and Robert Blake at the turn of the 20th century, Percy Hughes continued through two wars and into the mid-20th century. Hughes stated in 1904, "History is that past process which has brought about a present fact, known as the evidence. The historian searches for the thing that has effected that present, for the agent, that is, whose action, then, is that past reality, the content of history." It has become clear that agents do exist through history, and Hughes was influential in meeting Lehigh's original purpose laid out by Packer in 1865. He was a visionary and an education practitioner who could work within the system by creating courses for Lehigh undergraduates, offering education opportunities for pre-service and in-service teachers through extension courses, and pioneering a graduate program, which included males and females.

Uncovering this small yet important piece of history highlights a legacy of reform and reminds us of the essence of what the university should champion: understanding and coping with an uncertain world, wherever that may lead, by advancing new intellectual values, challenging the traditional culture of established institutions, and pushing universities, faculty, and students in new directions (Barnett, 2003). Understanding the tension Hughes lived with for 35 years at Lehigh, and his tenacity to persevere, moves us toward Hughes' dream of students "express[ing] and defend[ing] their own opinions and [facing] new problems with the use of their own resources." More importantly, Hughes' tenure at Lehigh University laid the important foundations for an interdisciplinary educational space where students, faculty, and staff are not afraid to listen to each other and challenge each other through intellectual thought based on justice, equality, and peace. Undoubtedly, these ideas shaped the trajectory of the education and psychology study at Lehigh University and the commitment to pursue a just education for all through research, scholarship, and practice.

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INSTITUTIONALIZING EDUCATION DEGREE PROGRAMS: THE ESTABLISHMENT AND GROWTH OF THE DEPARTMENT OF EDUCATION (1932-1963)

Fatih Aktas and Iveta Silova

The initiatives of the early 1900s set a strong foundation for the institutionalization and growth of the study of education and psychology at Lehigh University. Evaluating the academic progress of the Department of Philosophy, Psychology, and Education, Professor Philip M. Palmer, who acted as the director of the curriculum and later the dean of the arts and sciences, had informed the board of trustees in 1931 that “sufficient students existed for majors in all three fields” (Yates, 1992, p. 162). In particular, summer sessions for graduate and undergraduate students continued to demonstrate growth in enrollments and popularity among the teachers, while the general education courses grew in demand among the existing students. In 1931, the trustees agreed to split the existing department into three separate entities, leading to the establishment of the Department of Education, Department of Psychology, and Department of Philosophy in 1932. As Yates (1992) noted, the establishment of the Department of Education signaled “a considerable advance in teacher preparation” at Lehigh University (p. 162), while demonstrating an institutional commitment to education as academic field. In addition to continuing the tradition of service to the community, the expectation was that the new department would contribute to the growth of both undergraduate and graduate student populations:

The new emphasis placed on training for teachers by the establishment of this department is expected to appeal both to undergraduates who aspire to enter the teaching profession and to teachers who wish to take additional or advanced work. The entrance of more Lehigh graduates into the teaching profession in the secondary schools should ultimately influence more promising youngsters to choose Lehigh as their university. (Separate department of education created, 1932, p. 8)

Professor Harold Prescott Thomas was hired as the first head of the Department of Education. Holding M.Ed. and Ed.D. degrees from Harvard University, Thomas had a comprehensive knowledge and experience in the field of education, including his service as a superintendent of schools in Petersburg, Michigan (1922-24), director of research and guidance in Springfield, Massachusetts public schools (1925-31), and a lecturer of summer sessions at the University of Missouri and Rutgers University (Separate department of education created, 1932). He was recommended for the position at Lehigh University by Professor Percy Hughes. In a letter to President Charles Russ Richards, Hughes wrote: "Mr. Thomas, I am afraid, is too good for us, but I heartily recommend that anything we can do to get him here be done" (cited in Neville, 1967). President Richards did not hesitate in persuading Thomas to accept the position. In his offer letter, President Richards stated: "I sincerely trust that the position will be so much to your liking that you will have no regrets about accepting it" (cited in Neville, 1967).

Setting the Stage

Thomas accepted the job in 1932, leading the Department of Education during some of the most difficult times for the United States. When Thomas arrived on campus, the country was enduring the hard times of the Great Depression. A decade later, the Second World War began and Thomas took two years of professional leave of absence—the only professional leave in his 31-year career at Lehigh University—to serve as first lieutenant and major in the Second Pioneer Infantry in America, France, and North Africa during World War II. In his absence, the department was chaired by Wray Congdon (1944-45), who was the dean of the College of Arts and Sciences. In the 1946-47 academic year, when Thomas returned from the leave of absence, he immediately assumed his leadership role as the head of the Education Department, director of the General College Division, director of summer sessions, and director of the Adult Education Program.

The Depression and world war were difficult times for elementary and secondary schools. There was no money for new school buildings and little money to pay teachers or to buy school supplies during the Depression. During the war, many male teachers were called to military service. Schools were considered to be part of the war effort, and they contributed by doing without such things as new textbooks. Even composition paper was rationed.

When Thomas returned from active duty, the country was entering a dynamic period of change. Some of the young men who had dropped out of high school for military service returned to secondary school to complete their studies for a diploma. Many more took advantage of the GI Bill to learn a trade or obtain a college education. The booming economy fostered a

“baby boom.” The first wave of the baby boom children entered elementary school by the early 1950s. By the mid-1950s, new elementary schools were under construction to serve the baby boom generation and new secondary schools were under construction to replace the outmoded schoolhouses built before the Depression.

By 1950, it was certain that schooling at all levels would be a growth industry. There was a shortage of elementary teachers, and a shortfall of secondary teachers would follow. With the help of the GI Bill, veterans could prepare for teaching jobs, although teacher salaries had not kept up with postwar inflation. A graduate program at Lehigh was in a good position to take advantage of these changes by offering programs to prepare in-service teachers for positions as administrators, reading specialists, or guidance counselors, which paid more than classroom teaching. At the end of the 1950s, secondary education came under fire from critics, after the Soviet Union put a space satellite into orbit in October of 1957. By that time, the United States was involved in what was considered to be a “Cold War” with the Soviets. Critics blamed the schools for not producing enough scientists and technologists to win the space race. Once again, pre-service teacher education programs had an opportunity to respond to the political pressure to reform schools.

PROFESSOR HAROLD PRESCOTT THOMAS

(1932-1963)



Alumni Bulletin

Professor Harold Prescott Thomas was born in Cleveland, Ohio, on January 3, 1896. He received his Bachelor of Science degree at Colgate University in 1920 and earned degrees of Master of Education and Doctor of Education from Harvard University in 1925 and 1932 respectively. His dissertation title was *An Analysis of the Time Factor in the Distribution of School Duties among Teachers* (Thomas, 1932).

Prior to joining the Lehigh faculty and while earning his master's and doctoral degrees, Thomas had a long career in the field of education, working as superintendent of schools at Petersburg, Michigan; acting as director of research and guidance in the Springfield, Massachusetts, public schools; teaching in the summer sessions at the University of Missouri and at Rutgers; and acting as a lecturer on educa-

tion at Springfield College and at the International College in Springfield (Separate department of education created, 1932). While acting as director of research and guidance in the Springfield (Mass.) public schools, he took the lead in Springfield's Guidance Program, which was composed of two important phases—first, counseling, and second, the course of study in guidance—and published an article about the program in *The Journal of Education* in 1930 (Thomas, H.P., 1930). He also collaboratively wrote a book, *Work Guide for the Study of Occupations* (Thomas, Partch, & Spaulding, 1936, as cited in Polignano, 2011) and contributed to various articles in educational journals (Separate department of education created, 1932).

Thomas accepted the position of the chair of the Department of Education at Lehigh University in 1932 and served the university for 31 years. In addition to chairing the department, he was the director of the General College Division and Adult Education programs. He was actively involved in Lehigh's Summer School and was very well known for his efforts to initiate continued involvement in American higher education (Cartwright, Sam, Gipson, & Stoops, 1969). His high-quality work was appreciated nationally. For example, he was invited to become a member of the Association of Deans and Directors of Summer Schools in 1940 (Thomas elected to dean's society, 1940). Later in his career, he served as the president of the same association (Allen, 1969). Also, the acting United States commissioner of education assigned Thomas to participate in the Conference of Summer Sessions in 1958 (Polignano, 2011). Furthermore, he took responsibilities in the executive committee of the Pennsylvania Education Research Association and the State Curriculum Commission (Polignano, 2011). As Lehigh University President Emeritus Harvey Neville noted, Thomas "wore these many hats with modest and becoming distinction" (Neville, 1967).

In addition to his professional responsibilities, Thomas was deeply involved in community affairs. He was the director of the [Bethlehem] Boy's Club and the Family Welfare Association (Allen, 1969). He also founded the Child Guidance Clinic with Judge James F. Hanninger of Allentown and acted as the first president of the clinic (Allen, 1969). Furthermore, he was the chairman of the annual Community Chest Drive and served as the president of the Rotary Club of Bethlehem from 1960 to 1961 (Allen, 1969).

Thomas is fondly remembered for his sense of humor and positive disposition toward everyone around him (Polignano, 2011). Lehigh students, for example, highlighted that "the most striking facet in the makeup of Professor Harold Prescott Thomas [was] his sense of humor" (Yost, 1949). He was a remarkably cheerful and humble person who was remembered as a "good-natured gent...guaranteed to make an honest-to-goodness humanitarian of the most confirmed cynic" (Yost, 1949). Not only did he have a very joyful personality, but he also cared greatly about his friends and family. His friends

described him as “counselor and friend to all who had need of him” (Cartwright et al., 1969) and a “man of absolute integrity, of complete devotion to his family, his profession, and his church” (Allen, 1969).

Thomas retired from his position as the head of the Department of Education in 1962, but continued to serve as the director of the summer sessions until 1963. He became professor emeritus on September 1, 1963. His contribution to the university was greatly appreciated by Lehigh, and a testimonial dinner in his honor upon his retirement was given at the Lehigh University Center on May 26, 1962 (Granger et al., 1962). He passed away on July 21, 1969, and was buried at Nisky Hill Cemetery (Dr. Thomas dies, ex-Lehigh educator, n.d.). When he died, his age was 73 years, 6 months, and 18 days (Allen, 1969).

Education Faculty

Professor Thomas began his career at Lehigh in a two-person Department of Education, joining his colleague Theodore Thomas Lafferty, instructor in education (The 1933 Epitome, 1933). Over the next two decades, the Department of Education had grown exponentially and became known for its exceptionally strong faculty members, instructors, and administrative staff. By the 1940-41 academic year, the Department of Education added two summer faculty, including William L. Connor, superintendent of schools in



Department of Education and Philosophy—Rear row: R.H. White, T.T. Lafferty, R.E. Laramy. Front row: H.P. Thomas, P. Hughes, F.C. Becker. The 1941 Epitome, 1941, p. 36.

Allentown, and Robert E. Laramy, former superintendent of schools in Allentown (Lehigh University Course Catalog, 1941). In the 1945-46 academic year, faculty members included professor Wray Congdon, associate professor Frank Becker, lecturer Robert Laramy, as well as instructors William Hayward, Lemuel Johnston, and Harry Eisenberg (Lehigh University Course Catalog, 1946). In the 1946-47 academic year, assistant professor Everett Teal joined the Department of Education, while also assuming the position of associate director of the Veterans Guidance Center.

By the 1952-53 academic year, the faculty of the Department of Education had grown to 15 members, including two professors, one associate professor, six assistant professors, and six instructors (Lehigh University Course Catalog, 1952). Eight practicing educators were listed as special summer session instructors. When Thomas retired as the head of the Department of Education in 1962, there were two associate professors, two assistant professors, three instructors, and 13 part-time lecturers in the department (Lehigh University Course Catalog, 1962). In a tribute, his colleagues noted that one of Thomas' strengths was in hiring "only top-notch administrative and supervisory teachers" (Granger et al., 1962, as cited in Polignano, 2011, p. 8), who were instrumental in developing high-quality undergraduate and graduate programs at Lehigh University, while establishing strong links with the education community in the Lehigh Valley area.



Department of Education. Seated: F.V. Palevicz, H.P. Thomas, J.G. Newlin. Standing: R.A. Bream, R.B. Norris, F.G. Armstrong, H.T. Hahn, A.G. Peterkin. The 1953 Epitome, 1953, p. 24.

Institutionalizing Education Degree Programs

Reflecting on the history of the Department of Education in the 1930s and 1940s, Thomas (1941) wrote that the initial work of the new department revolved around three general objectives, including (1) undergraduate work, (2) graduate studies, and (3) community service. These objectives determined the trajectory of education programs at Lehigh University through the 1950s and 1960s.

Expanding Undergraduate Programs

To achieve the undergraduate work objective, the Department of Education continued its “past successful efforts to meet the professional training requirements of Pennsylvania and contiguous states for teachers of secondary school subjects” (Thomas, 1941, p. 1). Undergraduate students interested in a teacher certificate were advised to approach the Department of Education early in their college coursework to ensure that certification requirements could be met within the duration of their studies. Certification was granted upon completion of 21 semester hours of professional or pedagogical courses (including elementary psychology, history of education, teaching methods, educational measurement and testing, and other subjects) and a minimum of 18 semester hours in each subject that the candidate expected to teach upon graduation. Practice teaching was done mainly in Bethlehem high schools, whereas observation and substitute teaching could be done in elementary schools in Bethlehem and elsewhere (Lehigh University Course Catalog, 1932).

To support the growth and maintain the quality of the teacher certification program, a number of new education courses were introduced in the 1930s. In the 1931-32 academic year, for example, a new special education course, “Education of Exceptional Children,” was introduced to study “the conditions that seem to have favored great individual achievement, of provisions now made in the schools for aiding gifted children; of provisions for dealing with subnormal, delinquent, or pathologic children” (Lehigh University Course Catalog, 1932, pp. 165-166). In the 1935-36 academic year, another new course, “Visual Instruction,” was introduced “to acquaint students with types of visual aids, the special value of each, their use in different subjects, the psychological basis for the use of such material and the standards for the selection of visual-sensory aids” (Lehigh University Course Catalog, 1936, p. 113). In the 1936-37 academic year, a specific sequence of biology courses was listed for those preparing to teach in high school.

An unusual cooperative arrangement was developed between Lehigh University and Moravian College, which featured the course in audiovisual education. Although an audiovisual course was not required for provisional

certification of beginning teachers, it was required for permanent certification. Because most liberal arts colleges offered only the courses needed for initial certification, they did not offer an audiovisual course. Those Moravian graduates who were within commuting distance of Lehigh often came to Lehigh to fulfill the requirement when they began their teaching careers. The course was also attractive because it was offered as an upper-level undergraduate course, and it could be applied to a master's degree.

While preparing students for teacher certification, the department also continued to offer general education courses as a distribution requirement for the broader Lehigh student population in the College of Arts and Sciences. The goal was to continue to balance the technical education and training with humanistic inquiry—reflecting the broader concern of “humanizing the engineer” (Yates, 1992, p. 225, emphasis in the original)—in order to prepare well-rounded graduates. Working toward this goal, the course “Introduction to Education” was revised to include more supplementary materials in order to provide students with adequate knowledge of public policy and education, which would “help them solve the problems confronting them as citizens, problems which they could not avoid” (Thomas, 1941, p. 1).

Apart from these two efforts, the department actively engaged in remedial education work. Thomas (1941) observed that “it was evident that many pupils were coming into college quite unprepared” in many fundamental things (p. 1). He assumed that it was likely that those students who did not go to college were even less well prepared in the fundamental knowledge and skills necessary for university study. To address this need, the department introduced courses for teachers in remedial work, with some courses entirely devoted to the remedial work in such subjects as reading and mathematics. For example, a course, “The Diagnostics and Adjustment of Reading,” which first appeared in the Lehigh catalog in the 1934-35 academic year, dealt with “the psychology of reading as related to learning difficulties” and focused on “the fundamental skills of reading, including eye movements, the measurement and diagnosis of reading difficulties, and recent experiments with remedial procedure” (Lehigh University Course Catalog, 1935, p. 110). In parallel to this, the department also offered a remedial course for freshmen who needed to be better prepared for the academic life at Lehigh.

Developing Graduate Programs in Education

The second objective of the Department of Education was to develop graduate programs in the area of education at Lehigh University. The department aimed to make Lehigh the hub for teacher training because it knew very well that teachers needed advanced training throughout their careers for a variety of reasons. Teachers and school administrators needed advanced

training to improve their teaching but also because they were looking for promotion in their careers as well as an increase in their salaries. Since holding the baccalaureate degree became increasingly insufficient for career advancement in schools in the 1930s and 1940s, there was a strong need for additional certification. Teachers were fully aware that they should get their advanced training in an institute that was recognized by the State of Pennsylvania and by other prominent universities and colleges. Therefore, the Department of Education gave priority to reorganizing its curriculum to meet the requirements and approval of the State of Pennsylvania. In 1935, Lehigh received approval for the preparation of elementary school principals in Pennsylvania. In a letter to President Richards granting approval of the program, the superintendent of the Commonwealth of Pennsylvania's Department of Public Instruction, James N. Rule, paid tribute to the university for "the high standards maintained in your Department of Education" for professional preparation of school principals. He specifically commented on the contributions of Thomas as "one of the best men in teacher preparation in Pennsylvania" and congratulated President Richards for "having such an able man on your staff in charge of this work" (Rule, 1935).

In 1942, Lehigh expanded its scope in offering professional certification as it was selected by the Pennsylvania State Council of Education as a training center for public school administrators, taking its place among six institutions in the state to offer state certification for such administrative positions as the elementary school principal, the secondary school principal, the supervising principal, and the superintendent of schools (Leight, 1990). Importantly, the State of New Jersey also recognized Lehigh as a training center for the same types of certification. In addition, the department gained recognition as a training center for teachers of guidance and public school counselors. As Thomas (1941, p. 3) explained, the state approval was "more than just a rubber stamp recognition of accepted curricula":

Beyond this it carries recognition of a staff qualified by training and experience to carry on such a program; of a staff which is making its contribution to educational research; of library and laboratory facilities; and of facilities for rendering service to public school systems. Finally, State approval means that individual teacher problems in this area are sent to us for solution with explicit understanding that our recommendations will constitute a satisfactory conclusion, even if they depart from what might be termed a "recognized pattern." (pp. 3-4)

State certification meant that the curricula offerings expanded to include new courses, including a series of courses in school administration (for example, "Elementary School Administration," "Secondary School

Administration,” “Supervision in Secondary Schools,” “Public School Administration,” etc.) and career counseling (for example, “Educational and Vocational Guidance,” “Techniques of Counseling,” and “Occupations,” etc.). Most of these courses were offered on Saturdays and during summer sessions, making the schedule flexible enough to accommodate the needs of working school professionals. These professional certificate programs laid the foundation for the subsequent development of the school psychology and counseling psychology programs, as well as the educational leadership programs. By the 1950s, Lehigh’s Department of Education became widely known among members of the broader education community and was recognized as the main training center in the region for the preparation of guidance counselors and school administrators. Given Lehigh’s exceptional track record in this area, Thomas was appointed in 1951 to serve on a special committee established by the Pennsylvania Department of Education (formerly known as Pennsylvania Department of Public Instruction) to examine how to make the pre-service and in-service preparation process of school staff and administrators more efficient at a state level.

By the end of the 1940s, the Department of Education’s graduate program began to outgrow the participation of students in undergraduate work. As Yates (1992) noted, the department operated almost entirely at the graduate level at that time, leading “all others in the university in awarding master’s [of Arts] degrees” (p. 239). Between 1936 and 1944, for example, the Department of Education graduated 52 students with Master of Arts degrees, or more than 43 percent of the M.A.s at the university level (Yates, 1992). In Yates’ (1992) words, the faculty of the Department of Education “overshadowed all others in graduate work” (p. 175). The Department of Education’s work was praised not only for its scope, but also for its high professional caliber. A professional tribute given to Professor Thomas at his retirement stated:

...the thousands of elementary and secondary teachers who had flocked to Lehigh’s classrooms on a graduate level to make the institution a veritable magnet drawing its enrollments from Pennsylvania, Delaware, New Jersey, New York, and many other areas. When these enrollments grew too large for the limited Lehigh staff, Dr. Thomas combed the field for the best administrative and supervisory teachers he could pluck from the offices and classrooms of the best school systems [in the area]...School people began to say that Lehigh was providing graduate teachers who had their feet on the ground and knew what they were teaching. (Granger et al., 1962)

The graduate work slowed down during World War II and was “almost dead” across the university from 1944 to 1946 (Yates, 1992, p. 175), but grad-

uate student enrollments picked up again in the late 1940s and throughout the 1950s. In the 1958-59 academic year, the Department of Education proposed its first Master of Education (M.Ed.) and Doctor of Education (Ed.D.) degree programs, which were approved by the university faculty the same year. The degree of Doctor of Education was “intended for a limited number of carefully selected students engaged in the fields of administration, counseling, and teaching” (Lehigh University Course Catalog, 1959, p. 164). The program aimed to attract experienced education professionals, with at least four years of successful professional experience in the field of education. The Ed.D. degree was envisaged as a sixth-year program with a certificate given for its successful completion, and the final work for the doctorate which would “emphasize the application of knowledge to an educational problem” (Lehigh University Course Catalog, 1960, p. 165, emphasis added). The vision of bridging research and practice—one of the core principles of Lehigh’s education programs today—was clearly articulated in the philosophy of its first doctoral program.

Strengthening Links with the Community

In addition to undergraduate and graduate program development, the Department of Education explicitly articulated its third goal as providing service to the community. In particular, the vision was to make the Department of Education a “resource center” for the public and private schools, as well as for the broader community in the Lehigh Valley area. In particular, the department aimed to identify educational problems in the local schools and encouraged its faculty and staff, as well as undergraduate and graduate students, to be actively involved in the process of analyzing and addressing these problems. To achieve this goal, the department was a regular supporter of numerous curriculum conferences and workshops for elementary school principals, secondary school principals, supervising principals, and superintendents. Its Secondary Principal’s Work Conference was one of the first attempts in Pennsylvania (Granger et al., 1962). Under Thomas’ leadership, the department also initiated popular in-service training workshops for school principals through the annual Lehigh University School Board Conference and hosted the Reading Clinic at Lehigh (Granger et al., 1962). The department also played a major role in research by conducting surveys of schools and schools systems in order to better understand the political, economic, social, and administrative context within which schools operated. In 1952-53, a Bureau of Educational Services was founded by the Education Department with the goal of coordinating services provided to public and private schools (New education bureau created, 1953). This was the forerunner of the School Study Council.

In the 1952-53 academic year, the Department of Education expanded its community service reach by participating in Lehigh's adult education program, which opened opportunities for all adults in the region to take advantage of a number of short noncredit courses. By offering a wide variety of courses—ranging from drawing and speech to biology—the program was a great opportunity for self-development of local community members. Among the course offerings, Professor Francis J. Quirk, who was a head of Lehigh's Department of Fine Arts, taught a 12-week course in drawing and painting; Dr. Francis J. Trembley, professor of ecology, taught a 9-week course on "The Biological Study of Man"; and Professor Harry T. Hahn, who was the director of the Reading Clinic, taught a 6-week course in improved reading (Lehigh's adult education program presenting non-credit courses in drawing, speech, biology, 1953). With the advent of community colleges, however, the adult education program was phased out in 1967 and eventually reopened as an Office of Continuing Education (Yates, 1992).

In addition to institutionally sponsored service activities, the Department of Education faculty engaged personally in serving their community. In the 1930s and 1940s, members of the department were actively involved in the Lehigh Valley Child Guidance Clinic (Thomas, 1941). In particular, the Bethlehem public schools and the welfare agencies of Bethlehem greatly benefited from the Lehigh Valley Child Guidance Clinic (Thomas, 1941). The Department of Education faculty also regularly spoke in various school meetings and events. For example, Thomas was often invited to speak at local parent-teacher association meetings to share latest research trends with the community (Polignano, 2011). His presentations covered a variety of topics, including individual differences of children, fostering collaboration between the public school and community, improving teacher-child relationships, understanding repeated student failures, and parent-school relationships (e.g., Will lecture on education: Dr. H.P. Thomas to talk on "the public schools and the community," 1934; News briefs, 1932; Dr. Thomas speaks at school meeting: Discusses school failures with parent-teacher group, 1933; Parents hear Dr. Thomas on educational principles, 1941, as cited in Polignano, 2011). In 1933, for example, Thomas made a presentation, stating that children's failures at school should be not attributed to individual failures, but rather understood holistically in the context of health-related issues, limited sleep, children's attitudes toward school, students' relationships with parents, and self-help skills (Dr. Thomas speaks at school meeting: Discusses school failures with parent-teacher group, 1933, as cited in Polignano, 2011). He also argued that teachers could play an important role in unlocking each student's individual potential and pointed out the importance of cooperative partnerships between parents and schools (Polignano, 2011; Parents hear Dr. Thomas on educational principles, 1941).

Importantly, Thomas also attached great importance to early childhood education and development:

Education is more than just intellectual training but training in emotional attitudes, personality, habits, and the development of sound behavior; this has led to the development of the pre-kindergarten school where the child is given a task, a plan, and a certain amount of freedom, in order to develop his abilities and sense of interest and awaken his initiative. (Dr. Thomas gives rules for teaching, n.d., as cited in Polignano, 2011).

Aside from his great contributions to education in the university, Thomas was socially very active in his community (Polignano, 2011). For example, he was actively involved in the Faculty Dramatic Club and participated in charity performances (Faculty dramatists read Dodsworth, 1934; Lehigh faculty in charity performance, 1934). He was among the first to volunteer as a blood donor on campus (Blood count, 1951). In addition, he held several senior positions in numerous organizations in the Lehigh Valley area. For example, he was a member of Central Moravian Church, Bethlehem, and was a board of trustee member of Moravian Seminary (Deaths of the day-Dr. Harold P. Thomas, 73, retired Lehigh professor, 1969). Also, he served in various positions in the Bethlehem Boys Club, the Child Guidance Clinic, the Family Welfare Association, the Bethlehem Area Chamber of Commerce, and the Community Chest Drive (Dr. Thomas dies, Ex-Lehigh educator, n.d.).

In short, Thomas led Lehigh University's efforts in community service by example. Thomas was known for his good-natured disposition and an infectious enthusiasm, which was "...guaranteed to make an honest-to-goodness humanitarian of the most confirmed cynic" (Yost, 1949, cited in Polignano, 2011, p. 11). As his professional journey clearly illustrates, Thomas not only initiated a number of important community outreach programs in the Department of Education and engaged his Lehigh colleagues in community service work, but he also personally exemplified the commitment to "service" by being an active member of his community above and beyond his university responsibilities.

Throughout the period of three decades (1932-63), Thomas was instrumental in institutionalizing education programs at Lehigh University. Under his leadership, the undergraduate programs in education were redefined to better serve the Lehigh student population, graduate programs developed in their scope and quality, while the community outreach programming continued to strengthen the links between Lehigh University, surrounding schools, and the broader community. With his team of established faculty colleagues, Thomas was able to position the Department of Education as

the main “hub” of professional development for school leaders, teachers, and counselors in the Lehigh Valley region (Polignano, 2011). The stage was set for the next phase of innovation and expansion in the development of Lehigh’s Department of Education.

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FROM DEPARTMENT TO SCHOOL OF EDUCATION: REFORM AND GROWTH

Robert Leight

By 1961 American schools were in a period of reform spurred by the launching of the Soviet satellite Sputnik, while coping with the education of the baby boom generation of children. Universities such as Lehigh were on the trailing edge of the reform movement. Universities had the task of preparing teachers and school specialists for elementary and secondary schools. They were also seen as resources for updating the qualifications of in-service teachers to improve instructional programs in schools.

Lehigh's Department of Education created a novel approach to the preparation of teachers and in doing so reached new levels of enrollment during the late 1960s and early 1970s. By 1966 the department had been upgraded to a School of Education. Previously it had been a unit of the College of Arts and Sciences. But just as there had been a "baby bust" after the baby boom, which ended the teacher shortage, there was a precipitous decline in graduate school enrollment by the late 1970s, which threatened the existence of the School of Education.

Much of the ferment in education was due to demographics. During the 1950s and 1960s, schools were a growth industry. Thousands of elementary and secondary schools were constructed to meet the burgeoning numbers of children of the baby boom. But there was another factor in the ferment of the 1960s. A school reform movement had been generated in the wake of the launching of Sputnik in 1957. Critics called for improvement in school curriculum and in the quality of teachers under the assumption that schools were a key factor in America's battle in the Cold War.

Lehigh's education programs in 1961 had not changed much from previous decades. A few undergraduate students were preparing to teach in secondary schools. They majored in an academic field and completed a series of courses in education, which met Pennsylvania's requirement for provisional certification. A student teaching assignment, which was the capstone of the program, was worked out in local public or private schools. Most of the graduate students were full-time teachers who were part-time students working toward a graduate degree and/or upgrading their state-

certification. Some were career teachers working for master's degrees, which would be rewarded with salary increases. Others were teachers who sought certification in an additional educational specialty, such as guidance counseling, school administration, or as reading specialists. The graduate students attended courses taught mainly by adjunct professors who were full-time school administrators in the Lehigh Valley region. Most graduate courses were rostered on Saturdays, evenings, and during the summer session.

John A. Stoops Named as Education Department Head

Dr. Glenn Christensen, Lehigh's provost and vice president, saw the potential for a dynamic program in education, and in 1962 he recruited Dr. John A. Stoops to replace Harold Prescott Thomas as department head. Stoops had attained a reputation as an educational innovator as an administrator in Neshaminy School District in Bucks County, which had included the large development of Levittown. Stoops had been an adjunct professor in Lehigh's summer school, teaching courses in school curriculum. Under Stoops' leadership, the education program at Lehigh soon achieved a positive reputation for innovative and timely programs.

The new department head soon found allies on the education faculty. Three other men joined the education faculty in 1962. Dr. Norman H. Sam was appointed as summer sessions director and assistant professor. Sam was a recent graduate of the University of Pittsburgh and had been an elementary teacher and administrator. Another new faculty member was Dr. John Cartwright, who arguably was the most respected educator in the Lehigh Valley. He had recently retired as superintendent of schools in Allentown. He had been an officer of the American Association of School Superintendents. His presence gave credibility to Lehigh's program for the preparation of school administrators. Another new faculty member was Dr. Ellis Hagstrom, a recent graduate of Harvard University, where he had participated in an innovative project for the preparation of secondary school teachers.

As the Department of Education grew, it could no longer accommodate all faculty members in the same building, which was in the former barracks next to the University Center. The building was left over from officer training at Lehigh during the Second World War. The building had offices for six faculty members as well as the department head. Two professors of reading had offices in nearby Drown Hall.

A School of Education Established

In 1966, upon the recommendation of Lehigh President W. Deming Lewis, the university board of trustees recognized the unique nature of the program in education by upgrading the Department of Education to a School of Education. The school was established officially on February 1, 1966, with John A. Stoops as the first dean. The school offered degrees of Master of Education, Master of Arts in Education, and Doctor of Education. The School of Education was composed of five divisions: Division of Educational Administration, John S. Cartwright, director; Division of Counselor Education, Edward Scanlan, director; Division of Elementary Education, Norman Sam, director; Division of Secondary Education, Natt M. Burbank, director; and Division of Education Specialists, John A. Stoops, director. By 1969, a program in research and measurement was established with Paul Van Reed Miller as director.

JOHN A. STOOPS

Dean of the School of Education (1966-1976)

By Robert Leight



Photo credit by Muriel J. Stoops

John A. Stoops had three careers as an educator. After service in the United States Navy during World War II, he began his career in public education as an industrial arts teacher in Delaware. He then served as an administrator in Neshaminy School District in Bucks County, Pennsylvania, while earning his doctorate in education at the University of Pennsylvania. He also was an adjunct professor at Lehigh during this period.

His second career began in 1962 when he was appointed head of the Department of Education at Lehigh University. During this period of educational reform, Lehigh phased out its undergraduate program in teacher education, replacing it with a graduate intern

model for the preparation of elementary, secondary, and special education teachers. He was the founder of Centennial School, which has concentrated on the education of individuals with emotional disabilities. With his encouragement, graduate programs at Lehigh drew large numbers of students to graduate programs in school administration, counseling, reading, teaching, and research and measurement. A generation of leaders in education at all levels gained master's and doc-

toral degrees at Lehigh University.

In 1966 the Department of Education was upgraded to a professional School of Education, and Stoops was named as its first dean. Stoops was instrumental in extending the reach of education beyond the Lehigh campus. He helped to begin the educational television station, which is now WLVT, and was involved with the founding of Northampton County Community College. Through a grant with the Middle States Association of Colleges and Schools, Lehigh's School of Education provided support to the education program at Inter-American University, a private university in Puerto Rico.

An inspiring teacher of educational philosophy, Stoops was the author of numerous articles and several books, including *Religious Values in Education*, *Education of the Inner Man*, and *Philosophy and Education in Western Civilization*.

In 1976 he resigned as dean and was promoted to University Professor of Educational Philosophy. He then turned his efforts to the creation of a protocol for the evaluation of elementary schools. After the protocol had been developed in 1978 he began his third career with the Middle States Commission of Colleges and Schools as the head of the Commission on Elementary Education. Prior to his retirement in 2000, he conducted school accreditation activities not only in the United States but also in Europe, Africa, and the Middle East. Lehigh honored his service with an honorary doctorate in 1993. Previously he had received the R.R. and E.C. Hillman award for outstanding service to Lehigh in 1969.

During the summer of 1962, Stoops purchased a colonial-era stone home in Coopersburg, Pennsylvania, where he resided with his wife, Muriel, and four children. For more than three decades his avocation was the restoration of his home. He passed away at the age of 80 on June 16, 2005.

In 1969, Christensen resigned as provost and was promoted to University Distinguished Professor. He decided to join the faculty of the School of Education and was assigned to an office in the main education building on Brodhead Avenue. For a few years he taught courses for education students in professional writing.

During the 1960s and early 1970s, Dean Stoops recruited a faculty composed of several respected veteran educators and others in the early stages of their careers in higher education. Among the veteran educators who specialized in educational administration were John Cartwright, Natt Burbank, and Lloyd Ashby. Cartwright had been the superintendent of schools in Allentown; Burbank had been the superintendent of schools in Boulder, Colorado, and president of the American Association of School Administrators; and Ashby had been the superintendent of schools in Nutley, New Jersey. They were respected as capable administrators and educational statesmen.

One of their students, William Keim, claimed that he “learned the A, B, Cs of School administration with Ashby, Burbank, and Cartwright.”

Other experienced administrators on the faculty of the administration program during this period included Matthew Gaffney (who had been the superintendent of schools in Abington Township, Pennsylvania, at the time of a famous Supreme Court case), and Robert Fleisher, former superintendent of schools in Union, New Jersey. Younger men in the administration program were Charles Guditus and Leroy Tuscher. Guditus and Tuscher both later assumed leadership responsibilities in the administration program.

Particularly during the 1960s, the program in elementary education was very extensive. Norman Sam was the first director of the elementary education program. Later Alfred Castaldi and Elvin Warfel were directors. Sam, Castaldi, and Warfel had all served as elementary school principals. Other professors in the elementary program included Estoy Reddin, Margaret Seylar, Nancy Larrick, and Jeffrey Kirk. Professors with a specialty in reading were Joseph Kender, Sr., and Warren Heydenberk. Professor Herbert Rubinstein transferred from Lehigh's Department of Philosophy to teach courses in linguistics and research.

Natt Burbank was the first director of the secondary education program. When he became associate dean in 1969, Robert Leight became the director. Alice Rinehart and Raymond Bell were other professors of secondary education. Edward Scanlan was the first director of counselor education. He was succeeded by John Mierzwa, who had previously been a professor at the University of Pennsylvania. Other professors of counselor education were William Stafford and Artis Palmo. Other professors with Paul Miller in measurement and research were Merle Tate and Gary Lutz. After 1972 Lehigh had a special education teacher certification program. Professors who taught special education courses included Margaret Grandovic, Wesley Brown, Spenser Salend, and Robert Suppa.

The School of Education was a pioneer at Lehigh in providing female role models among the faculty. Until the mid-1960s, Lehigh University did not have any full-time female faculty members. However, for decades many education courses had been taught by part-time female professors during summer sessions and evenings. The first female professor to be hired for a tenure-track position in the School of Education was Dr. Estoy Reddin, who was hired in 1965. During the next few years several female professors, all of whom had been established in previous careers in education, joined the faculty of the School of Education. Dr. Margaret Grandovic, a school psychologist, taught courses in special education. Dr. Alice Rinehart taught courses in the sociology of education and secondary education. Margaret Seylar, who had been one of the few female chief school officers in the commonwealth, taught courses in school administration and brought her

professional experience to the supervision of elementary school interns. Dr. Nancy Larrick, the author of the popular *A Parent's Guide to Children's Reading*, taught a workshop in children's literature as adjunct professor.

By 1972, there were 27 full-time faculty members who were approved to teach graduate education courses, although some of them had joint appointments with other units of the university. There were 20 instructors, most of them teachers in Centennial School or supervisors of intern teachers.

Previously the department had been moved from its substandard facilities in a wooden World War II barracks next to the University Center and into converted homes on Brodhead Avenue, near the Alumni Memorial Building. Wood from the old barracks became the bonfire the night before the Lehigh-Lafayette football game in 1964. The new offices in three contiguous houses on Brodhead Avenue were a substantial upgrade. Upstairs bedrooms were converted into private offices, and the first floors were general offices and small conference rooms. The conference rooms could be used for small classes, but most of the education courses were assigned to the academic buildings on the main campus. As the School of Education increased in faculty numbers, other buildings which had been private residences were purchased by the university and converted into office space. The university was following a practice of purchasing properties contiguous to the campus. Several homes were converted into offices on Brodhead and Packer avenues and Summit Street, as well as the Summer School Office and Centennial School on Warren Square.



The 1970 Epitome, 1970, p. 90.
School of Education faculty on steps of Brodhead
Avenue office. Dr. Alice Rinehart is on left foreground.

Creating New Programs

The baby boom had stimulated an increase in the demand for educational professionals. The need for teachers trailed the progression of the baby boom children. By the early 1950s, there was a shortage of elementary teachers. The first of the baby boomers hit the secondary schools by the late 1950s. The baby boom generation caused a bulge in secondary school population until about 1976, when secondary schools finally had full staffing.

The number of graduate degrees granted from 1960 to 1980—including Master of Arts in Education, Master's in Education, Master of Science in Education, and Doctor of Education—shows the roller coaster of student numbers during two decades. During this period, most of the Master of Arts graduates were secondary education teachers. The Master's in Education students were in elementary education, guidance counseling, reading, and school administration. The Master of Science was a new degree in educational technology (included in the chart with Master's in Education). Most of the doctoral graduates were in school administration, with some students in guidance or reading.

There were 94 master's graduates in 1960-61. While the number had decreased to 75 in the 1961-62 academic year, the total number of master's degrees had almost doubled by the 1964-65 academic year, with 136 degrees granted. Totals remained fairly steady for the remainder of the decade, with 152 graduate degrees granted in 1965-66; 178 in 1966-67; 203 in 1967-68; 191 in 1968-69; 165 in 1969-70; and 190 in 1970-71. The 1970s were the roller-coaster years of graduate students, with a high water mark of 320 reached in 1974-75. Exactly 300 degrees were granted in 1976, but the numbers dropped to 204 in 1978-79 and to 177 in 1979-80, when university administrators, who were looking at the number of dollars in tuition and fees represented by the number of students, became alarmed and considered remedial action.

With a broader perspective across the university, Ross Yates notes that in 1973 students in education accounted for approximately one-half of the graduate student body population of the university. "The school in 1973-74 awarded thirty-four doctorates as compared with fifty-three given by all of the university; and it gave out more than 50 percent of the master's degrees (Yates, 1982, p. 287)."

The Number of Graduate Degrees Awarded by the College of Education from 1960-1980

Year Degrees Conferred	EDD- Education	MA- Education	MED- Education	TOTAL
1960-1961	-	94	-	94
1961-1962	-	36	39	75
1962-1963	-	9	74	83
1963-1964	2	7	76	85
1964-1965	3	21	112	136
1965-1966	5	42	105	152
1966-1967	8	44	126	178
1967-1968	6	56	141	203
1968-1969	17	56	118	191
1969-1970	24	43	98	165
1970-1971	32	49	109	190
1971-1972	24	52	131	207
1972-1973	23	53	178	254
1973-1974	34	51	176	261
1974-1975	33	34	253	320
1975-1976	23	27	239	289
1976-1977	22	25	253	300
1977-1978	16	18	209	243
1978-1979	24	7	173	204
1979-1980	17	7	153	177
TOTALS	313	731	2,763	3,807

Graduate Program for Elementary and Secondary Teachers

One of the first decisions made by the education faculty in 1962 was to phase out the undergraduate program in teacher preparation while creating a graduate-level alternative. This was an opportunity for Sam, who had been involved in a program at Pitt in which individuals who had completed a baccalaureate degree could be placed in a teaching position under a special type of state teaching certificate while they were completing the requirements for regular certification. Using the model from the University of Pittsburgh, Sam developed a program of studies so that prospective students could complete certification requirements in elementary education while

they were employed. This was possible as there was a shortage of teachers, so there were employment opportunities in the schools of the region for individuals who had a college degree but needed to fulfill requirements for teacher certification. Prior to this program, Lehigh teacher education students could be certified only in secondary teaching.

While at Harvard, Hagstrom had worked with a program similar to that at Pitt in which college graduates could be employed by a school district while completing a master's degree and provisional certification. At some institutions this program was called a master of arts in teaching (MAT), although Lehigh never adopted the title. The program for secondary school teachers was similar to the elementary program in its structure. The main difference was that secondary-level teachers took 12 credits of advanced coursework in their teaching field, while elementary teachers took 12 credits of coursework in the teaching of social studies, science, math, and language arts. Because students in both programs were working in the schools as a part of their graduate degree and certification work, the elementary and secondary teachers were known as teaching interns. A small cohort of intern teachers began their work in the schools during the academic year 1963-64 after a summer of preparation. About this time, the Pennsylvania Department of Public Instruction, which was responsible for certification of teachers and other school personnel, developed guidelines for an "intern" certificate. Lehigh's graduate program for elementary and secondary teachers was one of the first in the commonwealth to be granted approval for its intern teacher program.

Dr. William Keim became familiar with the secondary teacher intern program while completing his doctoral work during the summer of 1964. He became the superintendent of schools of the Pennridge School District in Bucks County. Keim suggested that the summer school program at Pennridge High School could provide a meaningful opportunity for an initial teaching experience for secondary school teaching interns. Pennridge High School students who had marginal grades during the regular term were given an opportunity to complete courses during an intensive 6-week summer school. Pennridge provided a master teacher in each of the major academic areas, and Lehigh interns were assigned small classes in the content areas of English, social studies, mathematics, and science. The program worked so well that it continued for 30 years.

Programs for In-service Teachers

During this period many in-service teachers were enrolling in graduate courses at Lehigh, especially during summer sessions. A graduate degree program was developed for secondary teachers, which included 18 credits in

education and 12 credits in the teacher's subject field. This led to a Master of Arts in Education degree. Elementary teachers generally took a 30-credit graduate program in education courses, leading to a Master's of Education degree. Pennsylvania's Department of Public Instruction was requiring that three years of satisfactory teaching and 24 postbaccalaureate credits were necessary for permanent certification. Many teachers saw the advantage of taking a master's degree. Most school districts added an extra pay increment to a teacher's salary if they achieved a master's degree.

The education faculty revised its other graduate programs during the early 1960s. In-service teachers could achieve additional certification with-in a master's degree program in guidance counseling, school administration, and as reading specialists. During the 1960s, there were many opportunities for teachers to move from classroom teaching into these specialties.

In order to complete the transition to an entirely graduate school program, the education faculty completely revised its courses. By 1964, almost all of the undergraduate courses had been removed from the university catalog and replaced with updated advanced undergraduate or graduate courses. There were a few undergraduates still in the pipeline, but they could complete their certification programs with 300-level courses, which were open to graduate students or advanced undergraduates.

Innovative Courses During Summer Sessions

Sam encouraged innovation in summer session courses. Professors from the arts and sciences began to submit ideas for innovative courses for teachers. One example was a workshop by the legendary professor of ecology Fran Trembley, who gave a field course in ecology for science teachers. Social studies teachers could enroll in the Taft Institute in Government. The "New Math" was a challenge for elementary teachers, and Lehigh "imported" two teachers from England to conduct workshops in the teaching of mathematics in the elementary grades. From 1964 on, the number of graduate students in summer session outnumbered the number of undergraduates. The majority of summer session students were taking courses in education.

Doctoral Programs

A Doctor of Education (Ed.D.) degree program had been approved by the university board of trustees in 1958, but the education faculty did not get around to implementing it until 1961, when a small cohort of three doctoral candidates was accepted. The first student to complete the requirements of the program was a nurse educator, Anne Winkler, who completed the requirements for the degree during the fall of 1963. Dr. Winkler was then

in charge of the Hospital School of Nursing at St. Luke's Hospital. She later developed the nursing education major at Cedar Crest College.

The first major for the doctoral program was in administration, but by 1962 the additional major fields of reading, guidance and counseling, and curriculum development were added. Educators from the region saw the professional advantages of a doctoral degree, and a large number of future leaders were admitted to, and completed, their degree programs. In 1965, the Department of Education won a grant of \$88,000 to support a program to train educational research specialists. Hired to head the program was former University of Pennsylvania Professor Merle Tate, a distinguished scholar in educational statistics. A recent graduate of the University of Pennsylvania, Paul Van Reed Miller, joined his mentor on the faculty. A major in measurement and research was added to the listing of doctoral programs.

Career Education

In the mid-1960s, Pennsylvania organized regional vocational-technical schools which were intended to meet the changing employment needs of a region. State-of-the-art school buildings were constructed with modern equipment in the various occupational fields. Many of the teachers for these schools were recruited directly from an occupation and were required to complete their pedagogical work directly with their induction into a teaching job. By 1970, the new school buildings were ready for use, but the student demand for technical school courses was so great that some programs had to provide a morning, afternoon, and late afternoon program.

Vocational-technical schools in the Lehigh Valley were at a distance from the major state universities, which had approved programs to prepare teachers for a vocational teaching certificate. A group of vo-tech directors from the Lehigh Valley approached Dean Stoops in 1971 and asked Lehigh's School of Education to apply for permission for a certification program. Officials from Pennsylvania Department of Education agreed, and Lehigh was approved to prepare vocational teachers. The directors of vo-tech schools in Berks, Lehigh, and Northampton counties sent many beginning teachers to Lehigh, which hired professors such as Jerome Kapes, a former professor at Penn State, to implement the program.

Courses for most of the students were presented at an advanced undergraduate level, for many of the tech-school instructors did not have a bachelor's degree. But some of the personnel in the vocational-technical schools did have bachelor's degrees and needed a graduate degree program. At that time there were no convenient graduate programs in the region for career-related fields, such as business education, industrial arts, and health occupations, so a master's degree program in career education was established.

Social Restoration

Also in 1971, the School of Education was invited by the Pennsylvania Department of Education to consider applying for a grant to prepare teachers who would work in correctional institutions, such as the state prisons in Graterford and Dallas, Pennsylvania. Application was made for funding of a pilot program, which was approved. A certification program was approved by the Pennsylvania Department of Education, and the School of Education created a master's degree program that was named for the certification (social restoration). Juvenile correctional institutions such as the Youth Detention Center at Camp Hill and Youth Development Centers hired social restoration teachers. Professor Raymond Bell was director. He developed an expertise in addressing delinquent behavior. In addition to placement of social restoration teachers in correctional institutions, the program was expanded to place social restoration specialists in positions designed to prevent delinquent behavior in adolescents.

Special Education

Special education was a growth area during the 1970s in response to court decisions at the state and federal levels. By 1972, Lehigh's School of Education added an intern program which was approved by the Pennsylvania Department of Education for the preparation of special education teachers. Professor Wesley Brown was recruited to the School of Education to coordinate the special education program.

Centennial School

Importantly, special education at Lehigh preceded the formal program to prepare teachers for certification in the field. A small, experimental program in a university classroom building next to the old barracks grew into a school program for exceptional students that has served hundreds of students over half a century. In February 1964, the department opened a laboratory school for youth in need of special instruction. During the next few years, the school occupied various locations—"a garage, a synagogue, churches, university structures, and abandoned public school buildings" (Yates, 1992, p. 286)—and promoted the philosophy of child-centered teaching and learning, with a great deal of flexibility for the instructors. At first the school was known as the Laboratory School, but in July 1967, it was officially named the Centennial School for the centennial of Lehigh University. On August 28, 1967, the Pennsylvania superintendent of public instruction approved the Centennial School for its work with exceptional children.

Certification Programs

By 1970, the Pennsylvania Department of Education was providing for higher education institutions to have greater autonomy in the preparation of candidates for certification. Previously the department would use a checklist of college courses and compare the list with an applicant's transcript. But in order to encourage colleges and universities to develop innovative preparation programs, they were allowed to develop their programs to reach specific guidelines. When a college or university was ready to have its program reviewed, a committee of professionals from other colleges would review the program on-site and determine if the college's program met the criteria for certification.

In February 1972, Lehigh's School of Education was one of the first in the commonwealth to undergo program approval. Initial program approval was requested for special education and social restoration teachers. Approval was also requested for the following specializations: reading specialist, reading supervisor, elementary school guidance counselor, school psychologist, elementary school principal, secondary school principal, assistant principal, and superintendent of schools. The intern programs for elementary and secondary school teachers continued under a special approval as experimental programs.



The 1971 Epitome, 1971, p. 106.

School of Education faculty and students on steps to Broadhead Avenue office. Dr. Estoy Reddin, in center, first female professor.

Outreach

The influence of the graduate education program at Lehigh reached beyond the academic programs on campus by a variety of conferences and research projects. Some examples include organizing reading programs and conferences, establishing a Phi Delta Kappa chapter, and forming a Lehigh Regional Consortium for Teacher Education.

Reading programs

A cooperative research program was conducted with Bethlehem Area School District in the early 1960s. Professor Albert Mazurkiewicz was the principal investigator of a study of the effectiveness of the Initial Teaching Alphabet (ITA). ITA used an augmented alphabet which was intended to teach English-speaking children to read more easily than with the traditional alphabet. It was not demonstrated to be more effective than traditional introductions to early reading and was not adopted by the school district. Although ITA achieved some popularity in American and British schools, it eventually faded away.

Previous to the 1960s, a reading clinic had been established to serve Lehigh University undergraduates. The clinic provided testing of elementary and secondary students during the summer. The clinic was used during the summer to train reading specialists.

Conferences

A number of drive-in conferences brought educators to the campus for special topics. The most extensive was the Reading Conference, which was held in the early spring. Typically, 1,100 to 1,500 teachers and reading specialists came to the campus to hear speakers address the latest issues in reading instruction and to attend workshops with practitioners.

Reading conferences had been held as early as 1950. By 1961, proceedings were published, first by the Education Department's Bureau of Educational Services. Mazurkiewicz was editor of the first five in the series, on themes such as "Reading and Child Development" and "Controversial Issues in Reading." The sixth volume was on the topic of "What Is Reading Doing to the Child" and was edited by Nancy Larrick and John A. Stoops. Charles Versacci and Nancy Larrick edited the seventh book of proceedings. Joseph P. Kender organized the Reading Conferences from 1971-78 and edited the proceedings.

Another series of conferences were held on various topics in the historical and philosophical foundations of education. The format was similar to the reading conference. Major speakers such as Maxine Greene, Harry Broudy, Philip Phenix, Rollo May, and Margaret Mead were keynote speakers, and

scholars from Lehigh University and local colleges and universities conducted workshops on themes such as accountability, alienation, and aesthetic education, which were major topics during the 1970s. The speeches and papers on themes were collected and edited as proceedings of the conferences.

Maxine Greene, a professor from Teachers College, Columbia University, was the keynote speaker at the first conference in the foundations of education on March 9, 1972. She spoke as an existentialist philosopher of education about the topic of accountability. This led to a continuing relationship with Greene, who taught a summer course for Lehigh students the next summer. She received an Honorary Doctor of Human Letters from Lehigh University in 1975.

Other conferences during the 1970s included the National Honor Society Conference, which brought high school students to the campus for lectures by Lehigh professors. The School of Education coordinated the event. There were also a number of conferences for school administrators.

Phi Delta Kappa chapter

The most respected professional fraternity for educators was Phi Delta Kappa. When Stoops and Sam came to Lehigh, there were only a few chapters in the region, as membership had been limited to men in the most prestigious universities. The only chapters in eastern Pennsylvania were at Temple University and the University of Pennsylvania. Sam had been active in the Phi Delta Kappa chapter at the University of Pittsburgh. He explained to his colleagues that Lehigh faculty, students, and graduates would gain professional advantages from membership in a respected fraternity.

An application was made to the international office, and after a site visit by a team in December 1963, the application was approved. During the spring the students who qualified were notified of the opportunity. Kappans from Temple, Penn, and Rutgers universities examined the research of the Lehigh students, and 69 members were admitted to membership in a ceremony in the Asa Packer Dining Room of the University Center on the evening of May 23, 1964. Provost Christensen accepted the charter on behalf of the university. Graduate assistant Robert Leight was elected as charter president.

The chapter almost did not get off the ground. When Lehigh President Harvey Neville was asked to sign the charter, he remarked, "There are enough fraternities on this campus already," and walked away. Fortunately, Vice President Charles Seidel was a member of the Phi Delta Chapter from Teachers College, Columbia University, and he persuaded President Neville to sign the charter.

Lehigh Regional Consortium for Teacher Education

In order to make Lehigh's graduate education courses available to a larger geographic population, a consortium was formed in 1969 which included several colleges that had education departments but did not offer graduate courses: Allentown (now DeSales), Beaver (now Arcadia), Moravian, Muhlenberg, Ursinus, and Wilkes. The office of the consortium was at Lehigh. The program worked well during the teacher shortage but was discontinued in 1975 when it was no longer needed. The consortium provided an opportunity for liberal arts colleges to test the market for graduate education courses in their region. Allentown, Beaver, and Wilkes colleges all developed their own graduate degree programs, at least in part due to their participation in the consortium.

Reaching a Broader Community

Two major educational innovations of the 1960s were in their founding stages during the mid-1960s. Professors from Lehigh University were instrumental in the early development of the Lehigh Valley educational television station and the community college, as well as launching an international partnership with Inter-American University in Puerto Rico.

Educational Television Station

Provost Christensen and Professor Cartwright were involved in the founding of the Lehigh Valley Educational Television Corporation. The trustees of Lehigh University supported the station by providing a site on South Mountain. The station began operation in 1965. During the initial years stations such as WLVT were known as "educational television" or "instructional television" stations, as they were expected to supplement instruction in regional school classrooms. In order to coordinate programs from the station to classrooms, Dr. Ethel McCormick, former elementary supervisor of the Allentown School District, was hired on a joint appointment between the television station and the university. Stoops served as a member of the board of directors, and Provost Christensen was the first president of the corporation.

The mission of television stations such as WLVT changed over the years to a community orientation. One popular feature of such programming began early when Harry Price, who was on leave from the Hill School to pursue graduate study, was asked to coordinate an academic competition between regional high schools. He was the original quizmaster of Scholastic Scrimmage, a program that has continued for decades.

Northampton County Area Community College

Provost Christensen and Stoops were instrumental in the founding of Northampton County Area Community College. Christensen was the first chairman of the board of directors of NCACC and continued in that office until 1977. Lehigh's Department of Education created an intern program to prepare community college instructors and administrators. Dr. Charles Guditus coordinated the intern program.

Internationalization Efforts: Inter-American University in Puerto Rico

Through the influence of Provost Christensen, who had established contacts through his work with the Middle States Association, the School of Education conducted a novel cooperative program with Inter-American University in Puerto Rico. Inter-American University was a private university and was growing rapidly by 1967. Its main campus was in San German, on the Caribbean side of the island, but it had a number of centers, including San Juan and Ramey Air Force Base. Like the mainland, there was a strong need for the preparation of teachers and other school personnel, but Inter-American faculty members had limited opportunities for advanced degrees in Puerto Rico. Through the Middle States Association, a federal grant was approved for two American universities to upgrade the programs in Inter-American. Rutgers University was to provide its expertise in business administration, and Lehigh was to work toward the improvement of Inter-American's education program.

The initial plan took the following form: Lehigh professors spent substantial time on campus in Puerto Rico as consultants and teachers. Concurrently Inter-American faculty members were given leaves of absence to establish residency and complete their Ed.D. degree programs on campus at Lehigh. The program began during the fall of 1967 when four Lehigh professors were sent to Puerto Rico for an initial contact. They were Lloyd Ashby, Natt Burbank, John Cartwright, and Estoy Reddin. Ashby, Burbank, and Cartwright were experienced administrators. Estoy Reddin, the daughter of missionaries in Central America, was bilingual and an expert in educational research. She was an invaluable help to doctoral students from Puerto Rico.

The initial contract between the two universities was for two years with a five-year renewal. But the relationship with Inter-American University continued for at least a decade with a steady stream of doctoral students from Puerto Rico matriculating in Bethlehem while Lehigh professors were teaching advanced courses in education on the San Juan and San German campuses. Among the first doctoral students who had come to Lehigh to compete their residency and doctoral studies in 1974-75 were Rafael Cotto, professor

at Inter-American University; Norma Rodriguez Castaldi, director of Teacher Corps at Inter-American; Balia Rodriguez, minister in Puerto Rico; Francisca Borges, chairperson of the Department of Education, University of Puerto Rico; Noelia Lugo, dean of studies, University of Puerto Rico; and John Riley, Psychology Department at the University of Puerto Rico.

About 20 additional students came to Bethlehem to complete their residency and studies by 1980 as part of the cooperative program. Most of them remained in Puerto Rico after they had completed their doctoral programs.

Transitions

By the nation's bicentennial in 1976, the teacher shortages of the 1950s and 1960s were a memory. In fact, the number of elementary students was projected to continue to decline, and school districts were closing some of their older elementary schools. With the projected decrease in both elementary and secondary school populations, the job market for school administrators and school specialists was also in decline. Vocational-technical schools were fully staffed by 1976. A decision was made by university administrators to close admission to the vocational-technical certification program and to phase out the Career Education program.

Also in 1976, Stoops decided to retire as dean of the School of Education and was promoted to University Professor of Educational Philosophy. During his 14-year tenure, the number of full-time professors had tripled. The programs developed during the period had provided opportunities for educators as far away as Puerto Rico. At that time, the School of Education was responsible to Lehigh's Graduate School for its academic programs. Graduate School Dean Robert Stoudt was appointed as acting dean of the School of Education, while a search was conducted for a new dean of the School of Education.

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FROM DEPARTMENT TO SCHOOL: RESPONDING TO CHALLENGE

Robert Leight

Perry Zirkel Appointed As Dean

During the summer of 1977, Dr. Perry Zirkel assumed duties as the second dean of the School of Education. Zirkel had been the director of a Teacher Corps program at the University of Hartford. When he arrived, the School of Education's divisional structure had been replaced by three departments: Administration and Supervision, Leroy Tuscher, chair; Human Development, Paul Van Reed Miller, chair; and Instruction and Curriculum, Robert Leight, chair. The faculty members of the three departments were housed in three contiguous houses on Brodhead Avenue.



Dean Perry Zirkel leaves School of Education building on Brodhead Avenue, Christmas City Studio, 1978.

Storm Clouds Forming

Although the faculty was well aware that enrollment had been declining and there were concerns about finances, Provost Albert Charles Zettlemoyer brought the message to them in the School of Education faculty meeting in December 1977. The minutes note that Provost Zettlemoyer was meeting with all of the departments on campus because of the budget crisis. He stated that the budget crunch "...is hitting ahead of schedule brought on by such factors as energy costs, anticipated social security increases, minimum wage laws, etc." He reported that summer school enrollments were down 15 percent and added, "...utilization of the physical plant during the summer months is necessary to aid the overall budget." Much of the decline in summer school enrollment by 1977 was in education students (School of Education minutes, personal communication, December 4, 1977).

International events had impacted upon the American economy during the 1970s. There had been an economic recession following a stock market crash in 1973-74. During the same period, there had been a sharp increase in oil prices, which increased energy costs to the university, as noted by Provost Zettlemoyer.

The administration had sensitized the faculty of the entire university to serious fiscal concerns by requiring that each department undergo a "lifeboat" exercise in which each department was asked to determine what could be trimmed from budgets if absolutely necessary.

Addressing Enrollment Decline

Under Dean Zirkel's leadership, several steps were taken to counteract the decreases in tuition income. Among them were administrative decisions, the creation of an undergraduate minor, a Teacher Corps program, and the formation of an Alumni Council.

Administrative decisions

The need for every position was analyzed, and contracts of several non-tenure-track faculty members whose duties were mainly in the supervision of intern teachers were not renewed. Tenured faculty members were encouraged to develop additional areas of expertise, as some of the regular courses could not be offered because of low enrollment. By the time that Zirkel arrived, the career education program was being phased out, and faculty members of that program were leaving Lehigh for positions elsewhere.

Undergraduate Minor

Although the undergraduate teacher education program had been replaced by the graduate-level Teaching Intern Program in the early 1960s, the School of Education maintained the authority to offer 300-level courses, which were open to junior and senior students from Lehigh. Dr. Alice Rinehart and Dr. Alfred Castaldi designed a 15-credit education minor which, when approved by the university faculty, could be available to Lehigh undergraduates. There was some controversy at the university faculty meeting in which the minor was considered. But the minor was approved. Ross Yates (1992), in his history of Lehigh, saw this approval as general support of the School of Education (pp. 288-89).

Lehigh undergraduates could apply most of the courses in the minor to certification programs for elementary or secondary teaching. Undergraduates who participated in the minor still went through the regular screening for admission to graduate standing. The minor was intended to help recruit Lehigh undergraduates to the various programs of the School of Education, although most of the admissions were to the Teaching Intern Program.

Teacher Corps

The Teacher Corps program was the domestic version of the Peace Corps, designed by Robert Kennedy to assist school districts with a large percentage of disadvantaged students by a partnership between a university and a school district. Lehigh, with its location near three small cities, was eligible to apply.

Zirkel began almost immediately to create a Teacher Corps program in partnership with Allentown School District, which was a completely urban school district. Professor Elvin Warfel was the codirector from Lehigh. Lehigh University faculty worked with Allentown School District in such areas as special education. Several Allentown School District faculty members aspiring to leadership positions entered Lehigh's graduate program from the Teacher Corps program. The grant was renewed for a second cycle.

Alumni Council

During the fall of 1977, the Alumni Council was formed with membership of alumni and School of Education faculty. Chairperson of its executive board was Dr. William Keim, superintendent of Pennridge School District. Other members of the executive board were Sylvia Kaufman, social service coordinator, Lehigh Valley Child Care; Dr. Thomas Persing, superintendent of Upper Perkiomen School District; and Dr. John Ragsdale, dean of academic

affairs, United Wesleyan College.

The council's first major activity was to plan for an Alumni Day to bring alumni back to the campus. The first Alumni Day was held on November 4, 1978. Lehigh President Deming Lewis welcomed the alumni members. During the morning, alumni were updated about the activities of the three departments. After a luncheon, many of the alumni attended a varsity home football game. The Alumni Council provided financial support for the School of Education through a fund drive. The alumni newsletter published in December 1979 listed the names of 359 alumni who had contributed to the 1979 fundraising drive.

December 7, 1979

The School of Education had regular faculty meetings on the first Friday of each month during the academic year. The December faculty meeting in 1979 was a memorable one, especially for the older members of the faculty who remembered that the United States had been drawn into the Second World War by a Japanese sneak attack on Pearl Harbor on December 7, 1941. The date of December 7, 1979 became indelibly fixed in the memories of the faculty in attendance on that day. Lehigh historian Ross Yates (1992) tells the story:

Then on 7 December, 1979—the anniversary of Pearl Harbor—President Lewis dropped a bomb. He met with the faculty of the school, told them that the school was not an integral part of the university in the same sense that the other three colleges were, called attention to the shakiness of the financial position, and announced that unless deficits were substantially reduced within two years, and the school was operated at approximately a break-even point by the end of five years, the trustees would close it. (p. 288)

The statement from President Lewis developed a rationale that the School of Education was a free-standing part of the university, developed to fulfill a local need. The financial condition of the school was considered a crisis. He also announced that Centennial School would be removed from its site on the Saucon Valley campus and relocated in a school building in Bethlehem.

Although President Lewis offered assistance, he maintained that the initiative to turn around the financial situation was the responsibility of the School of Education. After reading from a prepared statement, President Lewis declined to take any comments or questions and left the meeting. He had been accompanied by Provost Zettlemoyer and Austin Gavin, an attorney.

Faculty members in attendance were shocked. Although other peer institutions such as Temple University and the University of Pennsylvania

had previously had similar threats, the faculty of the School of Education had believed that their position was sounder than other institutions. President Lewis had always been supportive of the activities of the school and had family members attending education courses. Provost Zettlemoyer had been considered a friend of the school. As the message was delivered on a Friday, the faculty members in attendance decided to go home for the weekend and meet again the next Monday morning to come up with a plan to respond to the ultimatum.

Response

When the School of Education faculty met on Monday, December 10, 1979, they drafted a strong statement of disapproval of the actions taken the previous Friday. The first paragraph of the response is found in the minutes of the meeting where Dr. Alice Rinehart was secretary:

The assertion that the School of Education "...is not an integral part of the University in the same sense as the three colleges" is repellent. There is not nor ever been any statement, implied or expressed, concerning such lack of integrality. Indeed, such arbitrary action places any group of this university, no matter how identified, on notice that they, too, face similar capricious designation. (School of Education minutes, personal communication, December 10, 1979).

By coincidence, the full university faculty met that afternoon in the Osbourne Room of the University Center. The meeting was chaired by President Lewis. Yates (1992) provides a summary of the events:

Dean Zirkel read a statement...calling the president's estimate of the school's financial condition 'unrealistic and misleading', labeling the statement that the school was not an integral part of the university 'capricious' and 'repellent' and asking the president to withdraw a letter on the subject 'before it becomes self-fulfilling by destroying the school's credibility with our students, the schools, and the public.' (p. 288)

Word of the threat to close the School of Education had reached the university faculty over the weekend. The key issue for the university faculty was a lack of consultation by administration with the faculty prior to making a unilateral decision. The university faculty passed a motion declaring the failure to consult "a direct and serious affront to the entire Lehigh faculty" (Yates, 1992, p. 288).

University faculty took almost immediate action. Professor Barbara Frankel, chair of the Educational Policy Committee, appointed a committee to investigate. A strongly written “open letter” was signed by 123 faculty members in support of the School of Education. The letter noted that the School of Education had been established “as the result of initiatives made by the President.” The letter urged President Lewis “...to withdraw his statement of December 7 (before it gains further currency and becomes a self-fulfilling prophecy of doom) and to initiate a wide-ranging process of consultation and discussion so that we can all have an opportunity to help our colleagues adjust to a difficult situation” (An open letter, n.d.).

An editorial in the *Brown and White* (A threat to diversity, 1980) was sharp in its criticism of the rationale of President Lewis’ announcement, which it felt was shaped by the “vagaries of the marketplace.” The editorial warned,

When the cutting and trimming is complete and all is left of the University is the College of Engineering and Physical Sciences, the richness and diversity which has developed since Asa Packer first opened its doors will be gone, replaced by bland but cost efficient uniformity. (p. 2)

The education faculty’s immediate practical concern was that the publicity given to the potential closing of the school would result in prospective students choosing to pursue coursework elsewhere and that students already enrolled would need to be reassured that Lehigh would honor its commitment to allow students to complete their programs. President Lewis and Dean Zirkel responded to this concern almost immediately. In an open letter dated December 20, 1979, they spoke of encouraging offers of help that had been received. The heart of the letter was the following paragraph:

We...want to convey to you our clear and mutual desire that the School of Education continue its operations indefinitely and that it responds effectively to the changing needs of the profession. It should also be made clear that whenever any university program is discontinued, it has been and will be our policy which recognizes our obligations to our students.

The letter concluded by encouraging students to register for the spring semester. “The biggest immediate vote of confidence that could be given us would be a heavy enrollment next semester.” In a letter dated April 22, 1980, sent to local school superintendents and presidents of regional colleges and universities, President Lewis stated, “Rumors that the School is about to close are incorrect.” He noted that the school had good programs and was developing others: “We want very much to have the School continue as a viable part of the University’s future.”³

School of Education Faculty Establish Priorities

The faculty of the School of Education recognized that a major issue to be addressed was the need to focus its efforts upon programs with the greatest potential. Accordingly, the “Faculty Program Development Committee” met during the spring of 1980 with the goal of suggesting priority areas, which the committee called “salient.” The committee was unanimous in its recommendation to the school’s faculty on May 1, 1980, that the priorities be: the exceptional learner, staff development and delivery systems, and technology in education. The committee noted that the priority areas were not listed in hierarchical order. Considerable progress was accomplished during the next few years in the salient areas, as noted below.

Exceptional Learner

The rationale for the exceptional learner salient was that several certificate and degree programs already dealt directly with this topic. As a result of Public Law 94-142, school districts and intermediate units were expanding and improving their special education programs, creating a need for special education teachers and supervisors and school psychologists.

School Psychology

At the same faculty meeting on December 10, 1979, that was described above, a new program in school psychology was approved by the university faculty. This program, which had been designed by Dr. John Manni, led to an educational specialist degree and certification as a school psychologist. Manni left Lehigh at the end of the semester, and Dr. Edward Shapiro became the program director. The first education specialist students graduated in 1981.

Shapiro collaborated with Dr. Diane Browder in developing a joint Ph.D. program in psychoeducational studies, which was approved by the university faculty in March 1984. The program faculty included Browder, Shapiro, Dr. Edward Lentz, Dr. Robert Suppa, Dr. F. Charles Mace, and Dr. Paul Van Reed Miller, who was the program director.

Counseling Clinic

Dr. Artis Palmo had been providing counseling services in Centennial School prior to 1979. As part of the exceptional learner salient, he created a comprehensive counseling and psychology clinic, which began in the fall of 1981. The clinic had the dual objectives of providing a training setting for graduate students as well as a consulting service for Lehigh undergraduates

and residents of the Lehigh Valley. The center was intended to provide individual and group counseling at a minimal cost. The program was so successful that an addition of three counseling rooms to the building on Warren Square was needed in 1986.



Lehigh Letter, May 1986
Counseling and Psychoeducational Clinic on Warren Square

Adult Disabilities

The School of Education began to serve a population of adults with severe disabilities in 1984. A court case had determined that adults with disabilities who previously had been served in institutions such as Pennhurst should be returned to their communities of residence. Lehigh University and Lehigh County Mental Retardation Services collaborated to create Lehigh Continuing Education for Adults with Severe Disabilities (LCEASD) with funding through the Lehigh County Mental Retardation Services. The program provided job training and continuing education skills for daily living. Mace obtained the initial grant for the program. When Mace resigned, Browder became the director of the program.

Centennial School

Centennial School had served a population of students with social and emotional disabilities for which it received a reimbursement from the state. By 1977, its mission was exclusively to serve that population as an Approved Private School. During the summer of 1980, the school was moved from the Saucon Valley campus to the Lafayette School Building in the Bethlehem Area School District. By 1984, Centennial School was serving about 100 severely emotionally disturbed students and eight multihandicapped children ages 5-21. The school was committed to the reeducation model, which works with a problem child through the child's total ecology, instead of just the school setting. During the summer of 1985, the school was moved to the Rosemont Building in Bethlehem School District.

Technology in education

An initiative in computer technology was the major program in technology in education. A visiting committee had reviewed the progress of the School of Education and recommended that risk capital be invested in some of the salients. The administration approved a grant of \$50,000 to establish a computer laboratory. The laboratory was a joint endeavor between the School of Education and Bethlehem Area School District. Professor Leroy Tuscher negotiated with Broughal Middle School Principal Joseph Petraglia for a shared computer lab. Broughal provided space on the third floor, and Lehigh established a network laboratory of Apple I microcomputers. The laboratory was used by students from Broughal during the school day, and Lehigh used the lab in the evening and during the summer. The first classes in educational technology were the BASIC programming language to develop computer-based learning environmental and tool software (word processing, spread sheet analysis, and data-based management). As Broughal Middle School was a half block from the School of Education offices on Brodhead Avenue, this was a very convenient arrangement (Garrigan, S., personal communication, July 14, 2015; Tuscher, L., personal communication, July 18, 2015).

In September 1985, the program moved its laboratory from Broughal to the Union Bank Building in South Bethlehem. In 1986, the educational technology program received three grants from the Ben Franklin Center.



Lehigh Letter, April 1982
Staff development salient planners:
Prof. Elvin Warfel, Evette Lamka
and Ben Boylston



Lehigh Letter, April 1982 Staff development
salient planners: Prof. Elvin Warfel, Evette
Lamka and Ben Boylston

Staff Development

By 1980, the demand for new teachers in traditional areas such as elementary and secondary education had been filled, and the number of prospective students for Lehigh's teacher education program was declining. But there were opportunities for in-service teachers to take on leadership roles without leaving the classroom. The School of Education created a program, which was known as the "Teacher Recognition and In-Service: Associates of Distinction" program. Participants were nominated by their school district and were involved in a two-year sequence of courses designed to prepare them to be leaders in staff development in their school districts. As the sponsorship was from three entities—school districts, corporate sponsors, and university representatives—it was known by an acronym taken from the first letters of the title, TRIAD. The program was ready for the first students by the summer of 1982. Cooperating school districts were Allentown, Quakertown, and Upper Perkiomen.

Visiting Committee Report

A visiting committee chaired by Frank Rabold met with the faculty and reviewed the progress and plans for the future during the spring semester of 1981. Their report was cautiously optimistic about the progress to that time while warning that there was still work to be done.

The School should adopt in action and words a distinctive mission, or set of purposes, which differentiates it from state-supported schools of education and which integrates it with the special character of Lehigh University....

The Administration and the Trustees' support of the new programs, including the prudent investment of some risk capital and active assistance in enhancing the relations with other academic units within the University and in those with significant groups external to the University, are to be commended and continued. (Visiting Committee Reports, 1981, p. 5)

School of Education Meets Fiscal Goal

An article in the Brown and White (School of education begins year in black, 1981, p. 6) brought good news to the School of Education. The headline read, "School of Education begins year in black," and continued as follows:

The School of Education overcame a projected shortfall of \$220,000 to finish the fiscal year ending June 30, 1981, in the black, according to a university announcement.

Revenue increases and savings in expenses were responsible for the financial success, the announcement stated. The cutbacks included freezing expense budgets, eliminating positions through attrition, and secretarial staff relocation. The addition of \$241,000 in grants to the school, and use of the school faculty elsewhere in the University, contributed to the income increase.

The school's progress follows the implementation of a plan to improve academics and finances, which was developed by a faculty task force and reviewed by a University wide committee of faculty and administration. (p. 6)

Alumni Support

One of the most supportive groups external to the university was the alumni. Members of the Alumni Council and other alumni loyal to the School of Education conducted phonathons to raise funds to assist the School of Education. The campaign from July 1, 1981, to December 31, 1981, found 781 alumni who made contributions of \$15,845. By 1983, 903 alumni had made pledges of \$24,494. The phonathon in 1986 raised over \$27,999 from 1,220 pledges. In 1987, there were 1,269 alumni who had pledged a total of \$29,636. In 1989, 1,402 alumni donated \$37,068.

Donations covered the cost of the annual Alumni Day, which was held on a Saturday in the fall. The usual format of Alumni Day during the 1980s

included a major speaker who was recognized with an award, luncheon, and for those interested, attendance at a varsity home football game. Donations were used for seed money for School of Education programs. For example, the Alumni Council made a grant of \$10,000 to the educational technology program.

Among the major speakers who were recognized for “Outstanding Service to the Field of Education” were Dr. Ernest Boyer (1984); Dr. Patricia Graham (1986); and Dr. Madeline Hunter (1987). Boyer was president of the Carnegie Foundation for the Advancement of Teaching. He was an influential voice of the educational reform movement of the 1980s. Graham was the dean of education at Harvard University and a leading historian of American education. Hunter’s plan of mastery learning was very influential in classroom instruction.

PERRY ZIRKEL

Dean of the School of Education (1977-1982)

By Robert L. Leight



Lehigh University, 2013

Dr. Perry Zirkel has helped to bring national recognition to the College of Education through his scholarly analysis of education law. He has served as University Professor of Education and Law, and previously was dean of education. He was named to Lehigh’s prestigious Iacocca Chair for its five-year term.

Zirkel has a Ph.D. in educational administration, a J.D. degree from the University of Connecticut, and a Master of Laws degree from Yale University. He is a prolific author, having written more than 1,400 publications on various aspects of school law, with an emphasis on legal issues in special education.

Over several decades Zirkel brought his insights directly to practicing educators through regular columns in *Phi Delta Kappan*, *Teaching Exceptional Children*, and *Principal* magazines.

He is the author of *The Legal Meaning of Specific Learning Disability*, *A Digest of Supreme Court Decisions Affecting Education*, *Student Teaching and the Law*, and the two-volume reference *Section 504, the ADA and the Law*.

Zirkel is past president of the Education Law Association and cochair of the Pennsylvania special education appeals panel from 1990 to 2007. In 2012, he received Research to Practice Award from the American Educational Research

Association (AERA) and the Excellence in Research Award from AERA's division A (Administration, Organization and Leadership). In 2013, he received the University Council for Educational Administration Edwin Bridges Award for significant contributions to the preparation of school leaders.

During his distinguished career at Lehigh, he taught graduate courses in school law and special education law and undergraduate courses in law, such as the cross-college "Intro to Law" elective and the "Law of the Press" to journalism students. His high standards challenged doctoral students to bring exceptional quality to their research in coursework and dissertations.

He and Professor Roland K. Yoshida, as the "pizza professors," brought a unique contribution to the Lehigh University community by their reviews with graduate and undergraduate students in the Brown and White of the quality of pizzas in nearby restaurants, a service which was noted in the Chronicle of Higher Education. (Pizza professors, 1997, p. 9; Lehigh professors grade local pizzerias, 1998).

Zirkel retired at the end of the fall 2015 semester after a tenure of more than 38 years at Lehigh.

Administrative Changes

Changes in the leadership at Lehigh were taking place by 1980. Arthur Humphrey became provost in June 1980. He met with members of the faculty and expressed his desire to help the school to be successful. Soon after he took office, Provost Humphrey authorized the seed money to start the computer laboratory in Broughal Middle School, as noted above. Dr. Deming Lewis retired in June 1982 after 18 years as president. The new president was Dr. Peter Likins, who also expressed his desire to help the School of Education.

There were changes in the administration of the School of Education as well. Zirkel was on leave during 1982-83 while Professor Paul Van Reed Miller was dean pro tem. When Zirkel returned, he resigned as dean and was promoted to University Professor of Education. Miller was appointed to head the School of Education, which was organized into a single department. Programs during this period included special education, administration and supervision, reading, elementary and secondary education, social restoration, counseling, school psychology, and educational technology.

College of Education Authorized by University Trustees

President Likins proved to be a strong supporter of the School of Education. In fact, he decided that the program was strong enough to be upgraded to a College of Education. His rationale was that the status and procedures of

the School of Education were not consistent with those of the other three colleges. As a College of Education, the procedures would be the same as the other three colleges. After meeting with the faculty of the School of Education to discuss his plans, Likins received approval for the change from the board of trustees. An announcement in the Allentown Morning Call on May 17, 1985, contained the following statement by Likins: "The board reaffirmed the commitment of the university to the continued strengthening of the programs of the College of Education recognizing that Lehigh has a special role among institutions of higher education in the field" (Lehigh elevates School of Education, 1985, p. B4). With his decision, Likins was committing the university to the integrality of the unit while raising the status of education as an academic and professional field.



Lehigh Letter, April 1979
Visiting committee member Professor Philip Phenix with graduate students Chris Konopelski, and Jan Krest



Lehigh Letter, May 1986 Dean Paul Van R. Miller and Michael Danjczek



Lehigh Letter, December 1983 Dr. Thomas Persing presents Persident Likins with @20,000 check from School of Education Alumni

Paul Van Reed Miller Named as First Dean of COE

Miller was named as the first dean of the college. His statement to *The Morning Call* was optimistic: "The College of Education is stronger than ever and is now on an equal footing with the other three colleges at Lehigh. Today we are achieving national recognition due to our faculty excellence and research in several fields, including counseling, school psychology, administration, and technology." The article stated that the new college had 23 full-time faculty members and some adjunct professors, some 600 students, six master's degrees, and doctoral programs in eight areas. The new Ph.D. program in psychoeducational studies was highlighted (Lehigh elevates School of Education, 1985, p. B4).

With a mandate to conform to the usual administrative structure of the university, the education faculty decided on May 14, 1986, to return to a departmental structure in which the college was organized into two departments. Professor Raymond Bell was selected to chair the department, which included the programs in special education, school psychology, counseling, and social restoration. Professor Leroy Tuscher became the chair of the department, which chose the name of Leadership, Instruction, and Technology (LIT). The LIT Department included the programs in administration and supervision, educational technology, and reading and teacher education.

A listing of the voting faculty in the minutes of September 13, 1985, included the following voting members of the College of Education: Raymond Bell, Diane Browder, Alfred Castaldi, Andrew Edminston (director of the University Counseling Center), Fenwick English, Charles Guditus, Francis Harvey, Warren Heydenberk, Joseph Kender, Donald Langlois, Robert Leight, Francis Lentz, J. Gary Lutz, F. Charles Mace, John Mierzwa, Paul Van Reed Miller, Artis Palmo, Herbert Rubinstein, Edward Shapiro, William Stafford, Robert Suppa, Elvin Warfel, and Perry Zirkel.

PAUL VAN REED MILLER

First Dean of the College of Education (1985-1988)

By Robert Leight



Photo credit by the 1986 Epitome, 1986

Dr. Paul Van Reed Miller was named dean when the School of Education was upgraded to College of Education in 1985. His steady leadership guided the education program through difficult times.

Miller was a native of Philadelphia. He graduated from Yale University with a bachelor's degree with honors in psychology; then from the University of Pennsylvania with a master's degree in psychology. In 1965, he received his Ph.D. degree in education from the University of Pennsylvania with a major in statistics. Prior to coming to Lehigh, he had experience as a personnel manager and as a director of testing programs at Educational Testing Service.

His mentor at Penn, Dr. Merle Tate, had joined Lehigh in 1965 to establish a funded program in educational research. Miller helped to develop the program, which trained specialists in research design, psychometric theory, and statistical theory. He taught courses in statistical analysis to students in education and the three other colleges.

During most of his tenure at Lehigh, Miller held administrative positions. Prior to his promotion to dean, he was director of the Division of Measurement and Research, chair of the Department of Human Development, and dean pro tem of the School of Education. When Likins promoted the School of Education to College, he named Miller as its first dean, a position he held from 1985 until his retirement in 1988.

Miller was involved as a faculty member in the life of the broader academic community. He chaired most of the major university committees, including the educational policy and personnel committees. He was responsible for the restructuring of the educational policy committee to increase representation by faculty members.

He passed away in 1990. Two of his closest colleagues, Dr. Raymond Bell and Dr. Gary Lutz, wrote a memorial, which appeared in the December 1990 issue of the Lehigh Letter. Their memorial statement captures Dean Miller's personal qualities:

A man of great warmth, Van Miller was also a plain speaker. He was never afraid to confront issues and to speak what he thought to be true and right.

Nor was he afraid to make difficult decisions even when he knew them to bring himself personal anguish. He always held himself to the highest standards of performance and integrity. He will be deeply missed by his family, friends, colleagues and by his many former students, all of whom will remember the pleasure, knowledge, and good humor he brought to their lives. (p. 8)

To the Mountaintop

Although the faculty members were not aware of its implications, events outside of the university were destined to cause a major change in the environment of the fledging College of Education. Bethlehem Steel Company was facing financial issues, and during the summer and fall of 1986, a committee of trustees of the university was negotiating with officials from Bethlehem Steel to purchase some of the research laboratories which Bethlehem Steel had built on the top of South Mountain.

As early as September 12, 1986, Dean Pro Tem Jerry King, who replaced Dean Miller while he was on sabbatical leave during the semester, reported to the education faculty that tentative plans were in process to move the entire College of Education to Wing A of Homer Laboratory. By this time, the new campus was named Mountaintop Campus. Most of the education faculty had never stepped foot on the grounds of the Bethlehem Steel research laboratories. An opportunity was provided for a faculty meeting on November 27, 1986. In what was perhaps an appropriate indicator of the changing fortunes of the previous decade and a tentative prediction of the years to come, faculty Secretary William Stafford began the minutes with the following introduction: "The meeting was called to order by Dean Pro Tem King in the fog-shrouded tower of Building A of the Mountaintop Campus" (W. Stafford, personal communication, November 27, 1986). It was not clear if the fog was an omen for the future or a reminder of the past seven tumultuous years.

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NATIONAL RECOGNITION: THE MOUNTAINTOP YEARS, 1987-2016

Introduction

When President Likins recommended the transformation of the School of Education into a College of Education in 1985, the expectations were clear: The College of Education was expected to achieve national recognition for the quality of its research, teaching, and service. A great deal of progress toward this goal has been accomplished. In fact, one indicator of the status of the College of Education is its ranking among the top graduate schools of education in the country by U.S. News and World Report.

Among the accomplishments of the Mountaintop years has been the focus upon programs for individuals with disabilities, national accreditation of education and human services programs, a change in the focus from administration to instructional leadership, the functional merging of teacher education and educational technology, and the growing international scope of some of the programs.

Mountaintop Campus

The College of Education faculty was chosen to be the first academic unit of the university to move to the former Building A of the Homer Research Laboratory of Bethlehem Steel. The relatively small faculty fit well into one wing. As the “first kids on the block,” the college had the most favorable location.

Most of the faculty members had offices facing South Bethlehem in the three-story wing. It was a contrast with the former offices in a hodgepodge of converted homes on Brodhead and Packer avenues. There was adequate parking. Sufficient conference rooms in the building were converted to classrooms. Those who desired exercise during the lunch period could walk on the roads on gently rolling hillside. In order to link the main campus with the Mountaintop Campus, the university administration established bus service.

As the main building of Homer Lab, Building A had several amenities. The wing next to the new offices had a tower with the best view in the area. On the second floor was the major dining room, later named the Wood Dining Room, and a smaller dining room which eventually was named the Gov-

ernor's Suite. Numerous college functions have been placed in the tower, Wood Dining Room, and Governor's Suite. The dining rooms and the tower room were available to the public for wedding receptions and proms.

On June 6, 1991, Lehigh honored one of its most famous graduates when Building A was renamed Iacocca Hall.

Administrative Leadership

When the faculty of the College of Education completed the move to new offices on the Mountaintop Campus in 1987, there were two departments. Professor Raymond Bell was chair of the Department of Counseling Psychology, School Psychology, and Special Education. Professor Leroy Tuscher was chair of the Department of Leadership, Instruction, and Technology (LIT). Paul Van Reed Miller was dean, but he retired after only one year while the College of Education was on the Mountaintop Campus.

Dr. Alden Moe became the dean in 1988, and Professor Joseph Kendler became chair of the LIT Department. Professor Gary Lutz chaired the Counseling Psychology, School Psychology, and Special Education Department from 1992 to 1995.

After considerable discussion, the faculty of the College of Education voted, on October 14, 1994, to combine the two departments into the "Department of Education and Human Services." The new department was approved by President Likins to take effect in July 1995.

The first chair of the Department of Human Services was Professor Raymond Bell, who served from July 1, 1995, to June 30, 1998. His successor was Professor Edward Shapiro, who served as chair from July 1, 1998, to June 30, 2004. From July 1, 2004, until June 30, 2007, Professor Nick Ladany was the chairperson. Professor George DuPaul was chairperson from July 1, 2007, to June 30, 2013. The first female chairperson of the Department of Education and Human Services was Professor Arpana Inman, who began her tenure on July 1, 2013.

Alden Moe retired as dean and joined the teaching faculty in 1996, when Professor Roland Yoshida became dean. When Dean Yoshida was promoted to provost on August 21, 2000, Professor Raymond Bell was the interim dean, serving until June 30, 2001, when the first female dean, Professor Sally White, began her term. Dean White served until May 2007. Professor Gary Lutz was interim dean from May 2007 until June 2008. Professor Gary Sasso began his tenure as dean on July 1, 2008.

Both Raymond Bell and Gary Lutz were veteran administrators. In addition to the administrative positions listed above, Bell had been associate dean of the College of Education from 1984-86. He served as the University Marshall from 1979 to 2001. He had received the Alfred Nobel Faculty

Teaching Award in 1973, the Lindback Award for Teaching in 1987, and the Hillman Award in 1992. Lutz had been the director of the Academic Computing Center from 1982-86 and vice provost for institutional research.

ALDEN J. MOE, PH.D

By Ward Cates



Photo credit by Leight, 1990

Alden Moe profile author – Lynn Columba

Alden J. Moe, Ph.D.: “a kind and humane soul with a generous heart” captures the essence of the man. While at Lehigh University, Al Moe served as the dean of the College of Education, 1988-96. Hired to be a “healer” after a tumultuous period in the college’s history, Moe had the right credentials for this job. Through his leadership, a positive significant shift was created in the college’s perception. He was often the “unsung hero” who worked behind the scenes to guide and assist students, faculty, and staff. He was a compassionate leader who was always congenial and willing to provide a listening ear. After serving as dean, Moe remained in the College of Education in the Technology-Based Teacher Education Program (currently the Teaching, Learning, and Technology Program), where he continued to teach and mentor students and faculty. His office was jam-packed with children’s picture books that motivated young children to learn to read and provided the tools for teachers to teach reading. Anyone who knocked on Moe’s office door would receive a warm welcome and an invitation to a cup of coffee.

Currently, Moe is a professor emeritus at Rollins College in Winter Park, Florida, where he was the Richard James Mertz Professor of Education, specializing in literacy learning. He earned his B.S. in 1963 and his doctorate in 1971 from the University of Minnesota. He received his M.A. from Clarke College in 1967. In addition to experience at the elementary and secondary levels, Moe served as Purdue University’s chair of the elementary education and reading faculty and was the department chair and associate dean at Louisiana State University.

In more than 50 years of teaching, Moe has taught courses in children’s literature, reading and writing in elementary schools, and the diagnosis of reading problems. Moe’s expertise has guided his research in studying the relationship between young children’s language acquisition and their reading

achievement, resulting in more than 150 publications as author or coauthor. Several of his noted works include Analytical Reading Inventory (10th ed.) and The Power of Picture Books in Teaching Math, Science, and Social Studies (2nd ed.), Vocabulary of First-Grade Children, and he is the senior author of Keystones for Reading, a series of workbooks for elementary school students.

Moe is the son of Mathilde and the late Melvin Moe of Crookston, Minnesota. He and Elayne have been married for 32 years and are parents to four children, grandparents to six, and great-grandparents to one. In retirement Moe enjoys frequently reading to the younger members of his family. Though his home overlooks the Banana River in Cape Canaveral, Florida, Moe spends the summer touring Minnesota, Rhode Island, Indiana, Virginia, and North Carolina, where he delights in reading to his youngest family members.

ROLAND "RON" YOSHIDA

By Ward Cates



Photo credit by Lehigh University, 2013

Roland "Ron" Yoshida was hired as dean of the College of Education at Lehigh in 1996 and served as dean for four years before becoming Lehigh's provost, a position he held for four years. As professor and provost emeritus, Yoshida subsequently returned to the college faculty, serving a final nine years as professor of educational leadership. Yoshida's specialization was educational psychology and special education, and he was a fellow of the American Psychological Association. Prior to coming to Lehigh, Yoshida was first dean of the School of Education (1990-95) and then associate provost and assistant vice president for academic affairs (1995-96) at Queens College and the Graduate School at the City University of New York. Prior to that, he was on the faculty of Fordham University.

While dean, Yoshida formed the Office of International Programs, hired Dr. Daphne Hobson as director, and began concentrated outreach to students around the world, particularly those working in International Schools. This was the beginning of the college's substantial distance education programs. Another key hire under Yoshida was that of Dr. Michael George as director of Centennial School. Under George's leadership, Centennial School went from a rather traditional school for emotionally challenging students that used more physical restraint than one might wish to a nationally known school in which positive behavior supports almost completely eliminated the need for the use

of physical restraint.

By 2000, the College of Education had about 480 students and 27 full-time faculty members, and the college's U.S. News and World Report ranking cracked the top 50 for the first time, a ranking the college has either maintained or improved in the years since. After returning to the College of Education faculty, Yoshida received Lehigh's Hillman Award for Graduate Advising in 2012, and he retired in 2013. On a lighter note, Yoshida was one of two "pizza professors," the other being another former dean, Dr. Perry Zirkel. The two published a column in the Lehigh student newspaper, *The Brown and White*, reviewing local pizza shops.

SALLY A. WHITE, PH.D

By Ward Cates

Sally A. White, Ph.D., served as dean of the College of Education at Lehigh from 2001 until 2007, when she left to become vice president for academic affairs and dean of the faculty at the College of Notre Dame of Maryland. Prior to coming to Lehigh, White was a senior e-solutions consultant for RWD Technologies in Columbia, Maryland, and served as dean of the graduate school and associate vice president for research at Towson University. Before that, she held administrative and teaching positions at Illinois State University and the University of New Hampshire. White's research area was achievement motivation theory. She chaired a national sports commission from 1996-2000 and served as a sport psychology consultant for the U.S. Olympic Committee.

During White's tenure as dean, the college increased the number of tenure-track faculty, expanded its international offerings dramatically, introduced the Distinguished Lecture Series, started the Center for Promoting Research to Practice, and formed the College of Education Advisory Board. In the years when White was dean, the college successfully maintained top-50 rankings in the U.S. News and World Report survey. She secured a \$2.25 million gift to establish the college's first-ever endowed chair to lead the Center for Developing Urban Educational Leaders (CDUEL), which was chartered in spring 2007. Further, White secured gifts to create the Villas-Woodring Special Education Scholarship Award and the Thomas/Bruckner Endowed Minority Doctoral Assistantship Award, as well as to provide additional funds for travel through a Dean's Travel Fund.

White was active at the national level while dean and was elected to a three-year term on the executive committee of the Council of Academic Deans for Research Education Institutions (CADREI), where she was one of just eight deans on that committee, and the only member representing the interests of private universities like Lehigh. In addition to her election in CAD-

REI, White served as one of the six members of the board of directors for the Philadelphia Area Consortium for Education (PACE), a group consisting of 27 higher education institutions brought together to help improve the quality of public school education in the city of Philadelphia. She also served on many Lehigh Valley community boards while at Lehigh.

GARY M. SASSO, PH.D.

By Ward Cates



Photo credit by Lehigh University, 2016

Gary M. Sasso, Ph.D., became the dean of the College of Education in 2008. Prior to coming to Lehigh, Sasso served as the chairperson of the Teaching and Learning Department in the University of Iowa College of Education from 2001 until June of 2008. Before he took on his administrative role there, Sasso was a member of the faculty of both the Department of Teaching and Learning and the Department of Pediatrics, School of Medicine. Prior to working at the University of Iowa, Sasso held the position of professor at the University of Northern Colorado, where he developed the first academic and research program in Colorado for individuals with autism spectrum disorder.

Sasso's research agenda focused on education, psychology, behavior analysis, human development, and philosophy of education, areas in which he published extensively. He lectured and presented at over 200 conferences, seminars, and other educational meetings and professional development events, both within the United States and internationally.

Sasso was active professionally. He was the former editor of *Behavioral Disorders*, one of the most respected special education journals, as well as a member of the editorial boards of *Exceptional Children*, *Journal of Autism and Developmental Disabilities*, *Journal of Special Education*, *Education and Training in Mental Retardation and Developmental Disabilities*, *Focus on Autism and Developmental Disabilities*, and *Journal of Positive Behavior Interventions*. He also served as guest associate editor for the *Journal of Applied Behavior Analysis*.

Under Sasso's leadership, the college redefined the Distinguished Lecture series founded under former Dean Sally White, renaming it the Leaders of Practice lecture series and focusing it more directly on practices in education, better aligning it with the mission of the college. Sasso worked to involve the

COE Advisory Board more directly in the life and concerns of the college as well. In terms of adding staff, Sasso hired a senior research program development officer for the college and a research scientist with a focus on statistical methods. Both positions were designed to help support faculty efforts in the area of grants and contracts. He also approved the creation of the Office of Teacher Certification and the hiring of its first director and placement coordinator.

The college underwent some meaningful structural/academic changes under Sasso: The Office of International Programs was radically reorganized, a new director and staff hired, and its service relationship to the six academic programs in the college was made clear. The associate dean was assigned more operational duties, and the Admissions Office and the Office of Teacher Certification were assigned as direct reports under the associate dean. Offices in Iacocca Hall were reconfigured and reallocated in more equitable ways, as the college worked hard to accommodate its many faculty, staff, students, and functions. This reconfiguration included the development of the College Services Office in L101 in a space newly acquired. Sasso allocated funds to update the technology in teaching classrooms, enabling faculty to make better use of technology in instruction. The Comparative and International Program had its doctoral program approved and began admitting doctoral students in 2013. Not all changes represented growth and expansion, however: Community Choices, Lehigh Support for Community Living, and Transition and Employment moved to being managed by an outside firm rather than Lehigh employees, and the Integrated Professional Development School program was shut down in fall 2013.

Sasso focused on ways in which the college might become more visible and be better represented beyond the Lehigh Valley. This included enhancing the Theory to Practice publication, which won a CASE (Council for Advancement and Support of Education) award in 2011, and Sasso spearheaded a radical redesign of the College web presence so that it was database-driven (using Drupal) and more focused on the informational needs of potential students. For Lehigh's 150th Anniversary, he held a faculty-driven symposium on education in New York City before the Lehigh-Lafayette game in Yankee Stadium and arranged a free bus to carry interested faculty, staff, and students to attend. He provided academic programs in the college with financial support to allow them to hold discipline-specific colloquia each year.

In terms of soliciting gifts, Sasso—with support from faculty—secured over \$5 million in his first seven years at Lehigh. This included continuing gifts to support the Center for Developing Urban Educational Leaders (CDUEL); sizable support for the Caring for Cambodia initiative, a gift that supported the hiring of a Professor of Practice in Comparative and International Education, as well as research and service trips to Cambodia; and various other gifts that enabled the college to pursue its various initiatives.

Sasso focused heavily on data-based strategic planning and used a wide range of analyses to support decisions about the allocation of funds and faculty positions. Faculty were provided with detailed budget data, as well as the results of multiple analyses, and they were given the opportunity to participate in strategic planning beyond simply creating a college plan and goals to be housed in a notebook on a shelf. As a result of such faculty participation in strategic planning, the college decided to create an early childhood development initiative that crossed academic programs both within and outside the college, and Sasso provided seed money to help launch the initiative.

Sasso was a tireless proponent of the college at the university level, constantly seeking to assure that the college received its fair share of university resources. He also was a good citizen of the university, agreeing to serve as interim vice president and vice provost for international affairs (while still remaining dean) until the new person hired under the search he chaired could make the transition from her former job to Lehigh in late spring 2016.

U.S. News and World Report Lehigh College of Education Rankings

As early as 1997 there are comments in the faculty minutes of interest in the rankings of graduate schools of education in U.S. News and World Report. The rankings in education are based upon the following criteria: assessment by deans of education, assessment by school superintendents, Graduate Record Exam scores in verbal and quantitative, doctoral acceptance rate, doctoral degrees granted per faculty member, total funded research, funded research per faculty member, and total graduate enrollment. The use of these criteria in determining ranking is explained by U.S. News and World Report in its yearly ranking of graduate schools of education.

Lehigh's College of Education consistently has been ranked among the top 50 graduate schools of education in the United States since 2001. A listing of the rankings from 2001 to 2015 follows:

Year	Ranking
2001	50
2002	39
2003	37
2004	41
2005	38
2006	49
2007	32
2008	53
2009	40

2010	41
2011	41
2012	35
2013	46
2014	51
2015	46

One of the major factors in the ranking of graduate schools of education is the reputation of the colleges by peer deans of education and by superintendents of school districts. Lehigh's College of Education publishes a quality journal which provides articles about timely subjects such as charter schools and highlights the research of the faculty. The journal's title, *Theory to Practice*, is representative of the mission of the college.

Recognition of the quality of Lehigh's College of Education by a respected national journal has helped to enhance the status of the college both on campus and in the broader education community.

Current Programs of the College of Education

Comparative and International Education

Iveta Silova, Peggy Kong, Alex Wiseman, and Sothy Eng

The Comparative and International Education (CIE) program was established in the fall of 2007 in response to the broader globalization efforts both in the College of Education and the university. The CIE program blends both international education policy- and practice-oriented studies in order to apply the most appropriate theoretical frameworks and empirical approaches to real-world situations they will encounter in research, policy, and practice. The CIE program creates a strong foundation for studying education in the context of globalization, sustainable development, and social equity, including cross-cutting issues such as gender, culture, and poverty. The CIE program combines an emphasis on competence in comparative education theory, international education policy, and interdisciplinary approaches to the study of education phenomena in a variety of contexts. Through academic curricula and international field-based research, the program engages students in examining the impact of global economic, political, sociological, and historical factors on education phenomena locally, regionally, and internationally.

In the fall of 2007 two faculty members, Professors Iveta Silova and Alexander W. Wiseman, founded the program. In 2011, the program grew to include two additional faculty members, including Professor Peggy Kong and Professor of Practice Dr. Sothy Eng. Collectively, the program faculty's research focuses on such diverse geographic areas as Eastern/Central Europe and the former Soviet Union, the Middle East, and East and Southeast Asia. The faculty also represents a rich variety in theoretical and methodological approaches, including cross-national analysis, which provides many opportunities for CIE students to experience the diverse thinking and empirical approaches in both research and practice in the field of comparative and international education.

Launching New Academic Degree Programs

Since the establishment of the program in 2007, CIE faculty developed two master's degree programs, a Ph.D. program, and a postbaccalaureate certificate program in International Development in Education, offering graduate students an opportunity to pursue their degrees either online and on-campus through a unique combination of curricula offerings.

The M.Ed. in Globalization and Education Change was launched in the fall of 2008 as a 30-credit-hour program, which is designed to equip graduates to understand, participate in, and make data-driven decisions in and about schools and education institutions—both in the United States and internationally. (Initially implemented as an online M.Ed. in Global Leadership prior to the launch of the CIE program in 2007, the degree was redesigned in 2008 and renamed the M.Ed. in Globalization and Education Change to more accurately reflect the content and objectives of the degree's program of study.) It is a practitioner-oriented program with concentrations in education-related areas (e.g., international counseling, international education development, TESOL, and technology use in schools). The program's curriculum explores how education is related to economic, political, and social globalization and examines how education policies, structures, and practices are contextualized in different geopolitical contexts around the world.

The M.A. in Comparative and International Education was launched in the fall of 2009. It is a 36-credit-hour program that guides students in the examination of educational policy and theory with a concentration in a social science discipline (e.g., political science/international relations, anthropology, and sociology). It is a research-oriented program, which culminates in a thesis or capstone project. Graduates are prepared to work in educational research and policy organizations, government offices, ministries of education, and international development organizations.

The Ph.D. in Comparative and International Education was launched in

the fall of 2012 with the goal of preparing students for research, scholarly inquiry, and advanced professional careers in the field of comparative and international education. The program engages students in examining the impact of global economic, political, sociological, and historical factors on education phenomena locally, regionally, and internationally. Emphasis is given to research topics at the forefront of education and sustainable education theory and practice. The program offers a combination of rigorous training in comparative education theory and research methods; key skills in policy analysis, monitoring, and evaluation; and advocacy. Graduates are prepared to work in higher education institutions, educational research-and-policy organizations, government offices, ministries of education, and international development organizations.

Finally, the postbaccalaureate certificate program in International Development in Education (IDE) provides a foundation in the theoretical conceptualizations of, and practical skills in, education and international development. Certificate holders are prepared to assess and solve educational problems in international development, understanding different socioeconomic and political contexts in the global milieu, and work toward educational equity. From examining the work of international development agencies to learning the skills of program evaluation and proposal writing, certificate holders are prepared to work in NGOs, international development agencies, and multilateral organizations.

Collectively, these degree and certificate programs aim to prepare graduate students in the following five areas of academic, professional, and personal competencies: (1) knowledge, (2) application of knowledge, (3) contextual understanding, (4) communication skills, and (5) collaboration and leadership.

Knowledge: Globalization and Contextualization in Education

The dual content foci of the CIE program are globalization and contextualization, enabling students to analyze global phenomena at any level of education and consider how these phenomena are locally situated within a global context. This dual focus is reflected in the CIE curriculum and course syllabi, as well as in the institutional partnerships created by the program. For example, the partnership between Lehigh University and the University of Tübingen began in 2008, and since then has supported the exchange of graduate students and professors from both universities. The Lehigh-Tübingen Exchange Partnership seeks to encourage and support academic collaboration through research and study. To achieve this end, the exchange program offers interested Lehigh graduate students the opportunity to take courses or participate in research at the University of Tübingen, as well as encourages professors from one university to visit the other for

the purpose of engaging in collaborative research or teaching activities. Through this program, Lehigh students take courses at the University of Tübingen's Institute of Education, which is the largest educational science university institute in Baden-Württemberg and one of a select group of "universities of excellence" in Germany. Professors at both universities are also involved in collaborative research, specifically around the topics of international educational governance and the phenomenon of the scientization of education worldwide.

Application of Knowledge: Bridging Theory and Practice

Another hallmark component of CIE is the bridge between theory and practice. Much of education is professional education, which often translates to explicitly practical applications in schools, classrooms, and communities. This is a vital component of Lehigh's College of Education, and it is important for CIE to support and further advance this professional training component that is at the core of the COE vision. The field of comparative and international education is also by nature a global program in that it provides educators and policy makers with a way to understand broader, cross-system and global trends in educational policy and practice. One of the best tools that we have for understanding these trends is through the development and testing of theory. Much of CIE coursework is directly related to the development of practical skills such as program evaluation, grant writing, or curriculum development. Furthermore, the program offers several field-based initiatives, which include the Lehigh/Cambodia partnership, Lehigh/United Nations partnership, as well as international internships in Cambodia (2013-16), Indonesia (2014-16), and Germany (2016). As part of these experiences, CIE students have an opportunity to apply their knowledge and skills in service to NGOs, disadvantaged schools, and communities in a variety of countries.

College of Education/Cambodia Partnership

Lehigh University's COE seeks to internationalize academic curriculum and student experiences by partnering with Caring for Cambodia, a local charitable organization in Cambodia providing support to eight K-12 government schools in a northwestern province of Cambodia, Siem Reap. Every year, 10-15 students have an opportunity to go to Cambodia to conduct research or develop programs on various topics, ranging from preschool learning to Teaching English as a Second Language. A distance student participating in a research trip to Cambodia commented, "It put a personal face on all of the issues and ideas that had previously been theoretical. Listening to Cambodian students talk, laugh, and sometimes cry about their futures reminded me of the high stakes involved in the design and delivery of education."

Lehigh/United Nations Partnership

Building on the Lehigh University/United Nations (LUUN) partnership initiative, the CIE program offers the course *Experiencing the United Nations*, which provides students with a structured practical experience to learn about the dynamics of NGO/UN relationships in international education development. The course is organized around the annual sessions of the Commission on the Status of Women (the Commission), which is a functional commission of the United Nations Economic and Social Council (ECOSOC), dedicated exclusively to gender equality and advancement of women. Every year, representatives of Member States gather at United Nations Headquarters in New York to evaluate progress on gender equality, identify challenges, set global standards, and formulate concrete policies to promote gender equality and advancement of women worldwide. In addition to regular class meetings before and after the two-week conference, all students have an opportunity to attend the conference events, interview participants, and observe NGO/UN interaction in action.

International Internship Program

As a part of the Lee Iacocca International Internship Program, CIE offers internship opportunities for students in Cambodia, Indonesia, and Germany. The Cambodia internships program is directed by Dr. Sothy Eng, who accompanies students on their internships in Cambodia. Through this program, students gain hands-on experience in the field of international education by working with nongovernmental organizations (NGOs), international agencies, and higher education institutions. The Indonesia internships are directed by Professor Alexander W. Wiseman. Through this program, Lehigh students have a direct opportunity to participate in community development in Indonesia by developing the knowledge and skills necessary to implement sustainable change. The program in Germany, also run by Wiseman, is aimed at building the educational capacity of a traditional university city in Germany to address the influx of refugees entering the country and city as well as to build the educational capacity of the refugees settling in Germany. Supervising professors and staff from the University of Tübingen guide Lehigh students in developing and presenting workshops and seminars for participating youth. Lehigh students also work within the refugee communities in Tübingen to identify educational and other needs that local schools and the University of Tübingen can address.

Context: Interdisciplinary Perspectives

The CIE program transcends disciplinary boundaries in order to understand and address the complex issues of globalization and contextualiza-

tion. Most education fields already borrow from other disciplines in terms of theory and methodology, but instead of borrowing, CIE integrates and critically engages. Working closely with the graduate programs of Lehigh's College of Arts and Sciences (CAS) and the College of Education (COE), the CIE degree programs cross the boundaries of various disciplines through cross-college and cross-program course-taking and project- or research-specific mentoring, thus creating an opportunity for students to examine education-related issues from multiple perspectives. For example, Dr. Kong works on the Gansu Survey of Children and Families (GSCF), an interdisciplinary project focused on the health and well-being of rural children in Gansu province, with Dr. Yuping Zhang in sociology (Lehigh), Dr. Emily Hannum (University of Pennsylvania, sociology), Dr. Tanja Sargent (Rutgers University), Dr. Jennifer Adams (Drexel University), Dr. Albert Park (Hong Kong University of Science and Technology, economics), and Dr. Paul Glewwe (Minnesota University, economics). Dr. Wiseman's research and scholarly activity has a broadly collaborative approach. He frequently coedits volumes in the International Perspectives on Education and Society series and is working with Professor C.C. Wolhuter (North-West University, South Africa) as editor of FIRE: Forum for International Research in Education. Eng works with Dr. Jeffrey Sonis (UNC-Chapel Hill) on the effect of UN-backed Khmer Rouge trials on Cambodian survivors' PTSD, with Dr. Patrick Heuveline (of UCLA) on a demographic surveillance system in the Mekong Island in Cambodia, and with Dr. Kosal Path (of Brooklyn College) on genocide education in Cambodia and transitional justice.

Communication Skills

The program aims to prepare students to communicate clearly, both orally and in writing, in different sociopolitical contexts, while demonstrating knowledge and appreciation of different cultures and audiences. CIE students regularly attend and present at national and international conferences in the major field of their study, as well as publish in peer-reviewed journals, books, and other professional publication outlets. For example, the findings of the 2014 program self-study indicate that approximately one-third of all current students and 40 percent of alumni have presented at professional conferences during their studies in the program. Most of these presentations grew out of coursework and/or research opportunities initiated by faculty members. Moreover, 19 percent of all surveyed alumni reported that they published their research in academic journals and edited books. Some students have also participated in coediting special journal issues and book volumes. In addition to conference presentations and publications, CIE students are encouraged to communicate online, includ-

ing developing websites, videos, and/or blogging about educational issues. These assignments provide students with experience in connecting effectively with a nonexpert audience when conveying their position on complex education policy issues.

Collaboration and Leadership

An appreciation of different cultures, values, and perspectives is fundamental to successful collaboration and leadership in the field of comparative and international education. The CIE program aims to develop students' collaborative skills by emphasizing the importance of working in groups characterized by diverse skills, cultural backgrounds, and theoretical perspectives. For example, all CIE coursework includes required collaborative experience as one of the assignments, which include a joint class presentation, a collaborative research project, a video project, and/or other activities. In "hybrid" classes, students frequently work in groups comprising both online and on-campus students, which requires intensive online communication. Given the large number of international students, most collaborative groups include a combination of domestic and international students. Results from the alumni survey indicate that almost 80 percent (34) of alumni believe that the CIE program prepared them very well to function effectively in interdisciplinary and intercultural teams. Similarly, 77 percent (33) of alumni responded that the program prepared them very well to function effectively in culturally and linguistically diverse environments.

Meeting the Institutional Goals

The CIE program contributes significantly to the larger goals of Lehigh University and the College of Education, and provides momentum to take Lehigh and the COE toward the shared goal of internationalization. The program's focus aligns well with Lehigh's Strategic Plan to address three grand challenges: globalization; energy, environment, and infrastructure; and health through cross-disciplinary research. In addition, the CIE program expands and sustains the international initiatives underway at Lehigh University beyond our program and the College of Education (such as the UN/Lehigh connection, Globalization and Social Change initiative, study abroad programs), as well as creating new ones (such as engaging students in international field research and assisting in journal/book editing). As such, the program makes a significant contribution to the internationalization of the COE and university-wide transformation into a more globalized institution. A goal of the CIE program is to continue contributing to these goals at the college and university levels, and to engage and align with the international initiatives being carried out in other departments and colleges at Lehigh.

Counseling Psychology

Arnold Spokane

In the mid-1980s, the College of Education and counseling programs at Lehigh University began a self-examination process that would usher in dramatic changes. First came a significant location change. The college was moved to the Mountaintop Campus in 1987. More than a location change, housing the College of Education in a building with graduate programs in the sciences and engineering sent a message to faculty, students, and the public alike—a different intellectual footprint was in the making!

Prior to the relocation, the counseling programs consisted of a separate master's 36-credit (M.Ed.) program in Elementary and Secondary School Counseling, approved for Pennsylvania Department of Education Certification, a master's in Counseling and Human Services, and an Ed.D. program in Community Counseling. At the time, the counseling programs were housed in the Department of Human Development with reading, school psychology, and social restoration. In 1983, all programs were consolidated into one department, and in 1984, there was a split again with two departments. Counseling psychology was at this time housed with school psychology and special education. A hallmark of the counseling programs was the quality of students admitted and the thorough clinical training at the master's level. This selectivity of students and quality of training has continued as the programs evolved.

Concurrent with the move to Mountaintop, the counseling program opened a sliding-scale community clinic housed in Iacocca Hall. This clinic funded a graduate assistantship for a doctoral student to oversee the workings of the clinic. The clinic served both as a training site for students and a potential research site. At this time (in the mid-1980s), the departmental and program faculty (Hawks, Mierzwa, Stafford, Palmo) agreed to pursue accreditation of both the master's programs and the doctoral program, the latter of which had since been changed from an Ed.D. to a Ph.D. degree in anticipation of an accreditation review. Preliminary pre-site visits were done by the Commission on Accreditation of Counselor Education Programs (CACREP) and the Commission on Accreditation of the American Psychological Association (APA). Extensive feedback suggested that program changes were necessary prior to pursuing accreditation. An important recommendation by the APA pre-site team was to hire a counseling psychologist with an interest in career development (a foundational element of the discipline). This came at a time when Professor Artis Palmo, training director, left to establish an independent practice that remains vigorous at this writing. As a result, a search was approved to replace Palmo.

This signaled a start of a new era in the counseling psychology program. Professor Arnold Spokane, a leading vocational psychologist, was hired in

1989 to pursue accreditation in counseling psychology through APA. With Spokane at the helm, the doctoral curriculum was rewritten—overlapping courses between the doctoral and master’s programs were minimized, and a doctoral core was established both in counseling psychology and through negotiation with the psychology department in core areas of psychology required for accreditation. At the time all programs had “visitors” who reported to the board of trustees on program quality, and a review by Professor Edwin Herr from Pennsylvania State University noted that the curriculum had been appropriately revised. The program was asked to pursue accreditation for the doctoral program in a five-year window. Agreements were made for all doctoral students to complete their clinical practica in the University Counseling Center, and counseling center staff members were appointed as adjunct faculty. There was a small exchange of funding to support these efforts. This began an important collaboration between the counseling program and the University Counseling Center. During this period, Professor Raymond Bell, then chair, applied for and received a Pennsylvania Higher Education Assistance Agency grant in the amount of \$10,000 to upgrade and install a counseling training lab in the clinic space. Subsequently, research studies were conducted in career intervention and counseling supervision using these facilities. In 1991, a decision was made to close the sliding-scale aspect of the clinic and convert the clinic to a National Institute of Mental Health-style research clinic, which still remains. Although not used for research purposes currently, the clinic rooms are now used for supervision of master’s students and as breakout rooms for teaching basic psychotherapy skills.

The 1990s ushered in other changes. Dr. John A. Mierzwa and Dr. William B. Stafford elected to retire, Dr. Brenda Hawks had left, and replacement searches were undertaken with two new faculty members (Tina Richardson and April Metzler) hired, increasing the gender diversity in the program. In 1993, the doctoral program in counseling psychology was accredited for seven years and has maintained that status since. The early 1990s also saw a shift in scholarly activities. Professor Spokane became a co-principal investigator on a five-year longitudinal grant on the Built Environment and Hispanic Elders Behavioral Health (RO3) funded by the National Institute of Mental Health (NIMH) and the National Institute of Environmental Health Sciences (NIEHS) jointly with the University of Miami Center for Family Studies. And in 1997, Professor Nicholas Ladany, a noted scholar in supervision, joined the faculty with the reuse of the clinic space for research activities.

In the 2000s, there were some additional changes in the programs and faculty personnel. A certificate in international counseling was started in 2002 and eventually culminated into a Master’s in International Counseling in 2006. Training director roles changed from Ladany to Richardson, and

Ladany became chair of the Department of Education and Human Services. During this period, new hires joined the program: Professor Arpana Inman in 2002 and Professor Grace Caskie, a statistician and methodologist, in 2004. This configuration remained stable for a substantial period. With Inman's hiring, a significant shift occurred in the branding of the program but also a shift in the commitment to diversity in the department. In 2003, Inman joined with Professor George DuPaul from school psychology in initiating a task force on diversity. The intent was to develop a range of initiatives to enhance the multicultural experience of the students and faculty diversity within the college as a whole. The task force became a standing committee in 2004, and the first Multicultural Resource Center was created on Lehigh's campus. This center and the work of the diversity committee allowed for a bridging of the College of Education with other departments and programs on Lehigh's campus. Moreover, the counseling program's emphasis on diversity and multicultural issues continued to strengthen, resulting in the program receiving the APA Richard Suinn Award for Distinction in Diversity Issues in 2007. During this period, led by Inman, students and faculty also became active in recovery efforts in the Gulf Coast following Hurricane Katrina, bringing in an important focus on social justice and action. Moreover, Caskie's involvement in the counseling psychology program brought a focus on older adults into the scholarly fold, broadening the scope within the programs. During the latter part of this period, the counseling program also lost three faculty: Metzler; Richardson, who went on to become an associate dean at Drexel University and more recently the chancellor at a Penn State campus; and Ladany, who left to become a chair, and then most recently, a dean for universities in California. During this period, Inman became training director (2009-13). Under her leadership, the counseling program gained three new faculty: Professors Cirleen DeBlaere (2009), Christopher Liang (2012), and Susan Woodhouse (2012). Further transitions resulted in DeBlaere leaving for Georgia State University in 2013 and Inman succeeding DuPaul and Ladany as Education and Human Services Department chair in 2013. Liang and Woodhouse were hired as replacements for Ladany and Richardson. With the addition of Liang and Woodhouse, a greater focus on community engagement occurred. Due to the growing need for clinical oversee, a Professor of Practice line was added to the program in 2011 to support clinical coordination and practicum and internship placements, and in 2014 Professor Jerome Farrell replaced Professor Amanda Eckhardt in that position.

Continuing in the vision and mission of social justice, in 2012, Inman established the Community Voices Clinic. The CVC is a school-based integrated care clinic housed at Broughal Middle School and Donegan Elementary School in cooperation with St. Luke's Hospital. CVC currently serves South

Side Bethlehem families without charge and functions as a training clinic for doctoral and master's students and a potential research site for the program. The clinic was founded in response to a need in the local community and as a way to provide opportunities for the counseling psychology students to engage in and practice the principles of social justice on a day-to-day basis. Doctoral students serve as supervisors for the master's trainees. The first doctoral student to hold the supervisory role was Bethany Perkins. Subsequently other doctoral students have held this position.

In keeping with the times, other recent changes have involved a focus on accreditation for our master's program. In 2014, the master's program in counseling and human services received 10-year accreditation from the Masters in Psychology and Counseling Accreditation Council (MPCAC).

Educational Leadership

George White

The mission of the Educational Leadership program (EdL) is to prepare future school leaders at all levels: local, regional, state, national, and international. Over the years the program has moved from just preparing school and district administrators for public schools in the Lehigh Valley, to a program that focuses on preparing educational leaders at the local, national, and international levels. Now instead of just training school administrators, the program has an expanded vision focused on school and district reform, community development through education, policy analysis and development, and teacher leadership. The locus of emphasis has also changed from public schools locally to a broader focus including charter schools, private independent schools, and parochial schools. It has been said by many that the hallmark of the Educational Leadership program at Lehigh University is that it constantly reinvents itself to meet the demands of the changing education system's need for well-prepared leaders.

A History of Change and Renewal

During the 1970s through the late 1980s, the Education Administration and Supervision program offered both a master's and education doctorate degree (Ed.D.) along with Pennsylvania certification for elementary and secondary principals and the Superintendents' Letter of Eligibility. These programs had a strong practitioner emphasis utilizing former school administrators as faculty, such as Robert Fleisher, Edwin Keim, and Charles Guditus. The program was responsible for the preparation of a large number of regional school administrators during this period.

When the College of Education moved to the Mountaintop Campus in 1987, there were four members of the program in Education Administra-

tion and Supervision within the Department of Leadership, Instruction, and Technology. Perry Zirkel specialized in school law, Donald Langlois specialized in the preparation of principals and school superintendents, Sandra Tracy specialized in supervision, and David Honeyman specialized in school finance. The administrative assistant for the program was Mary Ellen Leiser.

Dr. Langlois had been the superintendent of schools in West Chester (Pa.) School District. Dr. Tracy was the first female tenure-track professor in the administration program, and Dr. Honeyman was a former volunteer in the Peace Corps. When Honeyman left the university in 1989, he was replaced as the specialist in finance and technology by Dr. George White, former assistant superintendent of the Central Bucks School District.

The program began to shift in the early 2000s from practitioner to the scholar-practitioner model, where more emphasis was placed on understanding and applying research while still providing skill development. This shift occurred at the time when the college was moving from two departments to a single department, resulting in a change in the organizational culture. The Leadership, Instruction, and Technology Department had stressed the preparation of practitioners, while the School Psychology, Counseling Psychology, and Special Education Department had a heavy emphasis upon research. It was during this transitional period that program faculty submitted and received its first major federal grant to support the utilization of research to support the preparation of scholar-practitioners for the field with an emphasis in leading inclusive schools. This grant enabled the program to attract full-time students (a first for a program that had been largely a part-time program to that point in time) from throughout the country.

This change in focus resulted in the need to add faculty with a strong research methodology background to the already strong practitioner-oriented faculty. Karen Stout was hired from the University of Minnesota, adding a strong qualitative research methodology skill set and emphasis to the program.

During the late 1990s and into the decade of the 2000s, great changes occurred in the Educational Leadership program. It was during this period that a host of new programs were developed. Building on existing strengths in the College of Education in the areas of special education and pupil services (School Psychology and Counseling Psychology), two new supervisory certification programs were developed. These programs were designed to address a critical need for well-trained leaders in these critical support areas of the region's school systems. A third program (Supervisor of Curriculum and Instruction) was designed in partnership with a large regional school district as a means of developing future school leaders and providing an increased emphasis on curriculum development and instructional super-

vision through the role of department chairperson.

It was also during this period that the Educational Leadership program began to internationalize by becoming involved with the USAID Ron Brown Fellows program. Through this program, current and future educational leaders from central and eastern European nations spent two years in a customized master's degree program in educational leadership. Students from Poland, Slovenia, Albania, Hungary, Romania, the Czech Republic, and Macedonia came to Lehigh as Ron Brown Fellows, averaging two students per year. During the length of this program, over 20 students completed their leadership training at Lehigh. Many have gone on to serve in key educational leadership roles in their home countries.

Two other major program developments occurred during this period; the launching of the International School Leadership program and the establishment of the Teacher Leader development program. In the summer of 2001 the Educational Leadership program launched new master's and doctoral programs focused on preparing leaders working in the American Overseas Schools throughout the world. As a result of this work and the interests in and strength of this program, we were able to expand the size of the faculty and hire Dr. Jill Sperandio, who had a long history in international education as both a practitioner and a scholar working in Uganda, the Netherlands, and Indonesia as a teacher, principal, and school head. The program has grown through the years and is now considered by many international educators as the elite program for preparation of international school leaders.

Building on the shifting need and expanded concept of school leadership to be about more than just school administrators, the program developed a Teacher Leader Certificate program in partnership with 44 regional school districts. The purpose of this program was to provide leadership knowledge and skill training to individuals who were or wanted to provide leadership in their schools (department chairs, instructional coaches, mentors, or curriculum experts) but who did not wish to leave teaching to become a principal. To help run this program and to enhance the development of leadership for future principals, the program hired one of the first Professors of Practice at the university, Tim Lucas, who had been an assistant superintendent and principal prior to joining the faculty. Lucas was a nationally recognized expert in the field of systems thinking based on his coauthored book *Schools That Learn* with Peter Senge, the father of systems thinking in the business world. This program eventually expanded beyond the initial group of school districts and provided training to teachers from the greater northeastern United States and with specialized programs in Colombia and Kuwait.

The early to mid-2000s saw a further expansion of the focus of the Educational Leadership program to include a specialization in urban school

leadership, especially at the principal level. This work was supported by a series of U.S. Department of Education (USDOE) grants designed to gain understanding and provide skill training to future urban principals. The first of these grants developed by new faculty member Dr. Maggie Barber (who replaced Stout) and White in partnership with the School District of Philadelphia and the National Association of Secondary School Principals was designed to prepare a group of future high school principals for the school district with a unique skill set focused on leading change, developing community partnerships, and improving student learning in the most economically distressed schools in the city. This program was followed by a second USDOE grant with the same partners to expand the focus by preparing principals for high need or failing elementary and middle schools in Philadelphia. It was during this second grant that we hired Jon Drescher to serve as the director of the project. Drescher had been leading a principal preparation program at Teachers College of Columbia University. The district and the USDOE considered both of the programs highly successful. The majority of the participants went on to serve as principals in Philadelphia and were responsible for some of the key turnaround school initiatives in the district. One of the graduates was so successful that he went on to become the education director for the mayor of Philadelphia.

The work with the School District of Philadelphia on the preparation of urban school principals led to the establishment of the Center for Development of Urban Educational Leaders (CDUEL) with foundational financial support from Peter Bennett, a Lehigh University alumnus, and from a grant from the Fund for the Improvement of Post-Secondary Education. Bennett also funded the first endowed professorship in the College of Education to help support the work in urban education. Dr. Floyd Beachum from the University of Wisconsin at Milwaukee was hired to assume the role of Educational Leadership program coordinator, thus allowing White to assume the role of CDUEL director.

The work in urban education continued with another USDOE grant to support the preparation of future principals and the ongoing development of in-service principals and assistant principals in the Allentown School District. This 6-year project led to the preparation of 16 new principals (all of whom are currently leading schools in the district) and comprehensive professional development for all school-based administrators in the district with a focus on instructional leadership, community engagement, and efficient management.

Building on the work of the grant-funded projects in Philadelphia and Allentown, the Educational Leadership program developed a national program for the preparation of urban school principals with a focus on individuals working in small and midsize urban communities. This program, the

Urban Principal Academy at Lehigh (UPAL), is led by Drescher and has attracted individuals from throughout the country. The program incorporates both residential and distance learning components. UPAL has developed a partnership with the Maxine Greene Institute for Aesthetic Education and Social Imagination and Jazz at Lincoln Center to utilize the arts as a vehicle to prepare leaders who are innovative problem solvers and creative thinkers. Due to the success of this program, Lehigh now has graduates leading schools as principals throughout the country.

As the Educational Leadership program expanded its focus from local to national and international, we were able to provide financial support for a small group of students who wanted to study full time. This has led over the years to our graduates choosing to seek careers not only as school and district leaders but also as university faculty interested in conducting research and preparing future educational leaders. This shift has been slow but steady during the past 10 years. We now have our graduates working as faculty in a number of leading educational leadership programs throughout the country, including Auburn, Duquesne, Fordham, University of South Florida, and William and Mary.

In the early 2010s the program identified a need to have greater expertise in quantitative research methodology to go along with our already strong focus on qualitative methodology. In addition we identified a need to provide a stronger policy perspective to the program. We hired Dr. Craig Hochbein from the University of Louisville to help fill both of these areas of emphasis.

An Ongoing Professional Development Commitment

Throughout all of the transitions, the Educational Leadership program has never lost its focus on helping school leaders be prepared for the challenges that they face in leading complex educational systems. While many view the program's primary responsibility as preparing future educational leaders, the program has had since its inception a strong focus on continuing professional development. Examples of the commitment of the program to ongoing professional development include the University Study Council, the Law Institute, and the Middle Level Partnership.

The Lehigh University Study Council's purpose from its early days was to bring together superintendents from regional school districts in an environment where they could learn and work together to address problems and issues impacting schools. The program brings leading scholars and practitioners to address these topics with superintendents and their leadership teams five times each year. Each year the executive committee identifies a theme for the program for the year. There is a meeting each year that focuses on key policy issues with representatives from different perspectives (teachers union, administrative associations, business officials,

school boards, and the state legislature) invited to share their views. In addition there is a study tour each year where superintendents and members of their leadership teams spend three days of intensive study on a current topic. This program is usually affiliated with a university at the tour location so that the participants have the opportunity to look at the issue from both a practical (school visits) and a scholarly perspective. The director of the Study Council is an Educational Leadership faculty member. In recent years the directors have included David Honeyman, Robert Leight, Rich McAdams, Russ Mayo, and Louise Donohue.

The Middle Level Partnership was established by George White in 1989 as a coalition of local school districts interested in improving the quality of their middle school programs. The partnership ran a conference every year and provided research opportunities to regional school leaders along with technical support.

Beginning in the mid-1980s, Dr. Perry Zirkel identified the need for school leaders to have access to current information on the changing landscape of special education law. Since that time, he has offered two opportunities each year for focused study on current legal issues in special education. The Special Education Law Conference is a one-day mini conference offered each spring that brings together leading scholars and practitioners to participate in a series of mini workshops on a variety of topics. The Special Education Law Symposium is a week-long intensive course designed to provide a deeper and more focused study of key issues and topics related to special education law and policy.

In addition to these long-standing professional development opportunities, the Educational Leadership program typically offers single-focused mini programs on critical topics and issues that school leaders are addressing. Recent presentations have addressed the issues of using big data to guide decision making, school safety preparedness, and global competencies.

What Is Next?

Change, change, change! One key theme that the Educational Leadership program faculty teach is that change is a constant and ongoing. It is not if change will occur, but how the system and its leaders address the change that will determine success. We are never sure of what is coming next, but given the history of the Educational Leadership program for addressing the changing needs of educational leaders, we can anticipate it will look different tomorrow than it does today. There will be new faculty, a different mix of students, new approaches to both teaching and research, and new program offerings. What will remain constant is the strong core value of working with schools and their leaders to provide cutting-edge research and directed training to have school leaders prepared to lead schools in the future.

School Psychology

Edward Shapiro

Mission and Goals of the Program

School psychologists must be able to function effectively in a variety of roles. Any decisions that are made in the provision of services must be based on evidence-based research and practice that substantiate these decisions and are conducted within a problem-solving model. This mission is fundamental to the two degree programs offered in school psychology: doctoral (Ph.D.) and educational specialist (Ed.S.). Although both degree programs emanate from a common mission, each prepares graduate students for somewhat different career paths.

The primary goal of the doctoral program is to prepare competent leaders in school psychology who operate from a scientist-practitioner model. Graduates emerge as capable researchers and practitioners. As professional psychologists, they operate from a strong foundation of basic psychology while being expertly skilled in the application of psychological knowledge to promote children's academic, behavioral, emotional, social, and physical well-being. Graduates are knowledgeable and skilled in partnering with families and various service providers for the purposes of integrating services across settings (e.g., home, school, hospitals, etc.). A systems orientation is fundamental to training, and the opportunity to concentrate training in school-centered prevention or pediatric school psychology produces professional psychologists who can serve children whether they are employed within or outside of the school setting.

At the educational specialist level, the focus of training and career goals is on the provision of school-based services. These graduates attain skills in knowing how to read, understand, access, and interpret research as well as demonstrate solid foundations in understanding human behavior, especially within school-based settings. More importantly, as school psychologists, graduates link their assessments to the development and implementation of interventions through a collaborative, consultative, problem-solving process.

A common goal across both School Psychology programs is a strong commitment to providing students with knowledge and experiences regarding multicultural perspectives. Operating from a broad definition of diversity, it is essential for students to understand and appreciate multiple ways in which individuals may differ (e.g., ethnic, cultural, racial, gender, sexual preference). Students in the School Psychology program must demonstrate sensitivity to the important ways in which understanding cultural diversity contributes to critical educational decisions in the lives of children.

Historical Roots

One could trace the program's roots back to the visiting professor appointment at Lehigh in 1903-05 of Lightner Witmer, the individual considered the "father" of the field of school psychology, as well as a small and unassuming presence in the mid-1960s. However, the program's true emergence as an independent and selected field of study for graduates began in 1979 with John Manni, who organized a systematic curriculum and getting the program and degree formally recognized in the university. In spring 1980, the Educational Specialist degree in School Psychology was formally approved, and the first graduates of that program followed in spring 1981 (Terrance Dolan) and spring 1982 (Ralph Daubert, Barbara Fischl, Cheryl Houser, Gail Hughes, Linda Latsko, and Nancy Price). Ed Shapiro was recruited to lead the program and joined the faculty in fall 1980.

Between 1980 and 1984, the program grew in size to three faculty (Ed Shapiro, Ed Lentz, F. Charles ["Bud"] Mace) and efforts to add a doctoral program (Ph.D.) were developing. A close alliance had formed from the beginning of Dr. Shapiro's tenure between School Psychology and Special Education, in particular with Diane Browder, who had joined the faculty in 1981. To move a Ph.D. program forward to approval, as well as provide a core faculty who shared common interest in training both researchers and practitioners, the faculty in school psychology and special education combined efforts to seek approval for the Ph.D. program in psychoeducational studies. This program was approved by the faculty in January 1984 and formally approved by the university in spring 1984. One of the most unusual aspects of the program was that it was formally led by the dean (Paul Van Reed Miller) and that none of the core faculty at the time was tenured! Clearly, the strength, vision, and leadership of Dean Miller was instrumental in garnering support for the program across the university. In 1987, prior to graduating any students from the Psychoeducational Studies program, the program was split into a Ph.D. in School Psychology and Ph.D. in Special Education, and the Psychoeducational Studies program was dissolved. By the time this occurred, both Shapiro and Browder had been tenured and promoted. Faculty changes were occurring as well, as Lentz and Mace both left Lehigh for other positions between 1985 and 1987. Tim Turco joined the faculty in fall 1986, and Christine Cole joined the faculty in 1988.

Between 1980 and 1984, curriculum changes in the original Ed.S. program were also significant. The program was reshaped to focus primarily on empirically based assessment, intervention, and consultation, with strong roots in applied behavioral analysis. The foundational elements of program design remained throughout subsequent years as the program molded itself toward attaining approval from the National Association of School Psychologists (NASP) in 1988.

Seeking the Holy Grail—Initial Accreditation from the American Psychological Association (APA): 1988-91

The Ed.S. program had emerged as strong and well established, achieving NASP approval status, and graduates were getting good recognition locally, regionally, and some nationally. Notable graduates of the Ed.S. program in those years included Maura Roberts, Kathy McQuillan, and Kathy Bradley-Klug (all of whom received their Ph.D. at Lehigh later), Michelle Beck, Rosemary Mentasanna (Hanks), Cindy Ilgenfritz, Gerri Ifkovitz, and too many others to mention. By 1989, the first Ph.D. students had graduated, and several others were ready to complete their degree (Christopher Skinner, 1989; Jeff Friedman, 1990; Tami Derr-Minneci, 1990; Elizabeth Lalli, 1990; Barry McCurdy, 1990; Barbara West, 1991).

The next years were crucial in getting the program full recognition at the highest level possible. Achieving APA accreditation is considered difficult and a significant hurdle for any strong professional doctoral training program in psychology. The process for APA accreditation began in fall 1989 with a pre-site visit, and the application to seek APA accreditation status was made in June 1990. One key element from the accreditation application of June 1990 was the presence of Donald Campbell at Lehigh, an internationally renowned social scientist, who taught a course in quasi-experimental design taken by our school psychology doctoral students. Another important element of the initial APA application was that student support was plentiful and every doctoral student admitted was funded in some way. In the spring of 1991, the program was awarded full APA accreditation for 5 years. The accomplishment was celebrated by everyone and represented the achievement of a goal that started from not having a Ph.D. program in the College of Education in 1984 to having a fully approved program in just 7 years.

Post APA Accreditation

Following APA accreditation, both the quantity and quality of applications to the program rose sharply. With the departure of Turco in 1991, a search for an advanced rank faculty member was granted, and George J. DuPaul joined the faculty in September 1992. DuPaul's reputation as a scholar in ADHD was already well known across the country, and colleagues considered his addition to the faculty as a "coup" for Lehigh, cementing our place as a top-ranked program nationally. DuPaul's presence on our faculty helped to continue to shape our strong interest in external funding to support students, and began to attract students with interests in mental health issues. Indeed, DuPaul's addition to the faculty, along with Chris Cole and Ed Shapiro, provided students with a faculty who were like-minded in their perspectives on behaviorally oriented approaches to assessment,

intervention, and consultation related to child and adolescent difficulties, but who varied in their particular foci. Cole was focused more on students with developmental disabilities and self-management, Shapiro had shifted focus to areas of curriculum-based assessment and intervention for academic problems, and DuPaul was focused on school-based interventions for ADHD and related disorders. The three faculty members worked as a team and found excitement in our mutual collaborations.

In 1994 the program was revisited by APA and approved for the full seven-year period allowable by APA. This reinforced the strength of the program that in the short time since its first graduate in 1989, had established itself nationally as a leader. Lehigh University faculty began to appear as the top-ranked faculty nationally, and the program was ranked highly in national studies as well (Carper & Williams, 2004; Roberts, Davis, Zanger, Gerard-Morris, & Robinson, 2006). This tradition of excellence has continued across the years, with faculty achieving awards, editorships, and leadership positions throughout the profession and the program continually being recognized at the national level. In addition, both Shapiro (2006) and DuPaul (2008) were awarded the Senior Scientist Award of the Division of School Psychology of the APA for a sustained program of scholarship of exceptional quality throughout one's career.

In addition to attracting superb doctoral students such as John Hintze, Tanya Eckert, Kara McGoey, Marcie Handler (Wartel), Kathy Hoff, David Miller, Kristen Miller (Sawka), Ed Snyder, Ruth Ervin, and Tess Davenport (just to name a few), our early graduates were already having an impact in their own careers. Chris Skinner had moved into faculty positions at the University of Alabama and the directorship at Mississippi State University, eventually serving as the director of the School Psychology program for many years at the University of Tennessee-Knoxville. Hintze (currently University of Massachusetts-Amherst) and Eckert (currently Syracuse University) were also new faculty members at excellent, top-ranked programs. Others, such as Handler and Barry McCurdy, were moving into important leadership positions with major clinical service agencies such as the May Institute and the Devereux Foundation. Among the Ed.S. students, the program was continuing to attract students from the region but also from out of the area. These students all entered practitioner positions and quickly distinguished themselves because of the nature and quality of their training. In particular, the success of faculty in securing federal training grants focused on training of Ed.S. preparation in specialized areas such as behavior disorders, low-incidence disabilities, autism, and response to intervention allowed the program to recruit nationally and fully financially support non-doctoral students throughout their degree programs.

Over these years, the program faculty remained stable, and the concepts

of linking school psychology with pediatric psychology at the doctoral level began to emerge. At the time, there was substantial effort nationally to differentiate doctoral school psychology training and bring school psychology under the umbrella of a health-related profession. Conversations between DuPaul, Shapiro, and Tom Power at Children's Hospital of Philadelphia emphasized the importance of multisystemic approaches to addressing the difficulties of children. At the same time, there was a need for an expanded role of school psychologists, and in 1995, DuPaul, Power, Shapiro, and John Parrish published a seminal paper, coining the term "Pediatric School Psychologist" (Power, DuPaul, Shapiro, & Parrish, 1995) as a descriptor representing an individual who is trained in a way that combines the knowledge base of pediatric and school psychology, but who sees the school as the center point for their work. Indeed, the term and concept of pediatric school psychology nationally has remained in the field and has become a steadfast perspective on the training of doctoral school psychologists.

In 1996, DuPaul and Shapiro designed a subspecialization in pediatric school psychology for the doctoral program. The subspecialization operationalized the program's vision for students interested in this type of doctoral training program, altering the practicum requirements to include experiences that combined both the school and health settings and adding specific coursework as part of the subspecialization in pediatric psychology and prevention science. Lehigh's program led the field in the formal recognition of school psychologists as health-service providers. The development of this area pointed to a need for added faculty resources to support the program. Additionally, the program decided to seek a leadership training grant for potential funding by the U.S. Department of Education.

A project was funded in September 1997 for a four-year period and was designed to train 12 doctoral students in a two-year specialization in pediatric school psychology. A strong partnership with Power at Children's Hospital of Philadelphia was founded, and a long-term commitment to a new type of doctoral training in school psychology was established. The training required by this project was termed an "endorsement," since the required practica and courses exceeded the existing training program. The pediatric school psychology subspecialization and the endorsement in pediatric school psychology have remained constant in the program, with four consecutive U.S. Department of Education Leadership Training awards being received, the latest having been in fall 2010. In total, 28 doctoral students have completed or are currently enrolled in the Leadership Training grants.

The concept of a two-track program, one track in pediatric school psychology and the other in school-centered prevention (although the title changed several times over the years) is another unusual feature of the program. Students who have stronger interests in school-based research and

service delivery as long-term career directions are given the opportunity to shape their learning processes as doctoral students. Likewise, those who see potential careers in more health-oriented research and service delivery can choose that direction for their training and development.

In 1999, Dr. Jim DiPerna joined the faculty. DiPerna was a graduate of the University of Wisconsin-Madison program, having been mentored primarily under Steve Elliott. DiPerna brought knowledge and experience of using portfolio assessment, helped to introduce and hone the portfolio process for doctoral students, and significantly contributed to adding a portfolio process for the Ed.S. program. DiPerna's stay at Lehigh was short, as he decided to leave for a research scientist position at University of Wisconsin-Madison in 2002, later returning to academia the following year as an assistant professor at Penn State University.

The program had grown and moved in directions that, while maintaining the behavioral roots of its start in 1980, recognized a need to add faculty that moved the program more broadly into the critical area of systems change and working across multiple ecologies of children. Dr. Patti Manz, a former student of John Fantuzzo from the University of Pennsylvania, joined the faculty in 2003. Manz's work in the area of family-school connections was a perfect fit for the program. She was tenured and promoted to the rank of associate professor in fall 2009.

The school psychology program faculty continued to advocate for additional faculty resources and in 2006, Dr. Robin Hojnoski (Phaneuf) joined our faculty. Hojnoski was a former student of one of our own graduates, Dr. John Hinzte, and had spent the previous four years on the faculty of the University of Memphis. Hojnoski brought a new and important dimension to our program, with her research focus on preschool. The now five faculty members shared an underlying philosophical belief consistent with a data-based decision-making problem-solving model while still adhering to a behavioral or cognitive behavioral approach to service delivery. Additionally, faculty expertise cut across dimensions of early childhood and adolescent development, with strong interests in academic and social behavior in both the general population and in individuals with disabilities. Hojnoski was tenured and promoted to associate professor in fall 2011.

In 2010, Dr. Gary Sasso was recruited as the new dean of the College of Education, and as a result, Dr. Christy Novak (his spouse) joined the school psychology program as a Professor of Practice. Novak has substantial experience as a practicing school psychologist who worked in school and pediatric settings and had superb skills in the supervision of training of school psychologists. Her expertise was a perfect fit for the program, and the supervision of Ed.S. interns and doctoral practicum students was made her primary responsibility. In addition to teaching, Novak offered and cemented

the important element of supervision of field experiences for both Ed.S. and Ph.D. students. Moreover, her background in pediatric settings made her an excellent link to the existing pediatric school psychology subspecialization and endorsement.

In 2013, a search for someone with a focus and background in statistical analysis resulted in Dr. Bridget Dever joining the School Psychology faculty. Dever's research in the area of screening for students with emotional/behavioral difficulties made her an excellent fit to the program, and she already has begun attracting doctoral students.

Now and Into the Future

There is little question that the School Psychology program has established itself as a nationally recognized force within the field. At national conferences, especially the National Association of School Psychologists, the presence of Lehigh University graduates is evident in the national leadership of the professional associations such as NASP, APA, and the Society for the Study of School Psychology (SSSP); in the Lehigh University alumni who have won the Senior Scientist award (Chris Skinner); the Lightner Witmer award (Chris Skinner, John Hintze, Tanya Eckert, Jess Hoffman, Nathan Clemens); in the research recognized as some of the best new entries in the field as evidenced by three student dissertation awards (Nathan Clemens, Kirra Guard, Milena Keller-Margolis); and in publications which have ranked school psychology programs in terms of research productivity and contributions to the field (Roberts, Davis, Zanger, Gerrard-Morris, & Robinson, 2006; Little, 1997; Carper & Williams, 2004). Faculty continue to be leaders in the field, often being asked to provide keynote addresses to conferences, participate on important national review committees, and to serve as editors, associate editors, leaders of professional associations, members of editorial boards, and reviewers on federal grant panels. The program faculty continue to be successful on training and research grants, recognizing the importance of external support to maintaining a very strong, nationally ranked program.

The doctoral program at Lehigh is renowned nationally for its success in developing graduates who enter the academy and become university faculty. These graduates who "pay it forward" offer the opportunity to perpetuate for future generations of school psychologists the nature, rigor, and philosophy of our doctoral training here at Lehigh. Likewise, the strong practitioners at both Ed.S. and Ph.D. levels across the country reflect the strengths of our true adherence to a scientist-practitioner model of training.

People have always been the key to the sustainability of the program's success. Those who provided leadership, nurturance, support, and steadfast direction at the most difficult early stages of development need special

mention. In particular, the vision of Paul Van Reed Miller was instrumental. He was the department chairperson in 1980 when Shapiro was first hired and later became the pivotal dean who led the college through its transformation from a regional and locally linked entity to a national power. His toughness and persistence in sharing the potential of what the college could be was important in making us what we are today. Unfortunately, he passed away on August 20, 1990, never fully seeing the potential in the college that he had personally recognized. Others that equally shared the future vision of the college and were dedicated to seeing the college move to levels of national recognition were Ray Bell, department chairperson and later interim and associate dean; Ron Yoshida, dean and later provost, and Peter Likins, president. Probably one of the most important contributors to the program's success has been the long-term and endearing support of Sharon Warden, who has served as the program's administrative assistant for over 25 years. "Share" remains an incredible resource, recruiter, and supporter of faculty and students, someone who all affiliated with the program always point to as important to the strength of the programs.

There is little doubt that the roots of sustainability are strong. Systems change always points to the importance of leadership in maintenance of change. The vision, direction, and development that have nurtured the program should leave a long legacy well into the future. As leadership shifts, as faculty change, as the college and institutional leadership shift, the roots of a strong, nationally recognized, and future source of developing the highest-quality school psychologists remain.

Special Education

Linda M. Bambara

This narrative begins with 1981 when Dr. Diane Browder first joined the Special Education program as a new assistant professor and recent graduate from the University of Virginia. At the time, Dr. Robert Suppa was the only other faculty member in special education. Browder's interests and leadership were instrumental in shaping the program in new directions. Many of her program initiatives remain today. For one, from the influences of University of Virginia and her mentor, Dr. Martha (Marti) Snell, Browder brought to Lehigh a specialization in severe disabilities, which was a relatively new focus in the field of special education at the time. Very few programs nationwide emphasized functional curriculum and community-based instruction for learners with severe disabilities, which was soon to become one of the hallmarks of Lehigh's Special Education program. Second, Browder brought expertise in behavioral approaches to instruction and intervention, which as it turns out provided the perfect intersect for collaboration with school psy-

chology faculty, Dr. Ed Shapiro and Dr. Charles (Bud) Mace, who also were behaviorally trained. In fact, according to Browder (personal communication), she, Shapiro, and Mace were so excited about their shared behavioral interests that they developed a joint behaviorally based School Psychology and Special Education doctoral program, named Psychoeducational Studies. However, having a combined doctoral program was not very practical for future school psychology or special education leaders, so the program quickly disbanded, resulting in each program forming its own doctoral program. However, the foundation for collaboration between Special Education and School Psychology was forged and remains to this day. For example, Special Education doctoral students are required to take four doctoral seminar courses offered by Special Education and School Psychology faculty, and many of the doctoral-level courses in Special Education and School Psychology are taken by students in both programs.

Browder's third contribution was her drive not only to make a scholarly impact but also a direct impact on lives of people with disabilities. Thus, in the mid-1980s Browder started Lehigh Continuing Education for Adults with Severe Disabilities (LCEASD). This program, which provided community instruction for adults with developmental disabilities and complex support needs, also provided training opportunities for master's and doctoral students interested in severe disabilities and stimulated ideas for innovative and practical research that would advance the lives of people with disabilities. In addition, Browder served as a consultant to Centennial School, developing a new innovative program for students with autism while also unifying the practices taught to Centennial teachers with the practices taught in graduate special education courses. This also fostered the ongoing collaboration with the Centennial School that continues today.

Dr. Linda Bambara, a recent graduate from Vanderbilt University with an academic focus in severe disabilities and early childhood special education, joined the faculty in 1988. At the time, Browder was the only other active Special Education faculty member, and Bambara was hired as a visiting assistant professor and director of Lehigh Support for Community Living, a residential and treatment program for adults with severe disabilities started by Mace in School Psychology. The next year, Bambara was hired in a newly formed tenure-track position as assistant professor, while still serving as executive director of Lehigh Support. Although Bambara's training was in early childhood education, she shifted her focus to adults with severe disabilities to better align her research with the opportunities and faculty interests at Lehigh. Over the next 15 years, Bambara's research and contributions to the Special Education program focused on person-centered planning and values, self-determination and choice, and positive behavior interventions for individuals with challenging behaviors. She continued the

tradition started by Browder, which involved balancing scholarship with advocacy and direct service for individuals with disabilities.

During the 1990s, Special Education master's and doctoral students could choose to focus their studies in severe disabilities, behavior disorders, and mild disabilities with an emphasis on academic instruction. However, due to frequent faculty turnover, the academic emphasis of the Special Education program was underdeveloped, until Asha Jitendra was hired in 1993 as an assistant professor. During the mid-1990s and through the early 2000s, the academic focus of the Special Education program was strengthened considerably under Jitendra's leadership and national visibility as a scholar in learning disabilities and mathematics interventions.

By the late 1990s, specialization for students seeking initial teacher certification was no longer permitted. In the first step toward training highly qualified special education teachers, students seeking initial certification were required to be trained in noncategorical, research-based practices in academic instruction, functional curriculum, and behavior interventions, in addition to taking some coursework in general education. In the early 2000s Special Education and the Teaching Learning and Technology Program (TLT) collaborated to offer a dual certification option in elementary and special education.

In 1998, Browder left Lehigh to take an endowed professor position at the University of North Carolina at Charlotte. After enjoying several years of stability and growth, her departure was a loss to the Special Education program. However, this situation also presented an unexpected opportunity to further build the program in new directions. In 1998, Lee Kern, a graduate of the University of South Florida and faculty at the University of Pennsylvania, joined Special Education as visiting associate professor, and less than a year later, as associate professor. Kern, already a nationally recognized scholar, further developed the Special Education program and enhanced its national visibility with her research in emotional and behavioral disorders, functional assessment, and positive behavior support.

Around 2008-09, the Special Education program took another important turn. Due in part to changes mandated by the Pennsylvania Department of Education certification requirements, the Special Education and the TLT programs once again joined forces to develop new teacher certification programs in elementary, secondary, and special education. Rather than add additional coursework to meet mandated requirements, the two programs worked to unify coursework across the two programs and also develop coursework to prepare teachers to meet the needs of a diverse population of students in the schools. The joint programs employed a Multi-Tiered Systems of Support (MTSS) or tiered philosophy, which continues to the current time. Following this approach, all students seeking initial teaching

certification are exposed to research-based practices to address the needs of all learners, more intensive interventions for struggling learners, and a solid foundation in special education practices. Special education certification builds upon this foundation to create highly qualified teachers with additional expertise in specialized assessment and intervention strategies for special education students.

Since Jintendra's departure in 2007 to assume a position at the University of Minnesota, several assistant and associate professors held faculty positions in special education, including Drs. Lana Edwards, Amanda Kloo, Nanette Fritschmann, and Mary Beth Calhoun. Their departure opened doors for new faculty in Special Education. The two most recent additions to the program continue to expand the program's expertise. Dr. Minyi Dennis (2010), a graduate of the University of Texas at Austin and an assistant professor at California State University, Los Angeles, brings to Lehigh expertise in academic interventions in reading and mathematics as well as approaches to assess student progress. Dr. Brenna Wood, a recent graduate of the University of Arizona, with a background in early childhood special education, autism, and positive behavior interventions, joined the faculty in 2009. Her research further added to the behavioral focus of the program, including research in the development and implementation of individualized supports for preschool children at risk for emotional/behavioral disorders and strategies to support teacher involvement in functional behavioral assessments.

The Special Education program has grown since its inception in both size and visibility. The program is well known throughout Lehigh Valley, Pennsylvania, and nationally for its rigor and excellent preparation of special educators. School districts seek our students for available employment opportunities because of their reputation for being exemplary teachers. Our former students have received state awards for excellence in teaching. Many of our former students have moved into leadership programs in districts across the commonwealth, holding positions such as director of special education; supervisor of curriculum, instruction, and assessment; and superintendent. Likewise, our Ph.D. graduates have assumed many leadership positions in the state (e.g., clinical director of the Bureau of Autism Services, Pattan training consultant) or have accepted faculty positions in national and international universities.

In addition, our faculty members are nationally and internationally known for their research, which has been influential in improving practices for students with disabilities in schools throughout the nation. Special Education faculty have obtained numerous competitive university, state, foundation, and federal grants and contracts to conduct research and build community-based programs. This work has resulted in establishing national centers in specific disability areas, developing programmatic models for

community-based services, and producing best practices for intervention in schools.

Looking forward, it is an exciting time for the Special Education program. In collaboration with School Psychology, Special Education is working to expand coursework to include a Behavior Analyst Certification Board-approved six-course sequence for students seeking their BCBA (Board Certified Behavior Analyst) certification. Further, special education faculty members are developing online and hybrid courses to reach a broad range of local and distance pre-service and practicing teachers. Understanding the importance of applied research and the need to reduce the gap between research and practice, our faculty continues to seek opportunities to disseminate the latest research through coursework and events like the College of Education's Innovations in Special Education: Bridging Research to Practice conference.

Teaching, Learning, and Technology (TLT)

Lynn Columba

Today's Teacher Education program is built around the idea that being an expert teacher requires both deep knowledge of the subject matter and practiced teaching skills. Currently, the Teaching, Learning, and Technology (TLT) Program certifies teacher candidates in nine different areas in pre-K, elementary, and secondary education at the graduate level with an Instructional I certificate for Pennsylvania public schools. Our teacher certification program is unique with an emphasis on special education and technology-based practices. All teacher education candidates take a minimum of five special education courses to prepare them for inclusionary practices in classrooms of today. Also, teaching and learning is enhanced in our courses by combining technology and evidence-based practices. In addition, the TLT program offers a degree and coursework in effective integration of instructional technology, as well as graduate certificate programs in the use of technology in the schools. The TLT program grants M.Ed., M.A., and M.S. degrees in six different areas and a doctoral degree in Teaching, Learning, and Technology. Many scholarly leaders have contributed to the continuing growth of the TLT program, and their contributions are described below.

In 1987, when the College of Education moved to the Mountaintop Campus, the following professors taught in teacher education: Drs. Joseph Kender, Sr., and Warren Heydenberk in reading; Dr. Elvin Warfel in elementary education; and Dr. Robert Leight in secondary education.

Reading process and methodology courses of study flourished at Lehigh University for several decades. One major method that focused on increasing reading achievement was the Initial Teaching Alphabet (ITA), designed

by faculty member Dr. Albert Mazurkiewicz. The ITA method and related materials were adopted by the Bethlehem School District, along with many other districts around the country. However, as is the case with many experimental approaches to reading instruction, research findings dimmed the light of the ITA. The program did, however, bring national attention to Lehigh University's reading program. Years after ITA's expiration, reading experts from around the country associate Lehigh University with the ITA.

For over 30 years, Kender and Heydenberk provided leadership for the Reading Certification program, which granted master's and doctoral degrees in reading. Our Reading program was a popular program for many years and often modeled by other institutions, which included a reading clinic for elementary and middle-level students at Broughal Middle School. In the 1970s, hundreds of teachers attended the annual reading conference at Lehigh University, which was the springboard for numerous journal articles and conference proceedings. When the Reading program closed, Kender and Heydenberk joined the Teacher Education program.

Dr. Judith Bazler (1988-97) joined the Teacher Education program in 1988, as an assistant professor in science education in the College of Education. She brought the JASON Project to Lehigh University during May 1990. The JASON Project was the first remote live virtual exploration that was developed by Dr. Robert Ballard. Ballard and his team broadcasted four hour-long sessions live via satellite explorations in Lake Ontario to big-screen TVs in Grace Hall. The educational program was attended by Lehigh Valley area teachers, who taught a curriculum designed by the National Science Teachers Association centered on live exploration. This community science education activity was a precursor to the founding of the SMART Discovery Center in Bethlehem by the College of Education. SMART is an acronym for Science Model Area Resources and was housed in a former Bethlehem Steel office building. The Discovery Center hosted many science educational outreach initiatives for the College of Education.

Dr. Lynn Columba (1989-present) taught in the Teacher Education program in a department titled Leadership, Instruction, and Technology, one of two departments in the College of Education in 1989. In an effort to build bridges with the undergraduate colleges on lower campus, Columba reactivated the education minor and enthusiastically recruited students for these courses, which were created to explore the possibility of education as a graduate degree. From this curriculum and student interest, Columba designed and developed the Fifth Year program for teacher certification. Students enroll in this program in their sophomore or junior year and remain for a fifth year or graduate year for a master's degree and teacher certification. The TLT program is the only program in the COE that accepts undergraduate students in a special status at Lehigh University toward a five-year

program. During 1996-2008, Columba was the coordinator of the fifth-year teacher certification program and the education minor. In 2006, Columba led the merger, with contributions from all the colleagues in the program, of the Technology-Based Teacher Education program with the Educational Technology Program under the new name of Teaching, Learning, and Technology. Columba was the program director from 1996-2000 and 2005-08 and is, once again, serving in this capacity in spring-summer of 2016.

Dr. Gail Smith (1993-99), during her six years in the Teacher Education program, shared her passion for children's literature and literacy-based instruction with the Teacher Education students.

Dr. Steve Bronack (1998-2001) worked toward the integration of technology in the Teacher Education program with Clipper Project, an exciting project to provide pre-admitted freshmen the opportunity to take first-year, introductory web-based courses in the second half of their senior year of high school. Bronack was the individual who originally proposed the creation of our technology-enriched Classroom of the Future.

After serving as dean, Alden J. Moe remained in the College of Education in the Teacher Education program (1996-2000), where he continued to teach and mentor students and faculty.

Dr. Kathryn DiPierro (2002-06) contributed to the integration of technology in all of our courses. Also, she revised and updated the guidelines for teacher certification and she put into practice E-portfolios to document the competencies of our teacher certification candidates. DiPierro made numerous contributions to the surrounding Lehigh University community during her time in the Technology-Based Teacher Education program.

Dr. Raymond Bell served as the Technology-Based Teacher Education program director from 2000-04.

Dr. Judy Duffield (2004-10), in the Technology-Based Teacher Education program, provided leadership in the partnership with professional development schools, serving as the representative for the Integrated Professional Development School in the College of Education at Lehigh University, where she spent time working in schools in the surrounding Lehigh University communities.

Drs. M.J. Bishop (2001-13) and Ward Cates (1991-2016) led the TLT program in integrating technology into all of our courses. In 1999, selected faculty members were cross-appointed between the Educational Technology (EdT) program and the Technology-Based Teacher Education (TBTE) program; Dr. Jennifer Brill held one of these cross-appointments. Cates took over the design of the technology-rich "Classroom of the Future" teaching facility after Bronack's departure and Cates did the actual design, working with Lehigh facilities and outside contractors to realize the vision of the facility. He did so with substantial input from faculty in both TBTE

and EdT, working hard to design a room well suited to effective teaching and integration of technology. In 2004, Cates served as dual program director for both TBTE and EdT. In 2005, the EdT program was merged with TBTE to create the Teaching, Learning, and Technology (TLT) program, and the two remaining EdT faculty members became TLT faculty members. While the two programs originally had separate doctoral programs, their doctoral programs were merged as concentrations under the new Learning Sciences and Technology Ph.D., with the EdT strand focused on instructional design and the TBTE strand focused on use of technology in teaching and learning. Bishop was the program director of the TLT program from July 2008 to December 2012.

Dr. Alec Bodzin (1999-present) brought leadership skills in science education, and he received the first National Science Foundation grant in the College of Education as the primary investigator for *Biology: Exploring Life* in 2000. *Biology: Exploring Life* is a basal biology curriculum for ninth- and 10th-grade students based on the National Science Education Standards. *Biology: Exploring Life* employs a 4 E's learning cycle model, a modification of the 5 E's instructional model. The "E's" represent various phases of the constructivist learning cycle (engage, explore, explain, evaluate). The product, whose prototyping was funded by the National Science Foundation, integrated a shorter (800-page), concept-oriented textbook; a collection of inquiry-based lab and field activities; and an extensive World Wide Web site that provides an interactive learning environment for students. These components are designed to work together to help teachers provide a more interactive classroom in which computers support and enhance delivery of the curriculum. Bodzin was the program director of the TLT program from 2012-15.

Recently tenured and our most recent TLT program director, Dr. Tom Hammond (2007-present) provides leadership in social studies education and technology learning with geospatial tools. In July 2016, Hammond will assume his duties as the new associate dean in the College of Education.

Dr. Brook Sawyer (2012-present) focuses on an interdisciplinary approach to promoting the development of preschoolers who are at risk for poor school performance by examining and enhancing the practices of teachers.

Joining the faculty in fall 2016, Assistant Professor Sara Kangas will provide leadership in the research area of second language learners, especially language learners with special needs. Her ELL focus will be an asset to expanding the TLT program, and providing additional linkages across the TLT and Special Education programs.

Professor of Practice Scott Garrigan (1984-present) has been teaching in the College of Education since 1984 as adjunct faculty and currently as a Professor of Practice in the TLT program, and he brings many years of

school-based experiences. Garrigan has provided leadership in the areas of web development, teaching online courses, and other cutting-edge advances in technology.

Dr. David Snyder (1985-present) has been an adjunct faculty member for 30-plus years, teaching a variety of courses.

The TLT program has been blessed with having Donna Toothman (1978-present) as our program coordinator. Professors Perry Zirkel, Joseph Kender, Sr., and Robert Leight hired Toothman to work in the dean's office, the Reading Clinic, and Teacher Education program, respectively. Toothman has been with the College of Education and the TLT program for 37 years. She is the keeper of the records and the institutional memory for our program. We could not do what we do without her.

Centers and Major Administrative Programs

The Center for Promoting Research to Practice

Edward Shapiro

The Center for Promoting Research to Practice represented the first formal Center in the College of Education since the late 1970s. In February 2001, at the request of the university's administration, the faculty in the areas of school psychology and special education were asked to formulate a request for a Center. In 2002, through the efforts of the university's advocacy at the level of the U.S. Congress, the College of Education was awarded an earmarked appropriation to establish a new Center. The concept of a Center that would be a focal point for the research of faculty within the college, whose work emphasized children with or at-risk for disabilities, had long been a dream of the faculties in School Psychology and Special Education. The two programs had collaborated on successful federal research and training grants, and students across the programs were often shared across the faculties in terms of research assistants, project trainees, and service on dissertation committees.

The Center's mission is focused on bringing research and well-developed, empirically supported practice into the field. The emphasis of the Center is on the population of children, adolescents, and adults who are either identified as having disabilities or are considered at risk for developing disabilities. Primarily engaging faculty in School Psychology and Special Education within the college, the Center's objective is to partner and support faculty efforts to seek external funding. Dr. Edward S. Shapiro became the interim director in 2002, and after a national search for a director was unsuccessful in 2003, was named the permanent director in 2004, where he still remains. The Center was quickly

successful and received three additional congressional earmarks in 2004, 2005, and 2006. By 2004, the faculty affiliated with the Center successfully competed for U.S. Department of Education research grants totaling over \$8.4 million, having parlayed the \$800,000 in congressional earmarks into a large amount of externally funded support.

Over the more than 13 years since the Center's inception, it has provided a hub of research activity dedicated to promoting research to practice. As of 2013-14, the Center has been involved with a cumulative total of \$26.8 million in external support since 2003-04. Lee Kern in Special Education, George DuPaul in School Psychology, Patricia Manz in School Psychology, and Ed Shapiro in School Psychology have been key faculty among others who have made major contributions to the Center's success over many years. Projects in the Center have examined a very broad range of concerns and cut across the age range from toddlers in a home-visiting program through college students with attention deficit hyperactivity disorder (ADHD). Substantial effort has been on the difficulties for schools in educating some of our toughest to teach children and youth. In two major projects, interventions for youth with emotional/behavioral disturbance (E/BD) at the secondary level were the focus of the studies. Those projects have had national impact in advancing practice for students with E/BD. Another project worked with elementary schools to effectively implement a response to intervention model, a school change process that uses a multitier system of support to improve academic and behavioral outcomes for all students. Other projects have targeted developing early literacy skills in preschool children, parenting skills for preschool children at-risk for ADHD, middle-school students who were at least three years behind expected reading levels examining the efficacy of a known effective intervention to improve their literacy, and interventions focused on secondary-age students with ADHD.

Although over 70 percent of the Center's support has come from federally funded projects, collaboration across institutes of higher education, local agencies (Community Services for Children), state-funded support, private foundational support, and partnerships with both private companies and school districts have maintained the Center's strength. Graduate students primarily in School Psychology, Special Education, and Counseling Psychology have been supported on these projects, and the Center has hired a number of research scientists who have worked as coordinators or supervisors on the projects. Although the increased difficulties in being successful in federal grant competitions during the recession of 2008-10 as well as the sequestration events of the last few years have had some impact on Center funding, the Center continues to maintain a hub of activity in support of students with or at-risk for disabilities.

The Center for Developing Urban Educational Leaders (CDUEL)

George White

With Lehigh University's location in the heart of three midsize urban communities (Allentown, Bethlehem, Easton), there has always been a strong commitment to providing support and educational assistance to urban school districts. The work that was being conducted by the Educational Leadership faculty (Drs. George White, Karen Stout, and Maggie Barber) of the College of Education in preparing future school leaders in these districts, along with the specialized program developed to prepare future school principals in the School District of Philadelphia, led to the development of the Center for Developing Urban Educational Leaders (CDUEL) in 2007. The CDUEL was established with startup funding from Peter Bennett, a Lehigh alumnus, who also provided funding to create the first College of Education Endowed Professorship, the Bennett Professor of Urban Educational Leadership held by Dr. Floyd Beachum. Dr. George P. White became the interim director and was appointed to the permanent director's position in 2009, where he still remains.

The initial mission of the CDUEL was to "cultivate transformational educational leadership in urban communities by conducting research, developing leadership competencies, and improving leadership practice which enhances student learning and development." The early work of the CDUEL focused on codifying the research on the behaviors and practices of highly effective urban principals and translating this research into a new way of preparing principals to work in schools with high poverty. Funding to support this initial work came from a combination of government and foundation grants (the Rider Pool Trust, the Wallace Foundation, the Fund for the Improvement of Post-Secondary Education, Air Products), and private donors. This work led to the development of a U.S. Department of Education funded grant (\$3.2M) designed to prepare future high school principals in the School District of Philadelphia, the Philadelphia High School Leadership Project. Many of the graduates of this program have gone on to have very successful school leadership careers in Philadelphia and other urban communities.

As a result of the work done in Philadelphia, and with the advice and support of the advisory board, the mission of the CDUEL both narrowed and expanded in 2010. The new mission narrowed the definition of "urban" to focus primarily on small to midsize urban communities while broadening the scope of work to include systemic approaches to improving educational opportunities for children in these communities by pioneering effective models for community engagement and partnership development. The CDUEL was no longer only focused on preparing future principals but now worked with teacher leaders, practicing principals, and community leaders.

This change in focus led to the development of new partnerships, expanded funding opportunities, and new staff.

A key element of this expanded work is the focus on a systems approach to improving the quality of education. Through a partnership with the Greater Lehigh Valley United Way and local business partners, the CDUEL assumed a lead role in the development of a community school model focused on the South Side of the Bethlehem community. A community school is designed to align the assets of students, families, teachers, the university, and the community around a common goal—improving the quality of life and learning for all the youth in the community. The CDUEL leads two community schools in Bethlehem (Broughal Middle School started in 2010 and Donegan Elementary School in 2014). Through this work, CDUEL staff (a full-time coordinator at each school) coordinate all before- and after-school programs; manage the tutoring program with university students and community volunteers; provide training to teachers, parents, and school leaders; and manage all external partnerships between the school and the community. Based on the program evaluation of this model, the CDUEL has incorporated partnership development and collaborative leadership training into the principal preparation model for all current and future principals.

The CDUEL continued its work in principal development and training through a U.S. Department of Education grant (\$3.2M), working in cooperation with the Allentown School District and the National Association of Secondary School Principals. This project, the Allentown Principal Leadership Initiative (APLI), focused on “building a bench” of highly trained individuals to assume future principal roles in the district while at the same time providing additional support and training to all principals and assistant principals in the district. The training for practicing principals is customized to the needs of the district (a leadership curriculum has been developed) and incorporated an executive coaching model to provide ongoing support to principals as they do their work. All graduates of the aspiring principal program were hired as school administrators in the district, helping to reduce the problem that many urban school districts have with finding highly trained individuals for leadership roles.

The ongoing evaluation of the work from the principal preparation programs and the community school model led to the development (with strong financial support for staff from Robert Doolittle and Paul White, Lehigh alumni) of a national urban principal preparation program, the Urban Principal Academy at Lehigh (UPAL). This 15-month program, under the direction of Jon Drescher, Educational Leadership Professor of Practice, identifies up to 25 individuals from throughout the country with a passion for working in urban communities. UPAL utilizes both online (during the academic year) and intensive face-to-face (summer) problem-based experiences and incor-

porates an executive coaching model. UPAL places major emphasis on critical thinking, creativity/imaginative problem solving, community engagement, and student learning. Graduates of the program are working as principals in small and midsize urban communities throughout the nation.

The Center for Developing Urban Educational Leaders continues to support the improvement of education for students in urban communities (especially small and midsize). The CDUEL works to disseminate knowledge gained through our research and evaluation studies to practice through webinars, TEDx talks, sponsoring conferences and workshops for urban school leaders, and through the monthly Educational Rounds, which bring together community leaders and educators to discuss critical issues facing urban communities. CDUEL will continue to explore cross-disciplinary approaches, including enhancing the focus on community health, student mobility, and government collaborations that are designed to improve the educational opportunities in urban communities throughout the country.

The Global Online Graduate Degrees and Training Office

Audree Chase-Mayoral

While the moniker of the Global Online Graduate Degrees and Training Office has changed throughout its 14-year history, the mission and purpose of the office has evolved to include work with national and international associations, but its core vision to provide graduate education to educators around the world has remained unchanged. Beginning as the International Programs Office, then changing its name to the Office of International Programs, the Global Online Graduate Degrees and Training Office (Global Online Office) serves to provide online graduate education and training to students worldwide for Lehigh University's College of Education. Specifically designed to reach the global community, the Global Online Office works with College of Education faculty to facilitate the course offerings for master's and doctoral degree programs, principal certification, professional education graduate certificates, summer institutes, online academic courses, and professional development workshops throughout the academic year.

The program has grown to support students from 67 countries across five continents, since its inception in the summer of 2001 with eight students enrolling in classes in Bethlehem, Pennsylvania. The office was founded under the leadership of Dean Roland Yoshida of the College of Education, with Dr. Daphne Hobson as the first director of the office. Developed to respond to the increasing demand to provide graduate education at a distance to educators worldwide, its initial focus was on international leadership courses for teachers, administrators, and aspiring school heads in K-12 American international schools. During its 14-year history, courses have been offered in Educational

Leadership, International Counseling, Comparative and International Education, Special Education, Teaching English to Speakers of Other Languages (TESOL), and Teaching, Learning, and Technology.

Traditionally, the majority of online graduate students studying with the Global Online Office hailed from American K-12 international schools worldwide and consisted of Americans. Increasingly, however, students from other countries began enrolling in graduate coursework. In addition to offering courses during the summers at Lehigh University in Bethlehem, the Global Online Office boasts a rich history of providing options for graduate study in other countries. Overseas sites for instruction have included Colombia, Hong Kong, Kuwait, Qatar, and Saudi Arabia. The Global Online Office's partnership with the American College of Greece in Athens began in June 2012, and continues today.

History and Contributions of the Community Supports Programs for Youth and Adults with Developmental Disabilities

Linda Bambara

“To advance learning through the integration of research, teaching, and service to others.”—Lehigh University Mission Statement

For more than 25 years under the leadership of faculty, research scientists, and graduate students in special education and school psychology, the College of Education successfully operated three related-service programs that provided direct supports to transition-age youth and adults with developmental disabilities. Each program, staffed primarily by graduate students, varied in its focus, but all were unified in their mission to advance learning through the integration of research, teaching, and service to others.

Lehigh Support for Community Living (Est. circa 1985; Faculty Directors: F. Charles (Bud) Mace 1985-88; Linda M. Bambara, 1988-2013).

First named Lehigh Project on Developmental Disabilities, this program was first established in 1985 by Bud Mace through a contract with Lehigh County Mental Health/Mental Retardation to provide community-based residential living options for recently deinstitutionalized adults with developmental disabilities. This occurred during a historical period when Pennsylvania made its first steps toward closing its state institutions, most notably Pennhurst, to provide community-based residential living options for adults with significant support needs and behavioral challenges. Treatment for challenging behaviors and teaching adaptive skills for community living through the application of applied behavior analysis was the initial

thrust of the program, with the goal of discharging the residents of the treatment group homes to less intrusive community living settings.

Under the direction of Linda Bambara and Freya Koger (research scientist), and as national and state interests evolved, the program emphasis shifted from providing “treatment” to enhancing quality of life. Using a person-centered approach toward developing individualized supports, the program emphasized community inclusion, community-based instruction, self-determination, and respectful and positive behavior interventions when needed. By 1992, all restrictive intervention programs were eliminated (as in all the other community support programs). Moreover, Lehigh Support leaders participated in changing state regulations toward the elimination of restrictive procedures such as restraint and token economy programs in all state group homes and led the change by illustrating how positive interventions could be implemented in residential settings through numerous state and national presentations. Lehigh Support also explored innovative alternatives to group homes. By 2013, 18 adults lived in a range of living options including more traditional group homes and untraditional supported living options where adults rented their own apartments and were provided with home living or community access supports individualized to their needs.

Community Choices (Est. circa 1985; Faculty Directors: Diane M. Browder, 1987-98; Christine L. Cole, 1998-2013).

Community Choices, formerly named Lehigh Continuing Education for Adults with Severe Disabilities (LCEASD), was first established in 1985 under the direction of Diane Browder. Its purpose was to provide an innovative alternative to segregated “day programs” for adults with severe developmental disabilities, many of whom had been recently deinstitutionalized. The program provided community-based experiences focused on developing the skills needed to participate in a variety of integrated community settings. The program also explored employment and job training opportunities for adults who would not otherwise qualify for competitive work (e.g., mobile work crews, cleaning services, landscaping services, pet care and grooming, day care assistance). Similar to Lehigh Support, Community Choices used a person-centered approach to developing individualized supports, community-based instruction, self-determination, and positive behavior interventions when needed. Under the direction of Christine Cole, the program emphasized full community inclusion and offered an entirely community-based model of service delivery, which to this day remains a unique and innovative alternative to segregated day programs.

Transition and Employment (Est. circa 1994; Faculty Directors: Diane Browder, 1994-98; Edward S. Shapiro, 1998-2007; Linda Bambara and Christine L. Cole (codirectors, 2007-13).

This program, first named Supported Employment, began in 1994 as an off-shoot program from LCEASD. Its original goal was to provide job training and continuous supports for adults with severe disabilities in competitive, community work environments. Under the direction of Ed Shapiro, the supported employment program expanded to include transition services for school-age adolescents with developmental disabilities. Now named Transition and Assessment Services, the program provided ecological transition assessments and group and individualized transition programs through contracts with local area school districts. Under the faculty direction of Linda Bambara and Christine Cole, and Freya Koger (research scientist), Transition and Employment provided a full array of job experiences (job sampling, job training, supported employment in competitive work settings, and customized employment) and community-based instruction for adolescents with developmental disabilities as part of their transition plan to postschool adult life. Beginning in 2008, the program also provided postsecondary education experiences for the transition youth, where their job training, community-based instruction, and inclusion experiences were integrated on Lehigh's and other college campuses. With the support of several university faculty members, transition students participated in Lehigh University courses. As was the case with the other two community supports programs, Transition and Employment served individuals with intensive support needs and addressed behavioral challenges through positive behavior interventions in community settings.

Contributions and Impact

With over 25 years of history, it is difficult to encapsulate the enormous contributions these programs have made to graduate training in the COE, research, our college's culture, and the lives of people with disabilities and their families, yet these programs were substantially impactful on multiple levels. First, the community supports programs provided an authentic experience for graduate students and faculty to participate in the development, implementation, and evaluation of innovative practices. This experience led to the direct translation of research to practice and the generation of research that would lead to meaningful outcomes for adults with disabilities in inclusive community settings.

Numerous published research studies, doctoral student projects and dissertations, and national and state-level presentations ensued. With the goal of improving the lives of people with developmental disabilities, the focus of this scholarship included the benefits and strategies of community instruction and inclusion (e.g., Bambara, Koger, & Bartholomew, 2011; Bel-

fiore, Browder, & Mace, 1994; Browder, Bambara, & Belfiore, 1997; Cooper & Browder, 2001); preference assessments and choice making (Bambara, Ager, & Koger, 1994; Bambara, Koger, Katzer, & Davenport, 1995; Cole, Davenport, Bambara, & Ager, 1997; Browder, Cooper, & Lim, 1998; Cooper & Browder, 1998); antecedent interventions to prevent problem behaviors (e.g., Mace et al., 1988); positive behavior supports (Bambara, Gomez, Koger, Lohrmann-O'Rourke, & Xin, 2001); self-management (e.g., Bambara & Ager, 1992; Bambara & Gomez, 2001; Cole, Marder, & McCann, 2000); transition to postschool life (e.g., Bambara, Wilson, & McKenzie, 2007); self-determination and self-advocacy (Bambara, Cole, & Koger, 1998; Nonnemacher & Bambara, 2011); job training/supported employment (Goh & Bambara, 2013; Minarovic & Bambara, 2007); and postsecondary college inclusion for youth with intellectual disabilities (Papay & Bambara, 2011).

Second, the practices learned through the community supports programs, most especially community-based instruction, positive behavior support, and transition assessment and planning, were infused in our graduate courses. The origins of SpEd 418 Alternative and Curricular Strategies (for students with severe disabilities), SpEd 432 Positive Behavior Support, and SpEd 423 Transition to Post-School Life were rooted in the practices that emanated from the programs.

Third, hundreds of graduate students in special education, school psychology, counseling psychology, and teacher education were trained. Graduates assumed leadership positions as teachers, behavior support specialists, state-level trainers and clinical directors, professors of both national and international universities, and program directors of nonprofit agencies for individuals with developmental disabilities.

Fourth, because of their person-centered values and problem-solving approach to challenges, the programs instilled a core value for graduate students and faculty—that all individuals, no matter the intensity of their disability or challenging behaviors, can be successfully included in community settings. This core value and its translation to practice contributed to the mission of cultural diversity and acceptance in our college.

Fifth, the youth and adults with disabilities served by the programs, who were often denied services by other organizations because of their intense needs, directly benefited. They held jobs, traveled independently in their neighborhoods, participated in community life, attended college classes, volunteered in community organizations, and formed long-term friendships and relationships with community citizens and the graduate students of the program. In turn, the people served by the programs reminded us through their self-advocacy what meaningful and quality supports should look like. Sixth, the service-oriented activities of the programs extended well beyond Lehigh's campus. Partnerships with local area school districts,

family organizations, and county- and state-level disability services were formed for the common good of people with disabilities.

On July 1, 2013, the programs were closed by Lehigh University due to inherent competing university interests and lack of sufficient infrastructure and support. At the time of their closure, the programs, funded through school districts and state waiver dollars, brought in \$2.8 million annually and supported over 60 individuals with disabilities and over 45 COE graduate students. On behalf of the programs' faculty, staff, and student leadership, Linda Bambara accepted Lehigh's Percy Hughes Award for Scholarship, Humanity, and Social Change in 2013.

The programs honor the contributions of all graduate students and staff, and most especially those COE graduates who served as program leaders.

Special Education Law at Lehigh

James Newcomer

Over three decades Lehigh has developed a regional and national reputation for excellence in education law as specific to students with disabilities in the nation's public elementary and secondary schools. The guiding premise is that these students are much more likely to receive a free, appropriate public education under the law if educators and parents alike are well educated about the rights and protections afforded by the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. An additional premise is that the better informed school districts and parents become, the less likely will the result be costly and divisive litigation.

Special Education Law Conference

The Lehigh Special Education Law Conference is a one-day regional program that started in 1979 as the Lehigh Education Law Conference. Dr. Perry Zirkel initiated this program as part of the service mission of the then School of Education. Originally the conference was once per semester on various legal themes, such as teacher evaluation and school labor relations, or role groups, such as legal issues for principals, but it evolved to an annual program that reflected the growth of special education litigation.

A planning committee of educators and attorneys from Pennsylvania, New Jersey, and Delaware develop the program each year, and Zirkel provides a keynote that provides an update on the major cases and other legal developments. Mary Ellen Leiser coordinated the logistics for the conference the first several years until her retirement, when Theresa Freeman moved into this role. For the most recent decade, the attendance has been the full 350-person capacity with a waiting list. May 2016 marks the 44th edition of this conference.

During recent years, the conference has added new features, including (1) awarding of a certificate and registration waiver for two Lehigh graduate students whom the COE faculty selects as Leiser Scholars; and (2) a corresponding registration-fee scholarship for five to 10 parents of students with disabilities, based on donations from law firms and other organizations on the planning committee.

Special Education Law Symposium

While the one-day conference attracts a regional audience, the annual Special Education Law Symposium, started in 1990, has become the preeminent university-based national gathering to discuss legal issues. Codirected by Zirkel and Dr. James Newcomer, the week-long symposium draws over 100 individuals from across the country and from as far away as American Samoa, the Northern Mariana Islands, and Japan.

Attorneys paired to represent both school and parent perspectives provide the latest information and insights about regulations and court decisions. These attorneys are experienced litigators, having represented clients in administrative hearings, as well as in the federal and appellate courts, including the U.S. Supreme Court.

The symposium offers two strands, one structured to meet the particular needs of individuals new to the study of special education law. Foundational topics explored in depth enlighten the legal background of special education teachers, school principals, school psychologists, novice special education supervisors, and Lehigh graduate students, among others. The second strand, for experienced individuals such as special education directors, attorneys, hearing officers, and state-level officials, provides an update on the legal “hot topics.” Among dozens of recent topics are autism, tuition reimbursement and other remedies, transition, standards of limitations/compensatory education, settlements, and bullying.

In recent years, the symposium has also featured a two-day component for impartial dispute resolution authorities from the various states, such as a nationwide webcast for due-process hearing officers and a specialized training component for state-level complaint investigators. The symposium is offered for Lehigh graduate credit, CLE units approved by the Pennsylvania Bar Association, and on a noncredit professional development basis.

Each symposium begins and concludes with noteworthy presentations. The former is a keynote address delivered by an individual of national prominence who provides a national leadership perspective. Recent keynote speakers have included the nation’s top special education officials—Michael Yudin, the head of the U.S. Department of Education’s Office of Special Education and Rehabilitation Services, and Dr. Melody Musgrove, director of the Office of Special Education Programs. Each symposium concludes

with a day-long National Case Law Update and Legal Crystal Ball by Zirkel, author of over 1,450 journal articles, based upon his ongoing research on published court decisions and related legal developments.

Donna Johnson and Shannon Weber have provided logistical coordination in recent years, following years of similar service by Theresa Freeman and Tammy Bartolet.

The seamless merging over the decades of Zirkel's research for the regional conferences and national symposium attests to the enduring value of Lehigh's commitment to the blending of research with service.

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CENTENNIAL SCHOOL HISTORY

1964-2016

Michael George

Founded by Professor John Stoops, dean of the School of Education, a small experimental program in a university classroom building next to an old World War II barracks grew into a school program that has served hundreds of exceptional students over half a century and eventually gained the attention of a national audience. What is now Centennial School opened to eight students in 1964 in the basement of Drown Hall on the campus of Lehigh University. The school program has undergone many changes and renditions over the past 50 years. Its many outstanding achievements have been balanced by some enormous challenges. The goal of the early founders was a lofty one—to intercede on behalf of struggling students with the aim of improving children’s academic and social skills so as to return them better equipped to public schools—a goal that remains the same to this day.

In addition to its unwavering goal of helping students, other themes have remained constant over the years. The enthusiasm, dedication, and *esprit de corps* of its many directors, professors, graduate students, and staff have remained undiminished. Also undeterred is its constant striving for excellence—to be the very best—and a model for others to emulate. The marketability of its highly trained teachers has never waned, nor has the pride of having been associated with such an outstanding institution.

A final unique characteristic attached to the school has been its unending search for a permanent home. Even in the school’s earliest days, acquisition of an appropriate facility proved problematic. During its first half dozen years, for instance, the school program moved and occupied a number of different locations: a garage, a synagogue, churches, university structures, and abandoned public school buildings. More moves were to come. Fifty years later, Centennial’s “permanent” home is rental space within an industrial park near the ABE International Airport.

The Centennial School was established before the passage of the federal legislation that would open schoolhouse doors across the nation for children and youth with disabilities. That was to come later. In fact, delivery of services for exceptional children at Centennial School preceded even

the beginning of a formal program of special education studies within the College of Education. But from its modest opening with eight students in February 1964, student enrollment increased rapidly, demonstrating clearly the need for such services. By September, enrollment had risen to 33 students between the ages of 7 and 16. A year later enrollment doubled to 66. The rapid growth in enrollment demonstrated the unmet need for services for struggling students in the Lehigh Valley, a need that Centennial School was destined to help fill.

Dr. Rich Gorton remembers the earliest days quite well. Gorton was a graduate student in 1965. Students like himself, working toward their master's degrees in education at Lehigh's School of Education, completed a half-year internship at Centennial School and a half year in the public schools. "Centennial's small student body was a mix," he remembers, "with about half of the student population having exceptional needs." Tom Fleck, Jr., and Jeff Kirk administered the program at that time. Fleck was the Lehigh soccer coach. Kirk came from the Waldorf Schools, and the curriculum he instituted at Centennial was largely a reflection of the Waldorf philosophy with its project-based focus and with lots of bodily movement woven throughout the lessons. The focus was on the total child. These two leaders embodied the Lehigh values, Gorton recalls. "It was my first experience working with kids and adults in a formal school setting, and their trust in my abilities as a teacher along with their ongoing support throughout my tenure at the school are what stick most in my mind," he said. After graduation and a couple of years teaching in public schools, Gorton returned to Lehigh for his doctoral degree. He was assigned once again to serve at Centennial School while he completed his residency requirement, this time as a teacher in the elementary school located in the Higbee Building, a former Bethlehem Area School District building. He was paired with Laird Evans in a co-teaching arrangement. Fleck was still the principal and Joe Kender, Sr., was in charge of the reading center program. Gorton remembers the camaraderie among his coworkers and the challenges offered by the students with emotional and behavioral needs for whom he and the others had little to no training. "It was terribly frustrating at times," he recalls. "Many an evening we gathered at King's, a local corner establishment near the school, to talk about the day's events and pitch a game or two of darts."

Lehigh's preparation paid off well for Gorton. He went on to work with a Centennial colleague, Charlie Marple, in the Kutztown University Lab School. Marple remained at Kutztown as a professor of education, and Gorton moved on to serve as an assistant principal in the East Penn School District, followed by a long stint as a principal of Lincoln Elementary School. Later in his career he again joined with his former co-teacher and later administrator of Centennial School, Laird Evans, with the Middle States As-

sociation—work which took him on evaluation site visits around the world.

Richard Siegelman also remembers the early years fondly. Siegelman completed his internship at Centennial School from June 1965 through August 1966 while he earned his M.Ed. at Lehigh University's School of Education. He recalls the positive atmosphere and the earnest desire and effort on the part of staff under the tutelage of the school director, Dr. Jeffrey Kirk, to become a national model for working with students having exceptional needs. One semester was spent at Centennial School. The next semester Siegelman taught fourth grade at Tilden Elementary School in Hamburg, Pennsylvania—"my first class ever, while I was just beginning to learn how to be a teacher at Lehigh University," as he was quoted in a 2003 newspaper article in *The Hamburg Area Item*. Siegelman retired the same year he was featured in the Hamburg article, after a 37-year teaching career on Long Island, New York.

The philosophy of the Centennial School was child-centered. It remains so to this day. Early on, the school achieved an excellent reputation for its success working with students having moderate learning difficulties. Its early success generated enthusiasm for expansion. At first the school was known simply as the Laboratory School. In July 1967 it was officially named the Centennial School in honor of the 100th celebration of Lehigh University. On August 28, 1967, the Pennsylvania superintendent of public instruction gave approval for Centennial School to work with exceptional children.

In 1970, elementary students were separated from those of secondary age. The elementary school was named Centennial I. The secondary school was named Centennial II. Raymond Bell was appointed the director of Centennial II that year. Centennial I was located in a converted garage on Warren Square. Centennial II students were schooled in the Brith Sholom Jewish Community Center located at the intersection of Brodhead and Packer avenues (the current Mohler Laboratory).

The secondary program provided an alternative for adolescents who were "turned off" to school. According to an article in *The Brown and White* in December of 1970, Centennial II was a nontraditional high school setting that minimized "unnecessary rules" and "lessens the academic threat by eliminating unhealthy aspects of competition, and permitting students to work independently at their own pace outside of the traditional classroom structure" (Centennial II reaches turned off, 1970, p. 6). How different was Centennial II from the public schools? "A hell of a lot different," said student Bob Torrao, who was interviewed at the time by Brown and White staff, sitting in the principal's office with three other students "relaxed with their feet on the principal's desk" (Centennial II reaches turned off, 1970, p. 6).

A disastrous fire of a suspicious origin resulted in the secondary program being located temporarily in a small building on the athletic field for the

remainder of the academic year. There was support through the University Forum for the construction of a new building, which combined Centennial I and II.

By 1971, Centennial I had 75 elementary students and Centennial II (secondary) had an enrollment of 50 students. Most of the secondary students as well as many of the older elementary students were classified as socially and emotionally disturbed (SED). Full enrollment was anticipated to be 180 students (90 each in the elementary and secondary programs) by the fall of 1972. The school program was described as a comprehensive school for children of all ages, from kindergarten through high school graduation. Plans were begun for a new building—a permanent home at last.

The newly built building was located on the edge of the Saucon Valley playing fields. The 25,000-square-foot structure was designed to accommodate a full-time professional staff of 25 and a maximum of 190 students. It contained 16 classrooms, a motor development area, an industrial arts area, a lunchroom, a music room, and a library. A noteworthy feature of the building was its unroofed, glass-enclosed central court that could be used for outdoor instruction and tutorial rooms that could be used for individualized instruction, a core mission of the school program. There were several rooms with one-way mirrored windows that would allow for observations without interruptions to instruction. The building was completed by May of 1972 at a cost of \$625,000.

A news release from the Office of Public Information at Lehigh University announced the dedication ceremony for the new building on October 27, 1972, followed by an open house. Dr. W. Deming Lewis, president of Lehigh University, Dr. John Stoops, dean of the School of Education, Dr. Alfred Castaldi, director of the Elementary Education Division of the School of Education, and Dr. Thomas Fleck, the Centennial School director, were in attendance as well as local governmental officials and principals from local school districts. The dedication ceremony featured two young speakers who were students of the Centennial School program.

Castaldi provided general oversight for the school and was its liaison with the university. He arranged for the Centennial students to use the Lehigh University pool as well as for advanced Centennial students to enroll in university classes. Fleck was the director, Evans was now the elementary principal, and Karol Strelecki was the secondary principal. Ruth Parr, the “beloved librarian” in the words of Perry Zirkel, established a library at the new school of more than 5,000 volumes.

In addition to its use during the school year for elementary and secondary students, a reading clinic for graduate students was conducted there in the evenings. Donna Scholtis remembers her experiences at the reading clinic: “Having the opportunity to work with students in the reading lab—to assess

and diagnose reading strengths and weaknesses and use that information to plan remediation and interventions was invaluable to my preparation as a reading specialist.” After acquiring her master’s degree, Scholtis returned to Lehigh and enrolled in the Educational Leadership program to earn her principal’s certification. “The M.Ed. in Reading coupled with the principal’s certification enabled me to successfully compete for an elementary principal position in the Allentown School District. My career as an administrator spanned 22 years at Washington Elementary School and was an enriching experience for which I am both grateful and especially proud,” she recalled.

The opening of the 1972 school year was noteworthy for another reason. Charmaine Yaszewski was hired as the secretary/receptionist for the Centennial I program. According to her twin sister, Sharon Warden, a lifelong dedicated Lehigh employee, Yaszewski worked the very last day at the Higbee School and began working at the new building on Goodman Campus on the first day it opened. Yaszewski would eventually become the voice most associated with Centennial School, answering phones in her inimitable, warm, and welcoming manner, “Good morning, Centennial School, how can I help you?” Yaszewski was a nurturing and good-hearted person by nature. Students would recognize her in the community with friendly hellos. Over the years, Yaszewski was much more than a secretary/receptionist. She became a true ambassador for the school, providing solace and good cheer for its young students as well as the graduate students associated with the program. Yaszewski would serve in that role for the next 37 years until her death in December 2009.

A brochure from the early 1970s captures the spirit of the relationship shared between Centennial School and the School of Education. “One of the most valuable resources of the School of Education is its laboratory, the Centennial Schools, which is designed to offer special education services to socially and emotionally disturbed students.”

Bob Torpey was a teacher in the building on Goodman Campus. Arriving from an Approved Private School in Philadelphia and looking for new adventures, Torpey began his tenure with Centennial School in 1975. When Fleck resigned, Louis Pica took over as director. “It was Lou who introduced the behavioral model,” recalls Torpey, “and the time-out rooms.” The school that began as a program for alternative education students, such as students with learning problems and for children of some of the university professors, soon evolved into a school relegated to serving students with emotional and behavioral problems. “We served some very disturbed children: children and youth from residential centers like the Wiley House and the Easton Children’s Home, inner-city Philly kids, and most of the secondary students with behavior problems from the Bethlehem Area School District, as well as kids who didn’t make it in the IU classes,” he recalls. There were

also a couple of rooms of multihandicapped students. “The building on Goodman Campus proved insufficient for the severity of the students we served there,” remembers Torpey. “That, coupled with the lack of training and skill in working with these students, as well as the ineffectiveness of the behavior management system we had in place, led to some disastrous consequences. Students were literally breaking through the walls,” he said.

A summer enrichment program ran from 1973 to 1978 with the dual goal of providing innovative activities for children while giving elementary school interns a preliminary experience working with children. Beginning in 1979, Dr. Robert Leight, chair of the Department of Instruction and Curriculum, developed the Summer Enrichment Experience for gifted students. In addition to gifted youngsters, the program served as an initial teaching experience for intern teachers, who worked under the direction of experienced specialists such as David Snyder. “The curriculum was project-based and quite creative,” recalls Torpey. “It was a very successful program,” he said.

By 1979, Torpey was the elementary principal. Don Lambert was the secondary principal and Dr. Louis Pica, the director. The program consisted of two departmentalized secondary classes and three self-contained classes. There were five elementary classes. All students were classified as socially/emotionally disturbed.

The late 1970s brought a series of serious challenges for Centennial School. The emergence of a \$115,000 deficit in 1979-80 caught the attention of Lehigh President W. Deming Lewis. A related issue was the persistent damage and expensive repairs to the building on Goodman Campus. President Lewis threatened to close the school unless the shortfall could be made up immediately. Dr. Robert LaFrankie, superintendent of the Bethlehem Area School District, protested the potential closing of Centennial School, saying it was the only program in the area from which local districts could secure educational services for their most difficult and challenging students.

Perry Zirkel, dean of the School of Education at that time, negotiated with Superintendent LaFrankie to find a new site for the school program. LaFrankie offered to house the program in the Lafayette Building, near Liberty High School. The negotiations between the dean and the superintendent proved successful. Centennial School moved again, this time to 431 East Locust Street. In explaining the move, Zirkel stated, “The thicker walls of the Lafayette site will use considerably less heating oil.”

Torpey, the elementary principal in 1979, a position he was to hold until 1986, reported, “I witnessed many transitions in my years with Centennial School, including the move from Goodman Campus to the Lafayette Building, a second move a couple of years later to the Rosemont Building, the change in the student population to students with disabilities, and the

development of the first real curriculum for the school program.”

“We accomplished many exciting things during those years,” remembers Torpey, such as “cutting-edge stuff, like the data collection systems developed by Diane Browder and Lou Pica.”

A new director was hired in the early 1980s. His name was Fred West, remembered by those who served with him as a gentleman, a true advocate for his faculty and staff, and an accomplished educator. The school was now located at Lafayette School, a former Bethlehem Area District building. West adhered to the Project Re-ED model, a nationally recognized program developed by Nicholas Hobbs that promoted the reeducation of emotionally disturbed children with the aim of maintaining them in the community rather than placing them in psychiatric hospitals. At the heart of the Re-ED program are teacher-counselors. Under West, two teachers were assigned to each classroom, a certificated special education teacher (referred to as a teacher counselor), and a child development specialist whose background could be and was often varied. In 1982, the position of liaison teacher counselors served as linkages to the community. Gina Scala, who began her career at Centennial School in 1979 and was to serve there for the next eight years before moving on to a university post at East Stroudsburg University, was the first liaison teacher counselor at the school. “Each student’s home was visited by a liaison teacher counselor every year,” remembers Scala.

Master teachers were hired to mentor new recruits to the Centennial School program and work with students in small groups. A cooperative education program was developed between Centennial School and local businesses to provide students with marketable job skills and to aid in their transition from school to the world of work. An article in the *Philadelphia Inquirer* in June 1989 described Centennial’s efforts to integrate students into the world of work as “an innovative program, operated by Jeffrey Heard, a coordinator at the school, aimed at preventing students with emotional and behavioral difficulties from ending up in sheltered workshops beyond their school years.” In addition, a Partial Hospitalization Program under the authority of the Department of Public Welfare was created that introduced mental health services to the school. “It was truly an ecological model,” recalls Scala, “with all the services represented, including mental health, social services, vocational, and other treatments.”

It was during Fred West’s tenure that Centennial School received approval from the Commonwealth of Pennsylvania to serve students with autism and developmental delays. And it was also during his administration that the Centennial School Governing Council was formed.

Michael Murphy arrived at Centennial School in 1982. He said, “I remember in my first year at the school, the entire school staff traveled to Nashville, Tennessee, to visit a sister school that adhered to the Re-ED

philosophy.” Murphy served as the school psychologist and director of the Partial Hospitalization Program. “I was mostly involved with intakes to the school,” he said. “Part of my job was to give tours to prospective students and their parents, but I also assisted with behavior management,” he stated. Bruce Hochman and Murphy worked closely together during Murphy’s early years at the school. Hochman was a crisis interventionist and later a program supervisor of the elementary program.

One of Hochman’s duties was to conduct life space interviews, a model of intervention for crisis resolution developed by early special educators Fritz Redl and William Morse in the 1950s and 1960s and modified for ease of teachers’ use by Nicholas Long in the 1970s. “Bruce Hochman was a personable guy, liked by staff and students alike,” recalls Murphy. After his stint at Centennial, Hochman went on to become a supervisor at Central Bucks School District and later a director of pupil services. Murphy went on to serve as a school psychologist and administrator in a number of different districts over the years, including Pottsgrove, Central Bucks, Parkland, and East Penn. He retired after 35 years of service, but his association with Centennial didn’t end there. His two sons, Pat and Tim, came through the Centennial School-Lehigh University teacher preparation programs. Upon graduation, his son Pat went on to teach in the Parkland School District and his son Tim and his wife, Ellen, who first met one another as faculty at Centennial School, went on to teach in the international schools and now reside and teach in Bogotá, Colombia.

In 1985, Centennial School moved to the Rosemont School on Pennsylvania Avenue, another abandoned Bethlehem Area School District building. Matt Beal, a Centennial School physical education teacher who began work at Centennial in 1983 (and continues there at the celebration of Centennial’s 50th anniversary in 2015), remembers there being about 100 or more students with severe emotional disturbances and about eight students with multiple disabilities. “It seemed there were always lots of problems with student behaviors,” he said, “but we were young and had the energy to deal with them.” Moreover, there was a positive “can-do” attitude on the part of the administration and staff. “The classrooms were self-contained, and students stayed with their assigned group throughout the day,” he remembers. There were many more students in the program than today with more students assigned to each classroom. It could be quite challenging, and at times exhausting, but he was usually eager to come to work. The “master teacher” model was in place wherein a master teacher was assigned to more than one classroom, operated by a teacher intern, (i.e., a teacher with special education certification) and teacher associates (i.e., persons with bachelor’s degrees in other fields). Beal recalls that retaining master teachers and liaison teacher counselors was a problem. Turnover of the leadership staff was

high, a problem that would be characterized as critical by the early 1990s in the official records.

Torpey remembers that professional development, or more precisely, the lack of professional development, sometimes made things difficult. “We would hire some really terrific raw talent to operate the classrooms; they would gain skills on the job but then usually after two years finish their education at Lehigh and move on in their careers, leaving us with another group of individuals with raw talent but no experience to begin the next year.”

“We came to work every day believing we were doing what was best for the students and their families,” remembers Beal. Al Vasquez, the maintenance person at the school (who remains so until this day), began work at the Rosemont School in 1987. “Mostly, I remember fixing lots of broken windows,” he says, and “there were lots of behavior problems and lots of police.” Vasquez remembers Dr. West well and remembers him going out of his way to make everyone feel welcome and valued.

The 1980s were formative years for Centennial School. During these years, a token economy system referred to as the TALID (Task, Area, Language, Interaction, and Direction) and its carefully defined list of operational behaviors was developed, along with a level system. The TALID system became widely disseminated throughout the Lehigh Valley and could be found often in classes for students with emotional problems. Other program components were introduced during those years: behavioral contracts, curriculum-based assessments, positive behavior systems, “ecological meetings,” and the use of data to make programmatic decisions. Parent training was provided, and parent telephone contacts occurred every Friday afternoon. “We hired a consultant, Dr. Joseph Rogan, to help us review all academic and behavioral data and create hand-drawn graphs so we could adjust students’ programs for the following week,” recalls Scala.

As the school approached the 1990s, more staff continued to be added to the school program. The school could boast more psychologists for the Partial Hospitalization Program, more liaison teacher counselors, a music teacher, physical education teacher, art teacher, librarian, computer instructors, and additional administrative personnel. Scala, the first liaison teacher counselor, became the first special education supervisor.

It was during the late 1980s and early 1990s that Centennial School developed and nurtured classroom sites within the Bethlehem Area School District buildings that would serve students in the least restrictive environment, in accordance with the then recent revisions of the Individuals with Disabilities Act (IDEA). One classroom was at Clearview Elementary, one at Northeast Middle School, and one at Freedom High School. Students deemed appropriate were placed in these classrooms and given the opportunity to participate with their nondisabled peers in general education

classrooms. The teachers of these classrooms were trained and supervised by Centennial School. "At this time, we had successfully integrated over 50 percent of the students," reported Scala. The effort to educate students in the least restrictive environment was recognized by a letter and a plaque from the Department of Education of the Commonwealth of Pennsylvania.

The 1990-91 school year was one of change and adjustments. It began well enough with the Commonwealth of Pennsylvania granting approval for Centennial School to serve students with autism and developmental delays, an event that was covered favorably in an article in *The Morning Call*, the local newspaper. Again, hope and optimism reigned, as the school embarked on this new adventuresome and challenging project to serve an otherwise underserved population in the Lehigh Valley. But a second fiscal crisis was brewing.

This time the crisis was precipitated by an unfavorable audit from the Commonwealth of Pennsylvania resulting in large year-end financial deficits that would have to be covered by the university. The negotiations between Lehigh and the Pennsylvania Department of Education were long and arduous as documented in the records from that time. A settlement was finally reached, but the repercussions felt by Centennial School were severe. A change in leadership occurred. An oversight board that consisted largely of members from Lehigh University, including the vice president of finance, was empaneled, and a severe warning was issued to the effect that if Centennial School were to again cause fiscal harm to Lehigh University, the school would be closed summarily.

The fiscal crisis was compounded by a second crisis that year, one that dealt with its lease of the Rosemont Building: Centennial School was informed that it would have to leave the Rosemont Building. Complicating matters, Bethlehem Area School District officials gave short notice, indicating that Centennial School would have to vacate the Rosemont site before the next school year began in August of 1991.

Al Moe, dean of the College of Education, beseeched Lehigh President Peter Likins in an April letter for a return to the "old" Centennial School on the Goodman Campus. Peter Likins' written response assured Moe this would not happen. Likins gave four reasons. First, the "Centennial School's relationship with the College of Education faculty is and has been underdeveloped," rendering the rationale stated in the dean's letter for moving the school back to campus in order to build upon the relationship of cooperation between the school and college professors an unpersuasive argument. Second, Likins cited internal tension among faculty concerning the operation of the school. Third, there were serious problems with cost overruns, and, fourth, Lehigh University personnel already occupied the building on Goodman Campus, and moving its present occupants would be problematic,

if not impossible, in such a short period of time. In summary, Likins stated, “the school is in a very shaky state and uncertain in its financial future.” For these reasons, Likins did not approve a return to the former building on Goodman Campus. In addition to its financial and building crises, Centennial School was officially removed from its role in the operation of the group homes operated by Lehigh University, “so as not to jeopardize the good relationship Dr. Linda Bambara had cultivated with the group homes and the county representatives,” Likins said.

West resigned his position in June of 1991 after 11 years of service. In his resignation letter, he mentioned having had the opportunity to “work with hundreds of teachers who came for their master’s degrees” and in doing so “helped improve not only the lives of our children but also the way schools and agencies related to children with special needs.” He stated that under his leadership, “the school grew from a small school of 65 students and 15 staff to a large agency with a national reputation...a model for the nation...serving 145 children in five different locations with 75 staff.”

For a few anxious months, the prospects for the opening of school the next autumn appeared grim. Centennial School was losing its site at Rosemont, the dean’s request to move back to the Goodman Campus location had been denied, and time seemed impossibly short for finding a suitable location, moving, and having a new school in place ready for the beginning of school in August. As luck would have it, one of the supervisors at Centennial School, Florence Weed, was married to a licensed realtor. Being familiar with properties in the area, he identified a vacant building in an industrial park near the ABE airport. Assistance came from another source as well. State Senator Jeanette Riebman stepped up to help with the negotiations with the Pennsylvania Department of Education to keep the Centennial School program open. A rental agreement was struck. Yet there was still much to be accomplished in a short period of time. A school had to be created within the nearly empty shell of 2196 Avenue C: 12 classrooms, a curriculum room, three bathrooms, a kitchen, a library, office spaces for administrative and ancillary support staff, and two time-out rooms.

Teachers and staff all pitched in for the move to the new site. Scala, secondary supervisor from July 1991 to June 1992 (later assistant director and acting director, 1992-93), organized the moving effort. “She was amazing,” remembers Cathy Moyer. Moving a school is not easy, and although the university hired a moving company, everyone who worked at the school did most of the packing and made repeated trips back and forth with carloads of materials.

Ann Miniutti was hired as the new director in July of 1991. Scala was appointed assistant director that year. Dr. Miniutti was an awesome leader, remembers Matt Beal. “She was very dignified and would wear suits every

day to work,” he said. “She did anything that needed to be done, and she wouldn’t ask anyone to do anything she wouldn’t do herself,” remembers Moyer. A major focus during Miniutti’s tenure as director was the budget. She put into place a number of procedures that would ensure the school’s solvency at year’s end. Although audits by Pennsylvania Department of Education (PDE) continued to induce stress, her work in this area paid off. The school received “clean” audits from the Pennsylvania Department of Education during Miniutti’s tenure at the school. However, revenue allocations from PDE continued to be unstable and unnervingly unpredictable.

Julie Fogt came to the school in 1996 after a brief one-year internship as a school psychologist with the Heartland Area Education Agency. “I saw an ad in the newspaper, and when I researched Centennial School, its printed materials suggested to me that I would do little to no IQ testing but rather concentrate on assessments and interventions with severely involved youngsters, which really appealed to me,” she recalls. Pam Cowden and Martha Lawson were the program supervisors. Once at the school, “I quickly realized,” she said, “that my duties would be entirely different. “I saw kids acting out quite violently, and I was assigned crisis duty that translated to ‘holding the door’ of one of the two time-out rooms.” After two years, Fogt became disillusioned and was about to move on when, “I heard Dr. Miniutti was leaving and a new director would soon be hired. So I thought I would wait and see if new leadership could make some changes for the better,” she recalls. “I thought I’ll give it another year—as it turned out, I gave another 18.” During that span of time, Fogt went on to earn her doctorate and in 2015 was appointed associate director of Centennial School.

When director Miniutti became seriously ill, Dean Roland Yoshida launched a national search for a new director. Dr. Michael George was appointed the new director of the program in August of 1998. His assistant director was Dr. Kathleen McQuillan, who had served as the assistant director to Miniutti. The school consisted of 10 classrooms of elementary, middle, and high school youngsters with emotional and behavioral issues, two classrooms for children and youth with developmental disabilities (termed life skills), an inclusion classroom at Freedom High School in the Bethlehem Area School District, and a transition-to-work program serving both high school students classified as emotionally disabled and students with life-skills needs.

Having heard repeatedly the stories of past fiscal insolvency and its dire impending consequences during his first few months as director, one of George’s first priorities was to ensure financial stability for the school. In December of that year, he requested a meeting with the bureau chief of the Division of Special Education in Harrisburg, John Tommasini, and invited the dean of the College of Education, Dr. Roland Yoshida; Bob

Siegfried of the Lehigh Comptrollers Office; and his business manager, Sally Jo Drosnock, to join him. The meeting resulted in a set of new budgeting assumptions and an agreement to conduct fiscal business in a transparent and above-board manner. Specifically the Centennial School would submit annual budgets that reflected true revenue needs and not a penny more. In addition, any monies unexpended at the end of the year would be sent back to PDE for redistribution to other Approved Private Schools in need. As important, PDE would send additional funding to Centennial School during the year in the event more money was needed. This meeting was the basis for the financial stability of the Centennial School program and the beginning of a solid working relationship with the Pennsylvania Department of Education that remains in place to this day.

A second major development occurred the following year. Dean Yoshida instituted a financial practice that would benefit the whole college and Centennial School as well. Called “indirect cost recovery,” project directors and principal investigators would receive a proportion of the monies generated by their grants. Those discretionary funds could be used in ways deemed appropriate. Importantly, the revenues received from the Pennsylvania Department of Education for the operation of Centennial School were labeled as “grant monies,” insuring for the first time in its history a safety net of reserved monies in the event audits resulted in fiscal errors. These monies also became the funds for the new school store, a breakfast program, and for supporting travel to conferences. Acquiring revenues is one thing; managing them well is an altogether different thing. Centennial’s continued financial success is largely attributable to the meticulous work of Donna Edwards, who came aboard as the new business manager in 2000. During her tenure with the program, Centennial School has experienced success for the past 15 years.

During his first year, George established a new vision for the school: “To make Centennial School a place where students, parents, and teachers would want to come to learn new skills that would benefit them now and into their futures.” His plan called for a strategic alignment of existing practices and in some cases the introduction of new strategies that would improve student social behaviors and advance their academic skills. He instituted a system wherein teachers would be encouraged to look for students behaving appropriately and reinforce their behaviors rather than waiting for misbehavior to punish. He told his staff, “We would know we were making progress when students’ social behaviors improved to the point where the use of seclusion time-out and physical restraints were no longer necessary for controlling student behavior.” To accomplish the new vision, he established three goals: First, to create a safe and civil learning environment; second, to create a rich and engaging curriculum; and third, to

establish partnerships with parents on behalf of their children's success.

By the end of the first year the number of physical restraints decreased dramatically, with only one physical restraint having been conducted in the last 40 days of school and none during the final 20 school days (as compared to 239 physical restraints in the first 40 days of the year). One of the time-out rooms was closed at midyear and turned into a school store. The other time-out room was closed at the end of the school year and turned into a storage area.

In June of 1999, Centennial School held a graduation ceremony, an event that was covered by *The Morning Call* under the headline, "Lehigh University's Centennial School to Hold First Graduation Ceremony, June 9, 1999." Nine students graduated that year. It was the first graduation ceremony held in many years at Centennial School, but the headline failed to recognize that the first Centennial graduation ceremony was actually held in 1972.

In September of 2000, George announced another goal for the school: To achieve recognition as one of the best alternative day schools in the nation for children and youth with emotional and behavioral disabilities. His plan for achieving national recognition entailed the creation of a learning community within the school and establishing a school culture where everyone who worked there could create knowledge and learn from one another. A system was established for ensuring mentors for everyone in the building: the director would mentor the program coordinators, who would mentor the lead teachers, who in turn would mentor the interns and associates. The system was strengthened when each lead teacher was asked to identify and pursue an area of personal expertise. An integral part of the learning community was helping program coordinators and lead teachers learn to develop and present in-house professional development episodes designed to impart information to new staff. This initiative was quickly extended to assist coordinators and lead teachers to submit proposals for presentations at professional conferences. At first, only state conferences were targeted, but soon thereafter regional, national, and international conferences were included. Over the subsequent 17 years (as of January 2016), nearly 70 different Centennial personnel have presented 243 papers at professional conferences around the country.

Also in his first year, George restructured the school's organizational flow chart with an eye on reducing redundancies and streamlining communication throughout the school. By May, two new positions were created: that of the program coordinator and lead teacher. Program coordinators were to be similar to department chairs in public high schools whose jobs were to supply technical assistance to their units. Lead teachers were similar to master teachers, except their placements would be within the classrooms rather than external to the classrooms, as they were when George

came to the school. In the process of reorganization, George eliminated the use of one-to-one aides and therapeutic support staff (TSS) assigned to individual students. The idea for doing so originated with a teacher intern who wondered what it might take to gain benefits for one-to-one staff that were assigned to Centennial students. While Lehigh benefits for aides who were hired and paid for by local districts was an impossibility, this teacher's magnanimous idea led to the creation of teacher teams, a notion popularized recently in the professional literature. George and two members of his administrative team, David Miller and Julie Fogt, wrote a grant proposal to PDE and acquired an additional \$105,000 that could be used to replace the 11 one-to-one aides in the building with six additional interns or associates with Lehigh benefits, to work on behalf of Centennial students. The use of teacher teams wherein every member was familiar with a child's program eliminated the need for one-to-one aides as well as the need for substitute teachers when Centennial faculty were absent. Centennial has not used a substitute teacher since 1999.

A second trip to Harrisburg proved fruitful. This time the goal was to acquire ongoing and reliable professional development for Centennial faculty. George and his team of administrators sought approval for a school schedule that would satisfy state requirements of 180 school days and 990 hours of instruction and leave every Wednesday afternoon free from 11:45 to 3:30 p.m. for training to occur. The proposal was approved, and Wednesday afternoon trainings remain in place to this day.

Brian James began his tenure at the school the same year George came to the school. "I applied to Centennial after seeing an ad in *The Morning Call*." Although he was hired to teach, "I soon realized that I was looked at more as a big body, capable of restraining, rather than as an educator," he said. This lasted for a couple of months until George announced his new plan for the school. "I remember a lot of resistance from staff, but as time went on resistance was replaced by growing support," he recalled. "The students responded by improving their behavior, and the teachers responded by improving their attitudes in the classrooms," he said.

The timing of Centennial's success in decreasing the rate of physical restraints and ending seclusion time-out proved fortuitous, making Centennial School one of the first schools in the country to do so. As a result, the school received much attention, especially from groups advocating a change in the way students with disabilities were disciplined. During the subsequent 17 years, Centennial was visited by over 100 schools from around the country and received favorable coverage from media outlets as well as professional organizations, including CNN, ABC Nightly News, ABC Nightline with Brian Ross, The Huffington Post, Education Week, Propublica, LRP, The Council for Exceptional Children, The American Institutes

for Research, The National Disabilities Rights Network, and The National Association of Special Education Teachers. In addition, the U.S. Department of Education Office of Civil Rights and the U.S. Department of Justice have acknowledged the Centennial School for its promising practices and sent representatives to visit the school to observe best practices that could inform future legislation. Moreover, George was invited to the First White House Conference on Mental Health in 1999, and later he was invited to appear and give testimony before the U.S. Senate Subcommittee on Health, Education, Labor, and Pensions chaired by Senator Tom Harkin of Iowa on how to create positive and nurturing school environments without the routine use of seclusion and restraint. In 2013, George was again invited by Senator Harkin to speak at the Capitol Visitor's Center on the occasion of the reintroduction of his legislation to eliminate seclusion rooms and limit physical restraint in America's public schools. It appears that the goal set in the year 2000 of securing favorable national attention for the school had been accomplished.

Data collected over the past 17 years show a decrease of 99 percent in the rate of physical restraints, 89 percent decrease in suspensions, 87 percent decrease in truancies, and 95 percent decrease in police contacts as compared to the year 1997. Student reintegration to public schools is robust, and academic gain scores indicate that despite their classification as disabled, when conditions favorable to learning are established, Centennial students' gains in reading and math are commensurate with their nondisabled peers in general education classrooms.

This history of Centennial School is really a story about people. Hundreds of youngsters with disabilities and their families have received services from the school, and hundreds of graduate students have taught and studied there. Many of the latter group discovered their lifelong partners there and have gone on to have families of their own. Centennial certainly had an impact on their lives. As one graduate mused, "Think about the progeny from teachers who met at Centennial School. If it wasn't for Centennial School, those children would not be on this earth."

James, a Centennial teacher, said things have really changed for faculty like him. "When I first came to the school, most staff openly talked about their desire to attain their M.Ed. and leave for better opportunities. This has changed to the point where highly qualified staff are remaining at Centennial School, eschewing higher-paying jobs in other settings so they can stay with their Centennial family. Julie Fogt has been here 20 years, Kelly Spradlin 18 years, Alicia Wolfe 11 years, and Caitie Lyons over 9 years, and most of the lead teachers have been here eight or more years."

A former graduate student, Jennifer Crall, who spent a number of years at Centennial, first as a teacher associate and later as the school counselor,

sent a beautiful card of thanks upon her graduation. It read in part, “I thank you for so much in my life—You’ve provided me with a job I love in a school I love. You’ve paid me generously so that I can spend most of my days with my son. You have paid my tuition so that I am getting my Ph.D. with almost no debt at all. All of these things amount to a very happy life. I will always reflect on my years working at Centennial as the most important and influential of my life.”

Most graduates go on to other positions, and “many of them go on to distinguish themselves and make significant contributions to our field,” said Perry Zirkel. They become special education teachers and supervisors, general education teachers, school psychologists, school counselors, principals, superintendents, and professors. And the tradition continues to this day.

Parents also benefit from their association with Centennial School. Dr. Gary Lutz, a Lehigh professor from 1971 through his retirement in 2015 and one who has had many firsthand experiences with Centennial School, says his most profound memory of Centennial School was an Honor Roll ceremony in 2007 when he was interim dean of the College of Education, a role that included president of the Centennial School Board. “I remember the library being filled with parents, students, and faculty. After the brief ceremony of students’ achievements, a number of parents approached me to thank me for what I had done on behalf of their children. The outpouring of gratitude was amazing,” he said. “Some had tears in their eyes. Until that day, I had never fully realized the profound influence Centennial had on the families of the children we serve.”

George tells the story of a grandfather who visited the school—an elderly, worn-out-looking steelworker who pulled him aside after an Honor Roll Ceremony. “He told me how he’d lived in Bethlehem his whole life. And how he worked at the Steel from his teenage years through to his retirement, always in the shadow of Lehigh University.” Despite his proximity to it, Lehigh University was a place he and his family would never visit. But now, he said with undisguised joy, his granddaughter was a graduate student at Lehigh University, and she was financially sponsored by Lehigh University through its Centennial School program. “He wanted to thank me for something he thought he would never see in his lifetime, and as he told this story, his eyes welled up and tears rolled down his cheeks.”

As Centennial enters the year 2016, it is secure financially; it has an efficient and effective organizational structure and training program in place; and its reputation among professionals in the field of emotional and behavioral problems remains intact. It still does not have a permanent home, although after 23 years, 2196 Avenue C is beginning to feel that way.

New directors will come and then go; that is the natural progression of things. Names that are likely to appear in future narratives about the

Centennial School will undoubtedly include those of Dr. Julie Fogt, Kelly Spradlin, Alicia Wolfe, and Caitie Lyons...and many more individuals as of yet unknown who will someday be influenced by its presence.

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NEW DIRECTIONS IN EDUCATION RESEARCH AND PRACTICE AT THE COLLEGE OF EDUCATION SCHOOLS: ARE WE ASKING TOO MUCH OR TOO LITTLE?

Brook E. Sawyer and Arnold R. Spokane

“Let data—not popular opinion or hysteria—dictate your position.”

—Carl Hart, Columbia University

In the last decade, higher education institutions in the United States have been rapidly changing to respond to the demands of life and work in the 21st century. In particular, they have been called upon to prepare students for jobs that do not yet exist, creating solutions for problems that have not yet been identified, and using technologies that have not yet been invented (Darling-Hammond, 2010). Higher education institutions face an additional pressure to address these challenges in the context where popular opinion dictates that the U.S. schools are failing in a global education race. The popular opinion of many Americans is that schools should be able to equalize achievement and opportunities for all children and to perform better than children in other areas of the world. When this does not come to fruition, they believe American schools are failing. Today’s press is filled with stories about lagging academic achievement, stagnating educational attainment, and rising inequalities in American schools. Indeed, given low test scores and the ranking of U.S. student achievement globally, many individuals believe that the American educational system is universally failing.

Relying on popular opinion alone, however, can steer us into making policies and introducing school practices based on false assumptions. When the critical context of the lives of children and families that schools serve is not considered, it is easy to blame schools. This stance prompts a lot of hysteria when it is not necessary, creating divisive and exclusionary effects that affect children, schools, and communities. In this context, the conversation often turns to politics, while the importance of evidence-based policy, research, and practice is overlooked. The College of Education’s phi-

losophy is that it is important to rely upon data and evidence, rather than political concerns exclusively, to improve the educational landscape. This belief forms the foundation of the Lehigh College of Education's work today. Although the work of the COE faculty is diverse, its interdisciplinary nature ensures that it intersects in meaningful ways, highlighting the commitment of the faculty to use scientific evidence in order to ensure a brighter future for vulnerable children in every corner of the United States and globally.

When we consider the question of whether schools are failing, it is important to consider the context of the lives of the children and families that are enrolled in schools. For instance, let us take a look at data on student achievement at two school districts that neighbor Lehigh University—Southern Lehigh and Allentown. In 2015, the vast majority of Southern Lehigh students scored proficient in math (89 percent) and reading (84 percent) across 3rd-8th grades and 11th grade. In Allentown, however, the results are much lower—54 percent of students scored proficient in math and 44 percent in reading. This illustrates that there are schools, like Southern Lehigh, that are doing just great. And there are schools, like Allentown, that need help. Yet one must consider that the demographics of the two school districts vary dramatically. Southern Lehigh is a small suburban district with 3 percent poverty and few English-language learners (ELLs). Allentown is an urban district with 24 percent poverty and a large population of ELLs. The resources they have are different, and the demands on the school districts are different.

Although the difference between the two school districts discussed earlier does not demonstrate that schools are universally failing, it does indeed demonstrate that the education field, and the broader community, should be concerned with the state of education today. While there is a lot of press on the black-white achievement gap, an in-depth look at the data shows that it is not race, but poverty that affects student achievement. Living in poverty is a stress to caregivers and children alike. Children who live in poverty experience greater risk for diminished educational and health outcomes compared to children who are from more economically advantaged backgrounds (e.g., Shonkoff et al., 2012). This is not surprising given the chronic stress faced by caregivers, such as financial hardship, unsafe living conditions, and increased rates of depression, which in turn influences their ability to provide optimal parenting (e.g., Barajas-Gonzalez & Brooks-Gunn, 2014). In other words, poverty leads to vulnerability:

In the race to the top that public education has become, affluent children starting at the 90-meter line can jog, walk, lie down, and even quit before the finish line. They have...the sort of slack all children deserve. Children in relative affluence do not have to wrestle with hunger, worry

about where they'll sleep, feel shame for needing medical treatment when they know their family has no insurance and a tight budget or watch their families live every moment of their lives in the grip of poverty's trap. As Mullainathan and Shafir explain: "Scarcity captures the mind." The ugly little secret behind calls for "no excuses" and "grit" is that achievement is the result of slack, not grit. (Thomas, 2013)

Tragically, poverty is pervasive, and poverty is more apt to affect families of color and families with young children (Jiang, Ekono, & Skinner, 2015). The 2013 poverty threshold for a family of four is \$23,624. Yet for a family to meet even its own basic needs, the annual income level is estimated to be double that number: approximately \$47,248. Families of four who earn between \$23,625 and \$47,248 are considered low income. Nationally, the majority of black (69 percent), Hispanic (66 percent), and American Indian (69 percent) families live in poverty or are considered low income. This is disproportionate compared to white (34 percent) and Asian (30 percent). Children under the age of 6 are more likely to live in poverty or be low income (48 percent) than children over the age of 6 (43 percent).

Let us return to statistics on academic proficiency as measured by standardized testing and consider how children who live in poverty fare compared to children who come from higher socioeconomic backgrounds. According to the National Center for Education Statistics (NCES, 2010), 51 percent of fourth graders who were not eligible for free- and reduced-price lunch (FRPL)—or who do not live in poverty—scored at or above the proficient level for reading. However, only 20 percent of children living in poverty scored at or above proficient. The story is similar at eighth grade: 48 percent of children who do not experience poverty scored at or above the proficiency level, while only 20 percent of students living in poverty did. Clearly, the effects of living in poverty are manifested in lower test scores. We also see this trend with dropping out of high school before graduation, with students who live in poverty and who are racial/ethnic minority being much more likely to drop out than white students (remember that racially/ethnically minority students disproportionately live in poverty).

However, a focus on school-age children misses an important piece. We start seeing the different trajectories of children who live in poverty earlier than when they hit kindergarten and school. For instance, according to data collected at kindergarten entry in the Early Childhood Longitudinal Study with 22,000 children (Mulligan, Hastedt, & McCarroll, 2012), children who live in poverty start school with lower skills than children who do not. Certainly, children who live in poverty are not born with inherently different abilities than children who do not live in poverty. So what is happening here? Remembering the Thomas quote, it is important that we do not focus

on the child alone or just the school instruction. We need a broader view.

The College of Education attempts to take a broader, more holistic approach in its collaborative efforts with Broughal Middle School on the South Side of Bethlehem, where several projects and partnerships are under way. Broughal is an urban middle school serving 575 sixth to eighth graders who are predominantly Hispanic. Broughal is a high-poverty school with 88.5 percent of students participating in the free or reduced-price lunch program—an impoverished enclave by any measure. The school is not just a building where classes are held. It is the epicenter of the South Side community—a complex neighborhood setting with embedded students, teachers, staff, parents, and increasingly Lehigh University faculty and graduate students. Schooling has become a community enterprise at Broughal, encompassing the traditional academic curriculum but also addressing health, mental health, and social and family functioning.

This more holistic approach to caring for the “whole” student, including his/her family and community, stems from the seminal theoretical work of Urie Bronfenbrenner. Bronfenbrenner, a Holocaust survivor and eminent social theorist, viewed social and educational environments as complex eco-developmental systems—constantly evolving, interacting. Bronfenbrenner’s model can be illustrated simply in the set of Russian lacquer nesting dolls (*matryoshka*) with each doll being somehow unique and each successive doll representing a wider or larger layer of influence (e.g., parents, teachers, community) and a core doll at the center that represents the child. Although lacquer dolls don’t communicate with each other, in Bronfenbrenner’s model each level of community not only communicates with, but also affects and sustains the others. If one level does not function, the social ecology of the system is disrupted and may have negative consequences for every other layer. In a school, at the core is a student, at the next level a student is nested in a classroom, the classroom in a building, the building in a neighborhood, and so on. Lehigh is in action at all of these levels and in action at all developmental levels of children’s development (i.e., from birth to college entry).

Early Childhood Focus

Given the growing recognition of the importance of early childhood to supporting the academic and lifelong success of children, an interdisciplinary group of researchers at the College of Education and the broader Lehigh community has come together to conduct high-quality empirical research and inform best practice about young children’s early learning and social-emotional development (see <http://coe.lehigh.edu/ede>). Core faculty in the Early Development and Education (EDE) initiative are Robin Hojniski (school psychology), Peggy Kong (comparative and international educa-

tion), Patti Manz (school psychology), Ageliki Nicolopoulou (department of psychology, College of Arts and Sciences), Brook Sawyer (teaching, learning, and technology), Brenna Wood (special education), and Susan Woodhouse (counseling psychology). Affiliate faculty members include George DuPaul (school psychology), Lee Kern (special education) and George White (educational leadership). EDE faculty are deeply committed to community-researcher partnerships that reflect a strength-based perspective to understand and support children's development in their family, school, and community contexts. To be successful and sustainable, the projects under way aim to be responsive to families' and educators' beliefs, values, and practices. In particular, faculty work closely with the local community to identify needs and develop and implement unique, evidenced-based practices in a manner that will have the most impact for young children. The assumption is that fundamental and lasting positive changes in the outcomes for our very young children are only possible if we do three things. First, the changes must be based on the best available data regarding the challenge of providing successful policies and programs. Second, it is becoming increasingly clear that transformative change will only occur if educators are engaged in a collaborative effort to provide support for both the child and the family. Finally, models of successful change must be taken to scale through the alignment of research and national policies for early education.

Below, we briefly describe illustrative examples of research that is currently being conducted by EDE and other COE faculty.

Promoting Infant Attachment

In counseling psychology, Professor Susan Woodhouse has been doing innovative research on maternal child attachment and emotional regulation in urban infants. Attachment occurs when an infant and primary caregiver have a consistent and mutually beneficial interaction. A toddler with a secure connection to a primary caregiver will play interactively and also independently, coming back to the secure base for attention and affection. Why study attachment? A secure base promotes intimacy and autonomy. Attachment to one's primary caregiver is predictive of emotion regulation and has profound effects on the child's ability to handle conflict, express emotion appropriately, and to form relationships later in life (e.g., Fearon, Bakermans-Kranenburg, van IJzendoorn, Lapsley, & Roisman, 2010; Grossmann, Grossmann, & Waters, 2005; Sroufe, Egeland, Carlson, & Collins, 2005). The Care (Caregiving, Attachment, and Regulation of Emotion) Project studies behavioral and physiological indicators during the interaction between a mother and her child. Heart rate, respiration, and cortisol levels are measured in each mother while their behavior with their child is being

recorded. The primary aim of the project is to better understand culturally appropriate parenting behaviors that predict positive outcomes for racially diverse, low-income infants and their parents, including what helps parents provide more positive caregiving.

Promoting Early Language and Literacy Skills

The importance of reading books to children seems to be a universal message in the United States. Reading can be a context for developing close relationships between adults and children and can support many different types of skills. There are several projects at COE that use book-reading as a context to support a variety of skills for different populations of families.

In Teaching, Learning, and Technology, Professor Brook Sawyer is conducting Project RISE—Reading in Special Education—a study that is investigating the effectiveness of evidenced-based reading strategies delivered during teacher read-alouds for children with disabilities. In the last decade, research has been robust in terms of understanding how to teach children to read. We know that young children are developing important early skills that help them become good readers when they enter school (e.g., NELP, 2008). These skills are called emergent literacy skills, such as knowing their letter names and sounds and understanding that books are composed of words that we read left to right and top to bottom. As a field, we know how to teach children who are typically developing to read, but the research on teaching young children with disabilities has not kept pace. This is a critical area to explore given that preschool children with language impairment (LI) are at great risk for developing reading difficulties. In fact, some statistics say that half of preschool children with LI develop reading difficulties (Catts, Fey, Tomblin, & Zhang, 2002).

In school psychology, Professor Patti Manz is conducting project “Little Talks.” This is a book-reading intervention developed by Manz for specific use by home visiting programs. It is focused on supporting the language development of low-income families with infants and toddlers through the ongoing, weekly services they receive through the Lehigh Valley Early Head Start. Funded by the U.S. Department of Health and Human Services, Health Resources and Service Administration, the study includes a large Hispanic population. Infants and toddlers develop language rapidly, which is a cornerstone of their later ability to read. How parents care and interact with their children is pivotal in children’s language development.

Book-reading is a wonderful context to support children’s language development. Yet we need to be sensitive to families and not expect all families to read in the exact same way. We know that how (and how often) parents read books differs culturally. For instance, Hispanic families may read less

frequently and often don't start to read until children hit school age, thinking that children are not "ready for books" until then. Yet, research has also shown that when parents see the benefits of book-reading that they will be more likely to read (e.g., Reese & Gallimore, 2000). Little Talks is an intervention that Manz developed collaboratively with parents so that it was sure to "fit" with the parents' beliefs and practices, with an aim to improve the language skills of young low-income children. Pilot studies yielded promising evidence for Little Talks' effectiveness in expanding toddlers' vocabulary (a fundamental language and literacy skill) and enhancing parents' educational involvement with their children (Manz et al., in press). Little Talks is currently being tested through a large randomized control trial in partnership with Community Services for Children, Inc., in the Lehigh Valley.

In comparative and international education, Professor Iveta Silova looks at early literacy from a different perspective. She argues that by learning to read, children also learn what it means to be a child in a particular sociocultural context. It is therefore critically important to examine what children read in order to understand the formation of their identities in a rapidly globalizing world. Her research of early literacy textbooks in Ukraine, Russia, Latvia, Kazakhstan, and Armenia examines how textbooks construct particular discourses about the child and childhood—what she calls literacies of childhood—delineating who the child is and should be, and positing how childhood is conceptualized in terms of space and time as countries undergo post-Soviet transformation processes.

Promoting Early Math Skills

Professor Robin Hojnoski, another school psychologist, takes a math focus with book-reading. Differences in mathematical development between children from high- and low-socioeconomic backgrounds emerge by 3 years of age and increase through the preschool years (e.g., National Mathematics Advisory Panel, 2008). Differences in children's mathematical performance tend to remain stable after kindergarten without intervention (e.g., Morgan et al., 2011). Mathematics skills at kindergarten entry predict children's math skills at first, second, and third grade (e.g., Jordan, Kaplan, Ramineni, & Locuniak, 2009). Further, they are the strongest predictor of later achievement in both reading and mathematics (Duncan et al., 2007). Hojnoski, along with colleague Dr. Lynn Columba (Teaching, Learning, and Technology) has developed interventions for parents and teachers to embed math concepts into children's books. In regard to parents, study findings indicate that, in general, training parents to use shared book-reading to talk about mathematical concepts with their children can be effective, and when parents talk more about these kinds of concepts, children talk more about them as well.

Once parents have received training, they continue to use more mathematical talk even in the absence of structural supports, such as soft-scripted guides. Finally, parents reported enjoying the intervention and rated it as acceptable, appropriate, and effective. In regard to teachers, findings suggest that the type of book that teachers use during shared book-reading may make a difference in math talk. That is, if the book has more mathematical topics, then teachers will talk more about mathematics. Professional development is also important. Teachers used more math talk following professional development than they did prior to training, suggesting that the type of book, while increasing attention to mathematical ideas, may not be enough.

School-Age Focus

Lehigh students and faculty intervene early, often, and at several key developmental time points and study the best ways to support vulnerable children and their families. For instance, Professor Peggy Kong (comparative and international education) investigates the challenges facing school-age children and families from marginalized communities in rural China. Kong has been working on a longitudinal project in rural China to understand the social and economic conditions of schooling for children and families. Both internationally and nationally, when children from marginalized families fail to succeed in school, poor families with little education and wealth are often blamed for the failure. Kong's recent book begins to bridge the gap between families and schools by illuminating the invisible ways that poor rural families are involved in their children's schooling (Kong, 2016).

In the Teaching, Learning, and Technology program, Dr. Alec Bodzin and Dr. Tom Hammond strive to increase the academic content knowledge and skills of secondary students, including vulnerable students. Bodzin's work focuses on the design and development of secondary-level environmental science education curriculum that focuses on promoting geospatial thinking and reasoning skills. Bodzin's developed geospatial curriculum approach has been implemented successfully by secondary science teachers of at-risk students, and students have shown statistically significant learning gains (Bodzin & Fu, 2014; Bodzin, Fu, Pepper, & Kulo, 2013). Dr. Tom Hammond (Teaching, Learning, and Technology) extends Bodzin's work with geospatial tools into social studies contexts such as history and geography (Hammond, 2014 & 2015; Hammond, Bodzin, & Stanlick, 2014; Snyder & Hammond, 2012). Hammond works with social studies teachers throughout the Lehigh Valley to develop and disseminate innovative, technology-enabled teaching practices such that students can engage the distant or abstract concepts of social studies and develop the skills needed for citizenship in the 21st century.

Dr. Lee Kern, professor in special education, works to address the mental

and behavioral health needs of adolescents. In a recent project, she and colleagues at five universities developed a comprehensive intervention, consisting of multiple components, for high school students exhibiting emotional and behavioral problems. Approximately 650 students nationwide participated in a randomized controlled trial to evaluate the effectiveness of the intervention package. The project produced many enlightening findings, such as concerns about schools' accuracy in identifying students with mental health needs, limited school and community resources to address mental health challenges, and less than optimal quality of life reported by vulnerable adolescents.

Another adolescent intervention is taking place on Friday nights when urban Hispanic and African-American boys play basketball. The Midnight Basketball intervention is a collaborative program between Lehigh's College of Education and the Allentown Mentoring Program—AMEN initiative. Students in COE's course in Culture Centered Career Intervention led by Dr. Arnie Spokane (counseling psychology) conduct workshops between games on career development and choice. A research project on self-efficacy and sources for college funding is being conducted simultaneously by Professor Chris Liang (counseling psychology) and his research team.

In yet a third example of adolescent intervention research, Dr. Linda Bambara, professor of special education, and Dr. Christine Cole, professor of school psychology, along with a team of special education and school psychology doctoral students are developing and evaluating a peer-mediated intervention to improve the conversational skills of high school students with autism. This work is significant because few social-communication interventions of any kind have been conducted in high school settings for this population. The findings thus far have been impressive. Students who were socially isolated are now holding meaningful conversations with typical peers during lunch in the high school cafeteria. The data show that training peers to be responsive partners and teaching students with autism to use visual supports results in the focal students being better able to initiate, maintain, and engage in longer conversations. Replications are under way individualizing the intervention to address different communication needs of students.

Because school leadership is essential to the success of students, the Educational Leadership program is committed to advancing the knowledge and skills of school leaders and other educational professionals to support the optimal development of vulnerable students. To this end, Dr. Perry Zirkel coordinates two nationally recognized annual professional development opportunities for educational leaders, namely the one-day Special Education Law Conference, which has a regional focus, and the one-week Special Education Law Symposium, which has a national focus.

As another example of increasing the skills of educators, the school psychology program has recognized that the effective training of professionals requires skills that cut across disciplines. It is not possible to consider how a child is doing in school settings without also linking to their medical and psychological needs. Led by professors George DuPaul and Ed Shapiro, along with colleagues at Children's Hospital of Philadelphia as well as health care sites within the Lehigh Valley, the school psychology program has led the country in the development of a training model in pediatric school psychology. The impact of the training model has been to develop skills in doctoral students that transcend the areas of pediatric and school psychology but who see the schools, rather than health care sites, as the center point for their training. The results have been supported by multiple training awards from the U.S. Department of Education, and have had broad influence in the development of similar training programs at many other institutions of higher education in the country. Students who have completed the training at Lehigh have gone on to incredible careers in both school and health care sites, perpetuating the concepts for future generations of school psychologists.

In addition to providing support for vulnerable students, it is important to extend our reach to the families as a whole. Families also need health care, mental health care, and financial advice delivered in accessible and culturally appropriate ways. Dr. George White, professor of educational leadership, has been integral to the establishment of community schools in the Lehigh Valley. In a community school, the school is the hub that integrates a variety of community resources to meet the holistic needs of students and families. The Community Voices Clinic (CVC) is an example of a community resource embedded in a community school. The CVC is housed in two community schools located in South Side Bethlehem: Broughal Middle School and Donegan Elementary School. Dr. Arpana Inman, professor of counseling psychology, founded (in September 2012) and directs the CVC. The CVC is a novel school-based integrative health and mental health care facility. Based within a social justice framework, CVC provides mental health services to uninsured and underinsured families and communities in South Side Bethlehem as well as serves as a training site for master's- and doctoral-level counseling students in the provision of mental health counseling and supervision within a community school model. Furthermore, consistent with current trends, CVC collaborates with interns from St Luke's Hospital and the Neighborhood Centers of the Lehigh Valley to provide integrated health-mental health services to students and their families. Behavioral and physical concerns are addressed in synchrony.

Transition to Higher Education Focus

Finally, a project in the college years by professor George DuPaul (school psychology) and his team examines the “perfect storm” that arises when students with ADHD (attention deficit hyperactivity disorder), who are challenged with emotional and behavioral regulations problems (note: regulations problems that Project CARE is working to prevent), enter college. Bright college students with these deficits face serious challenges when they encounter rigorous college-level courses. The TRAC (Trajectories Related to ADHD in College) project is the single largest and most comprehensive study of ADHD in college students undertaken to date. The aims of the TRAC project are twofold: to (a) identify trajectories of psychological, social, educational, and vocational functioning of college students with and without ADHD over a four-year period (beginning with first year); and (b) identify predictors of functional trajectories that may inform treatment (e.g., search for malleable factors that predict academic success and then support the enhancement of those factors in students with ADHD). Although stimulant medications have modest effects, they must be accompanied by interventions to address academic and social impairments directly (Weyandt & DuPaul, 2012).

Conclusion

In closing, our perspective is that schools are only one, albeit an extremely important one, component that serves to facilitate optimal development for children. Schools must use evidenced-based practice to support students’ learning and growth. Yet schools too need support in this endeavor. Schools along with community partners, such as Lehigh’s College of Education and local health care providers, can work synergistically to foster strong development for students at each point across their life span.

We leave you with a quote by Jane Goodall that resonates with us regarding the mission of the COE faculty’s work. “What you do makes a difference, and you have to decide what kind of difference you want to make.”

We seek to make a positive difference for children and families who face difficult circumstances. Will you join us?

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Appendix

COE History, Education of Women at The College of Education

1902—Lehigh's first summer extension course designed specifically for teachers, "Methods of Teaching History and Civics," is offered. There were 24 students, 15 of whom were women.

1917-18—The University Catalog provides descriptions of extension courses in education. Percy Hughes was a major supporter of extension courses, many of which were for teachers. Females were eligible to take extension courses.

1918—Percy Hughes helps pass a measure allowing women to take graduate courses at Lehigh. The first women were admitted as graduate students. Professor Hughes begins to lobby for coeducation of undergraduate women.

1921—Three women, Bessie Edna Kast, Mary Alice Schwaninger, and Edna Grace Tatnal, become the first women to receive M.A. degrees from Lehigh. The title of Ms. Kast's thesis was "The Education of Women in Pennsylvania." Miss Kast was a graduate of Wellesley College; Miss Schwaninger was a graduate of Western Maryland College (now McDaniel College); and Miss Tatnal was a graduate of Pennsylvania College for Women (now probably Cedar Crest). Miss Schwaninger, a teacher in Allentown High School, was the first female member of Lehigh Alumni Association. Miss Tatnal was a career teacher of biology and zoology in Harrisburg High School.

1936-37—The University Catalog states, "Women are admitted as graduate students on the same terms as men. Their enrollment in courses open to undergraduates, however, is, except in the summer session, subject to the special approval of the head of the department concerned."

1940-41—Graduate courses in elementary education are given: Ed. 242, "Elementary School Administration," and Ed. 244, "The Elementary School Curriculum." Typically, women had a leadership role in elementary education as principals or supervisors.

1963-64—The first Ed.D. is awarded to Anne Winkler, a nurse-educator. (Dr. Winkler was a leader in nursing education in the Lehigh Valley. She founded the nursing education program at Cedar Crest College, which named her a life trustee.)

1964—Ethel McCormick, former elementary supervisor of the Allentown School District, has a joint appointment with television station WLVT and Lehigh's Department of Education.

1965—Dr. Estoy Reddin is hired as an assistant professor. She was the first

woman to be hired for a tenure-track position in education. She attained the rank of associate professor prior to retiring.

During the 1960s and 1970s other women faculty members were Dr. Alice Rinehart and Dr. Margaret Grandovic. Adjunct faculty members were Nancy Larrick and Margaret Seylar. Dr. Larrick was the author of *A Parent's Guide to Children's Reading* and Professor Seylar had been the supervisor of the Deep Run Valley School District in Bucks County.

1975—Dr. Maxine Greene receives an Honorary Doctorate of Humane Letters. She had taught a summer school course at Lehigh previously.

1988—Dr. Diane Browder is the first woman to be promoted to professor of education.

2001—Dr. Sally White is appointed as the first female dean of the College of Education.

2013—The first female chairperson of a department in the College of Education is Dr. Arpana Inman, as chair of the Department of Education and Human Services.

Photos on back cover, clockwise from upper left:

Iacocca Hall

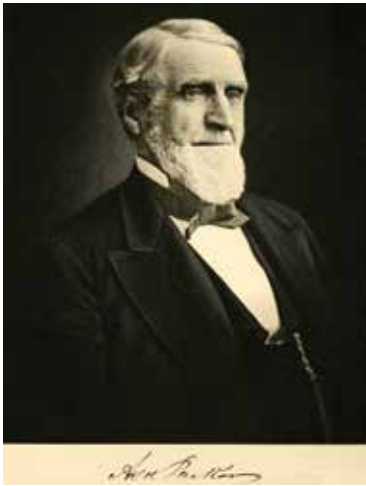
Original Linderman Library

University Center

World War II barracks – home of Department of Education 1944-64

Linderman Library Reading Room

Asa Packer-founder of Lehigh



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