Ted May: Importance of Inclusivity In Education and Localized Venues of Instruction

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Ted May: Will ah will you ask the questions?

Anne Janas: Alright. Mr. May, are you agreeable to being interviewed and having the audio file and the transcription of the interview submitted to the Oral History Repository at the University of Dallas?

TM: Yes. Thank you.

AJ: Thank you very much. So, we will get into the interview then. Where did you receive your education?

TM: I grew up in a small Minnesota town, Hutchinson, Minnesota and I actually started kindergarten in 1949 ah in a public school, however I went to St. Anastasius Catholic school for grade school. Uhhh, with the wonderful sisters of St. Benedict. Umm… and their - the Benedictine motto of ah love and labor ah was always in front of our ah classroom and had that has had an an impact on me um all of these years. But I went to a small-town education um my college experience was at one university, St. Cloud State University. I have a master’s - I um backing up, I have my bachelor’s degree from St Cloud State in 1966, um I have a master’s in English from St. Cloud State, a master’s in Secondary Principalship from St. Cloud State and my specialist’s degree from St. Cloud State in um in ah Educational Leadership, so that has been I haven’t gone far from home. I have taken classes at University of Minnesota, St. Thomas and Augsburg um College now Augsburg University to renew my licensure over the years.
AJ: Excellent. Uh, could you describe in general your teachers and administrators when you were a student.

TM: One of the reasons I entered education was because of my teachers. Um, I don’t think I had a a bad teacher. Um I was always inspired I I loved school, I came to school early and I stayed late. I I loved the s- I loved the smell of the chalkboard. I loved - we used to make our own glue, our own wheat paste, from flour and water and I loved the smell of wheat paste. I loved the sound of a new book when you cracked it open at the beginning of the year. I would volunteer to help sister after school to clean the blackboards, water the plants. (laughs) All of those things, so I always loved umm, I loved the school environment - it was always home to me, and I had fantastic teachers. Umm… some of the – they’re all gone now, but some of the sisters I kept up with until well, Sister Veneranda who was my music teacher died at 93. Benedictine and I kept up with her throughout ah her life after her retirement and then after her her later years when she was ah in the um the Benedictine center at St. Cloud. She was a music teacher and I loved singing, but I was never a good singer and I remember in maybe third grade she said, “if all of the birds with beautiful voices sang - if all if only the birds with beautiful voices sang, the woods would be a quiet place.” Which meant, “you can sing.” (laughs) Which is a a in that’s that’s over fifty years now that she – sixty years that she ah she said that to our class. That was kind of her motto, so I I had wonderful teachers and they were my inspiration.

AJ: Excellent. Ummm… and just to expand then, on what was the school environment, um if you want … (trails off)?

TM: Well, it was a a a much more limited environment than it is today. Umm… We, that was before the ah Elementary Secondary Education Act of 1965 it was before the uh Americans With Disabilities Act of 1990 umm it was before the Department of Education which I believe came
into effect during the administration of President ah Carter in 1979. There were no special needs
students in our school at the time. I remember a boy who was about my age and I always
wondered later what happened to Jimmy. We would see him in church on Sunday and Jimmy
was limited, he was mentally retarded, but he was never in school. Umm I remember he made
Con- he was Confirmed with us, and that was about the only time that we had any contact with
Jimmy, but Jimmy, there was no program for Jimmy back in in the ‘50s and ‘60s, so we didn’t
see special needs kids there. And umm the graduation rate was very high, because that was
before the Compulsory Education Act umm, which as you know you, in Minnesota, you have to
reach your sophomore year or be 16 years of age before you can leave school and actually you
could be expelled or suspended without any hearing without any due process, so frankly by the
time we got to be sophomores, juniors, and seniors, what we called the “troublemakers” probably
had already left school. So it was very much a a homogeneous um atmosphere, and since that
time um education has become much more inclusive and and appropriately so.
AJ: Excellent. Were there extracurricular - sorry, extracurricular activites?
TM: Yes, yes there were. And they were all male and umm when I graduated from high school
in 1962 and even when umm I entered college at St. Cloud State they were primarily male, but
there was only football in the fall, boys’ basketball and wrestling, I remember the year wrestling
was added to our program which is about 1960 maybe, umm boys’ wrestling and then in the
spring of the year there was track that was only boys’ track and and there was baseball. So, it
was very, very limited. Uh, there was something called the Girls’ Athletic Association, which
met on Monday nights in the gym and they played basketball and and volleyball um, but there
were no organized varsity sports for for girls at that time. So that was uh tremendously different.
And we didn’t have the extensive sports and some of the expensive sports like hockey or or
sports like lacrosse and the gymnastics and swimming um that that are now part of almost every school program.

AJ: Mm-hm. Alright. And you had mentioned earlier that it was your teachers, your administrators that led you to work in education, what - were there other factors?

TM: Umm, well, first of all, my mom was a country school teacher. Although and and she had one year of normal training at Mankato, Minnesota. But she only taught for three years because at that time schools country school teachers couldn’t be married. So when she married my dad, which was in 1939, then she quit teaching. Um, her sister my Aunt Ruth was also a teacher and she taught in the country schools, but then she, when she married, she moved to Minneapolis. And ah, taught in the Minneapolis public elementary in the Minneapolis public schools and she remained teaching for about ten years before she went into something else. So, I had those ah influences of my mom and my aunt.

AJ: Excellent. And h- in what capacities have you worked in education?

TM: Well, quite, ah, quite varied capacities. I I, started - primarily my work has been in secondary schools. I started as a uh high school English, speech, and social studies teacher in a small rural school in 1966. And I taught there, then I went back to St. Cloud received a master’s degree in English and I continued to teach English until 1978 when I became an assistant principal at a school and then in 1980 I became a principal um and so I’ve uh, I also, since I retired eleven years ago from Delano High School, I have worked uh at St. Mary’s University in the Grad School of Education. St. Mary’s is headquartered in Winona, Minnesota, but they do have a campus, primarily graduate students, in South Minneapolis. And I have taught there, I teach Writing and Research essentially I’ve gone back to teaching English, that I started teaching
many years ago although it’s at a very much different level and its research based and all
academic English. Umm, using APA, the American Psych Association guidelines for um
graduate research and study. I also teach a class called um “Reflection and Resilience.” It’s
kind of a class based on current theories of mindfulness. Um or mindset um you have a growth
mindset or a fixed mindset those types of things that allow us to reflect on our values um our
potential um ah our guiding principles and and that’s a fun class to teach that’s an elective
class that that really delves into um to to the quality um of our education. Um but I’ve also had
the opportunity to teach preschool in the ah Delano in summer um in the Delano um uh the
Tiger’s kids club and that’s sponsored by Community Education and I have taught writing to
four and five year olds for four summers. So I get both ends of the the spectrum.

AJ: Wow.

TM: It’s been fun, yes.

AJ: Excellent. And how have you seen education change over the years?

TM: Inclusiveness. The growth of education as I indicated earlier um there were no special needs
students in my um elementary or high school experience and um there are several things um
certainly dating back to uh 1965 the Elementary Edu- the Elementary and Secondary Education
Act – President Johnson that provided federal funding for the first time for special – for a
number of uh different um ah goals in school, but for special needs students. And then followed
by that um in 19 um 79 the American’s With Disabili – 1990 the American’s With Disabilities
Act that said we have to educate all students in the least restrictive environment so that the
student doesn’t have to adapt to the school. The school has to adapt to the needs of the student.
We monitor the learning we adjust the teaching to meet those needs. So that is really the big
difference – differentiation in my educ- in students in undergrad uh programs in education uh
study many different um aspects of how do you write a lesson plan that gears to the needs of the
different students – their abilities, their interests, and their aptitudes. Uh, when I was ah first
teaching, I had a bell-shaped curve. Which meant that (laughs) so many students would well um
10% of the students would be at the very bottom, 10% would be at the very top, um that mid
group and then there’d be some um who were kind of on the fringe, on the edge, but that mid-
group of about 40 – uh, 60% of the group of students were in the top of that bell-shaped curve
and those were the students that went from C- to to B-: the average student. Well, we no longer
believe that there is an average student. Uh, we believe that the only average is the reaching of
your own potential. So that’s been uh a very big change.

AJ: OK. Have you seen curriculum change sig – in any significant way?

TM: Yes. For a couple of reasons um I remember back in the late ‘60s, early ‘70s um the school
that I was teaching had an English class called “The Literature of Rock Music.” Well that was at
a trend where we became very relevant um we became very focused on um the the needs of the
students and there were uh different courses that probably weren’t very academically based but
they we thought they were interest based. And I I’ve seen the movement from very strict uh
academic standards to that that looser type of curriculum outlook to now um because of
standardized testing, um now a much more concentrated effort to teach um certain objectives um
we teach what we call rubrics what are the absolute necessary standards for you to achieve at the
top level or down to a a deficiency level. So that the curriculum has undergone many different
changes I mean I think we see even in our own school district the Delano Middle School was
built in 1975 they entered that and if you remember that – or really, you probably don’t. Those
were all flexible walls those walls could be moved. They’re um they’re on these hinges on these
tracks and that was a belief at the time that there would be all this interdepartment cooperation and everybody would join together and and teachers would, would um help each other out and teach uh mixed ah courses and have so much in common. Well I, um some of those walls were never moved and many of them now I think have all been, I mean I’m not sure, many have been replaced with solid walls because we went from that more that that freedom of curriculum to a more structured curriculum. So it does have cycles over a period of time.

AJ: OK, excellent. And how – have you seen students and parents changing over the years?

TM: I have seen society change. I have not seen – and I don’t use the term students I use the term learners. I have not seen learners change. I believe in Maslow’s Hierarchy of Needs. And all human beings possess that that in that hierarchy of needs starts at the very beginning with safety, security, and love. And nowhere on any child’s first page of needs is there reading, writing, or arithmetic. And that’s why I believe that how a student learns is as important as what a student learns and before a student can really fulfill his the first academic potential, his personal emotional potential must be fulfilled. He or she must feel good about himself and the environment in which they live they must feel safe. And I’m not talking about just safety in terms of physical harm, but safe to communicate and be themselves in an open fashion. And that’s why that’s why I think there’s been a tremendous a tremendous change in society. Because as a high school principal for well, for 27 years um one of my jobs was to make certain that my students were safe, not just physically, but there were so many interests that always wanted to grab the attention of of school administrators and and wanted to insert their belief “this is what kids should learn” um “this is ah what you should be teaching” and certainly public schools must be uh agreeable and interested in what the people say but academic standards have to be based on academic thinking. And what is best for the whole society. Thomas Jefferson
said an educated citizenry is our nation’s best defense, and I believe that and um I’m a big proponent of um public education although I went to parochial schools and I’m a big proponent of St. Max school right here in Delano. I wish it would grow (laughs), um and and expand and it is - it’s on a very good track right now and I think we can be very proud of it.

AJ: Excellent. And have-

TM: If I may add the difference too that I have seen is a couple of different types of schools. There are many choices in education and certainly, well, ah charter schools began in the state of Minnesota in 1976 with Governor ah Perpich. Governor Rudy Perpich. We were the first state in the nation that allowed charter schools - specialized schools that were funded by public money but they had a separate Board of Education; they usually had separate goals at specialized schools, tremendous parental involvement. Ah so and I think charter schools are good. Um homeschooling. There were always some people who kept their children at home but actually at that – years ago you could homeschool your children, but they couldn’t get a high school certificate because you really weren’t recognized by the state Department of Education as a legitimate school. Homeschools are legitimate schools. And they do a very good job in most cases. So we see a great variety at both charter and homeschools um they’re growing in popularity um, so we see a much more variety in society, but I go back to learners are learners and they must be treated uh that way.

AJ: OK. And have you seen parents – their expectations of the children or anything like that – have you seen?

TM: Oh, I think there’s much more parental involvement, yes. Um um much more demands um you know we talk about the helicopter parents (laughs). Who kind of hover over the classroom,
um yes and I think that’s good to to an extent, yes. Um, you have to have a partnership with
your community with your parents in order for a school to really represent the needs of the
community the needs of the learners. Um I do believe that um people who are not trained in
education issues and in education disciplines may have their opinion, but they really should not
write policy or write curriculum or decide instruction.
AJ: OK. Um, and have you seen the teacher and the administrator requirements changing?
TM: Yes. You know when I first started teaching I’m not sure but I don’t know that there was a
a state required teacher evaluation rule. I I don’t know I I don’t think in those first years that I
was observed in the classroom at all. Once in a while the principal would say, “Good job!”
(laughs) or something like that. I don’t recall that I don’t think that law was in existence back
then. Um it’s important that teachers and administrators be observed ah regularly based on
accepted standards that the legislature ah sets ah um and the legislators are representatives of the
people and hopefully those requirements those laws that they write regarding um teacher and and
administrative ah behaviors are correct laws. But there does have to have to be a system of of
evaluation and there does have to be ah standards to be met and that’s a real challenge. I don’t
know how much that happens um I don’t know how much um it carries through when there are
deficiencies noted um certainly the teacher tenure law is very strong – I can only speak of
Minnesota, but once a teacher has passed that probationary period of three years um it’s very
difficult to remove them or dismiss them because it’s a very involved law and as a high school
principal I was involved in those actions – not often but uh um three or four times and it’s a long-
drawn-out legal process uh um so uh certainly and the uh teacher tenure law was uh uh uh passed
maybe in the early 70s, late 60s um because um teachers could be just summarily dismissed.
And often times I guess there were horror stories about, I never saw anything actual but that
school board members didn’t like a certain teacher – you’re gone – tomorrow, um and which was
very upsetting for the the school system and there there weren’t decisions weren’t always based
on good criteria.

AJ: OK. And so going off of that then, um have - how have the state and the federal government
impacted education?

TM: Well you know that that’s a difficult question um you know getting back to the Elementary
Secondary Education Act of 1965 um the mandate ah to address the needs of Special Ed students
um originally it said that 68% of education costs for special needs students would be furnished
by the federal government. That meant a tremendous tax increase. Entitlement programs are
one of our largest budget categories um but the needs of special students have increased so, um I
don’t remember there well I’ll specifically ah the autism spectrum students um you know we
have a special autism class here at Delano Elementary School I think all schools do and that was
a I I call it a behavior I don’t call it a deficiency um that was a behavior that we never identified
before. And it’s a very needy population um because they have um multiple needs uh
communication, uh emotional, as well as academic and that didn’t exist ten years ago and we’re
only seeing colleges now offer specialized programs to train teachers of of autistic children but
also not just the mentally emotionally handicapped students. When I was principal of Delano
High School we had a student who had monogenesis imperfecta - a very rare disease - who was
in a wheelchair and she needed a nurse with her throughout the school day. That’s a very
expensive education – that’s a million dollar education. And um so while the um the federal
mandate could really it’s not just an education mandate it’s a civil rights mandate that all citizens
are entitled to a full and free education. Um but the funding of it has been different - difficult the
administration of it has been difficult uh so it’s it it’s a double-edged uh sword, really uh and I
also think that um local decision-making is important for schools that’s why we have local boards of education. But often times local boards of education are tied because of the federal laws. So, there’s a whole bunch of controversy um around that um so uh locally I think school boards have um I guess I’m repeating myself have given up local school boards have given up some of their jurisdiction and some of their decision-making ability um and those become very controversial issues because they’re not just educational issues they become moral issues depending on what they are. Those are tough ones I’m kinda glad I’m no longer a high school administrator (laughs). It’s one of those topics that have come up in just recent years.

AJ: Mm-hmm. And have you seen - you had mentioned standards earlier on, has that come from the state or the federal, have you….

TM: Well, from the federal I think we go back to um well the renewal under President George W. Bush of the renewal of the Elementary-Secondary Education he called it No Child Left Behind and that ushered in really an era of national standardized testing. And under President Obama it was called Every Child Will Succeed uh was the title they placed on it - very similar program. Um and it what it was saying was after the fact that ah the United States in the core areas of math, science, reading, and social studies were falling behind the other West uh er Westernized countries in our overall test scores but one of the real problems is this is that we have such a heterogeneous population um you know I have an exchange student who ah was here he’s a sixth-grade teacher in Belgium, Yoakim, and I’ve visited him he’s ah um he loves his teaching um theirs is very simplified because they do not have the minority population that we have. If you go to those Northern European countries that have outstanding education programs: Norway, Sweden, Finland, Denmark their population is really very Caucasian. So you
don’t have that differentiation that you meet here um we are a country of immigrants and each immigrant brings with it ah his or her own needs that have to be met by the education system. I have no answers for that but I I think we just need to keep trying.

AJ: OK. Excellent. Um and where do you see education going?

TM: I see um I think there needs to be a a revamp or um a reform, I guess reform is the term, uh in in public education um to meet the needs of ah the differing students. I think there does have to be a greater uh emphasis on um charter schools and individualized schools or magnate schools. Um that’s a very difficult process cause you have several layers there uh of education uh including the funding ah of it. But I think that with the um with the interest in closing the achievement gap there needs to be a a more localized um a more localized system of delivering education. I think there is, we’re on the edge of real educational reform. The other factor that enters in and I don’t know where I am at it cause one of the classes I teach is a blended class – half on site, half online - is um online education. You see in our local televisions ad-
advertisements you can get your high school education online you never have to step foot in the classroom, um so um technical um digital education is very much with us and that plays a factor into um how many teachers you have. You know if I go online and receive my education from some of these online ah schools that’s funded by the state of Minnesota. Um but that means that that funding doesn’t go to Delano schools and if a whole bunch of people do that I don’t need as many teachers at Delano schools or any local school district so all of these all of these trends - there’s a revolution taking place in all aspects of society and and certainly um in education.

AJ: Alright. Is there anything else that I didn’t ask about – anything you’d like to add?
TM: Well I think your questions you know were very thorough um I think again, I’m a proponent of public education um I’m a proponent of differentiated instruction. Um, I believe all students will master the objectives, not on the same day, not in the same way - that requires a big res- a big commitment from the teacher um but I’m optimistic about the future of education I am, I’m optimistic about the future of our society. I think it’s wonderful to have you take a look at contemporary education as you are studying the history of our country because it’s certainly um a big part of it. Thank you.

AJ: Alright. Well, thank you very much.

TM: You’re welcome. Yes.