When it all started on a small tenant farm in Iowa twenty-eight years ago, no one would have predicted that I would one day be an assistant dean and planning for a doctorate in education. Goals I set for myself nine years ago included my having a Ph.D. in Psychology and having made some significant contribution in furthering our understanding of man. Life's events and the sizing down of youthful ambitions has brought me to where I am today. My position as assistant dean, both prestigious and challenging, has steered me to my present decision to pursue my doctorate in general administration in education.

Making decisions that have affected my career has been a process of rational decision making and taking advantage of the opportunities life has offered:

It has been a somewhat winding path, starting as it did on a farm, quite removed from any urban settings and arriving at an urban university in one of the countries major industrial cities.

My career began as a farmer, helping with chores as early as I can remember and doing fieldwork by age nine. Even though I remember those as pleasant ones, I have no recollection of ever seriously considering farming as an occupation. My father was happy as a farmer, but neither encouraged or discouraged our following in his footsteps. He always said he would try to help
us in whatever we wanted to do.

The three things I remember wanting to be as a youngster were a lawyer, a football player and a psychologist. The idea of psychology related careers stuck with me throughout high school and much of my undergraduate studies, but the reality of having to obtain at least a Master's degree before I could do anything in the field dampened my spirits. I saw teaching as a more realistic and just as fulfilling avenue for expressing those qualities within me that had attracted me to psychology. Those qualities were such things as the desire to know how and why things were as they were and an empathy for and desire to help those who were somehow hindered from living fulfilled lives. Being economy minded, I always sought the most effective means for producing the greatest results with the least amount of effort. The field in which I thought I could have the most effect in aiding others to realize their potential was elementary education. Consistent with my desire to know and help others, especially those who were somehow less advantaged than others, I did my teaching on an Indian Reservation and in Africa.

Although I have not thought of myself as an administrator, I find my background is filled with examples of my being in leadership roles, both because of my talents and desire. In my high school years I was president of the church youth organization, high school pep club, class, student council, and a leader in various activities. I excelled in speech activities and spoke at various school and church functions.

In the field of work, I also found I was placed in leadership
roles. While still a teenager, I applied for a welding job and
was hired as a company sales representative; I began working in a
peach canning plant and the second day was made foreman of a crew;
and was made a college recruiter as part of my college work study
program.

Throughout my social and work activities, I find that I have
been in positions of authority. I have chaired local, regional and
national committees in connection with my religious activities. In
the schools, I introduced innovative practices both in the
classroom and out. I was instrumental in getting funding and
directing a community tutorial center on the Stockbridge-Munsee
Reservation. In Africa, I organized and lead field trips to area
factories and places of interest for the school on a weekly basis.

At age twenty, I worked as a recreational therapist assistant
at a state mental institution. At age twenty two, I initiated and
arranged an internship in guidance and counseling in a high school
near an Indian reservation in northern Minnesota. This work in-
cluded my own office, clientele, program and some work in nearby
elementary schools in working with their counseling programs.
Last year I lead an expedition of students to Africa with the purpose
of studying animal behavior and mountain ecology. Previous to that,
I had worked in an office with responsibilities to recruit, train
and place interested persons in overseas positions.

My getting the position at the University of Detroit as
assistant dean of the School of Education and Human Services was an
opportunity to develop and test out my administrative skills and
interests.
Besides the general administrative duties associated with being an assistant dean, I am also the Director of Student Teaching and Certification Officer. These three positions were held by three separate persons last year, but because of decrease in enrollments and tighter budgets only one person was hired to fill these positions.

My duties as assistant dean include advising students, keeping students files up-to-date, processing students for graduation as well as general administrative functions.

As a Director of Student Teaching, I am responsible to screen, process, place and generally supervise student teaching activities.

The responsibilities of the Certification Officer include reviewing, processing and recommending applicants for state certification.

I am chairman of the Appeals and Grievance Committees and recording secretary of the School of Education and Human Services Faculty Committee and Undergraduate Committee.

Last year I taught courses in elementary social studies and science methods as well as a course in instructional technology.

I am a member and institutional representative of the Detroit Urban Education Forum, Oakland County Teacher Education Council, Michigan Statewide Teacher Education Programs, Association of Independent Colleges and Universities of Michigan, Deans and Directors of Teacher Education, Michigan Association of Colleges for Teacher Education, and the American Association of Colleges for Teacher Education.

These experiences have lead me to the point in my life where the next logical step in my career goals is the obtaining of a doctorate in the field of education. I have decided to pursue
my doctorate in the field of general administration and supervision as this is the area I feel I have strengths in as well as the area that satisfies my needs and interests.

As a youth, I saw myself as someone who would make some contribution to the betterment of humanity and since my teenage days have seen the value of a doctorate in pursuance of those aims.

Vocationally, I am interested in directing or working with international development programs. This would include everything from being a headmaster or principal to directing international or governmental projects.

All of my goals stem from an underlying belief in God and that service to humanity is one of the highest expressions of such a belief. The needs of today's world are great and education holds promise of a solution to the ills afflicting mankind.