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The Laboratory School: Theory And Practice

The Eastern Alumnus

EASTERN ILLINOIS UNIVERSITY - CHARLESTON

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Cover Pictures

Several pages of this issue are devoted to the Laboratory School. On the front and back covers are pictures of youngsters from Miss Mary Lou Peterson's four-year old kindergarten.

The Eastern Alumnus

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The Eastern Alumnus

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Prayer Time At Baby Village

A part of the daily routine at Mooseheart is kneeling at bedside to say prayers before going to bed. And youngsters learn this at the earliest possible age, as can be seen in this scene at the Baby Village.





Miss Lola E. Howard still enjoys an occasional story telling session with the tots in Baby Village at Mooseheart.

Miss Lola E. Howard, '22, went to the "Child City," Mooseheart, Ill., in 1922. She didn't unpack her trunk for the first month. But then she did, and she hasn't thought about repacking it since.

Miss Howard is Dean of the Baby Village, Primary and Elementary Schools. In her more than 40 years at Mooseheart, Miss Howard says her greatest reward "is working with the children in the Baby Village, and then to be able to watch their development and progress through the years until they graduate from high school."

Walter H. Ketzer, Superintendent at Mooseheart, has this to say about this dedicated woman:

"Miss Howard has been a very integral part of a marvelous program with children. We only hope that her health will permit her to continue on with this work. She will be most difficult to replace."

Mooseheart, planned by the Loyal Order of Moose to assure the future for children who have lost one or both parents, is located in the Fox River Valley, 37 miles west of Chicago. It provides education from nursery school to the 12th year and is a member of the North Central Association

Our Teacher At Mooseheart

of Colleges and Secondary Schools.

Each student graduating from Mooseheart High School receives not only a diploma, but a vocational education certificate. Each student is required to learn at least one trade and must complete all requirements before he is awarded the vocational certificate.

Miss Howard didn't unpack her clothes for the first month because "it was so different from the public schools then, and I had never been so far away from home (Arcola, Ill.) that I couldn't go home whenever I wanted to."

After teaching in elementary school until 1938, Miss Howard was transferred to the Baby Village and Primary Department. She later was named primary supervisor, and in

1957 she was promoted to the position she now holds.

Her job includes the supervision of the home life of all girls through elementary age, control over issuance of clothing, and the chaperoning of their activities.

Miss Howard also is Santa's helper for her girls. This work starts in October with the sorting of gifts that pour in from Women of the Moose "Christmas in October" parties. A record is kept of all gifts, and after Christmas, with the aid of teachers, every gift is acknowledged.

After attending Eastern for one year, Miss Howard taught in a rural school near Hindsboro, at Fairland, and in the Arcola schools. She attended several summer terms and a fall term to complete her work at Eastern.

"The major functions of the Laboratory School are: (1) providing professional laboratory experiences for university students, (2) serving as a center for research, experimentation, and innovation, and (3) providing an in-service center for teachers and administrators in area schools.

"While retaining a deep interest and involvement in providing teacher education experiences, there has occurred a major thrust toward becoming a research oriented school. We have assembled a group of scholars who are familiar with both theory and practices and who are interested in testing new ways of teaching and learning. In this respect the Laboratory School occupies a unique position astride both theory and practice.

"As a tax-supported educational institution, this school has the responsibility of leadership in developing and polishing learning innovations for the benefit of all schools. New and better ways of teaching are developed only when someone has the insight and courage to attempt new approaches. Here is the place to find out what works and what doesn't, with such information made readily available to teachers in public schools."



Dr. Harry Merigis is Director of the Laboratory School at Eastern Michigan University.

Individualized Mathematics: 25 Groups In Class Of 25

Francis H. Craig and Donald Rogers
Supervisors, Mathematics
and Science

During the past several decades teachers have grouped students in grading at the lower grades. This is an attempt to provide for the individual differences in ability and maturity. The teachers who do this are quite aware that the practice doesn't completely eliminate the problem. Teachers have been heard to say that if only it were possible to have 25 groups in a class of 25 students, there would then be an ideal learning situation, but—

The authors of this article take the stand that one can have 25 groups in a mathematics class which has 25 students. One has only to give each student materials that he can deal with successfully, impress upon him the importance of assuming responsibility for his own success, and let him go to work. It has been the observation of the authors that no student fails willingly. Each failure has sometimes successfully hidden this desire to learn and has convinced many teachers that he isn't about to be taught anything or learn anything. Just as Father Flannigan says there are no bad boys, we say that there is no student who lacks the desire to succeed.

The writers talk with a class about changing a learning situation which will be best for each individual. Usually, several students will say they want to be taught as a group by the teacher. The fact that they mean this only during such time as the class instruction fits their special needs is very quickly recognized and usually admitted. What then can be done to teach each person specifically what he wants and needs? Obviously, the answer has to be individual instruction. Since there is only one teacher, he must be free to work with

individuals. The authors started this project on a self contained classroom basis and have continued to work with seventh graders in this manner. In eighth grade the two classes are combined for better utilization of staff and facilities.

The authors have had considerable success in dealing with the seventh and eighth graders whose learning problems are complicated due to varied abilities, content levels, and maturation processes unique in junior high students. This success stems from the initiation of a program which allows the individual to progress at his own rate of achievement. In seventh and eighth grades in the Laboratory School we use the Silver-Burdett, "Modern Mathematics Through Discovery," as basic study materials. The text is divided into conceptual units which lend themselves very well to periodic check points by which the student and teacher can evaluate progress. The student decides when he is ready to take a test. He then takes the test and if he attains 80 per cent or better, he may go ahead and study new materials. Otherwise, he reviews, secures more help, and retests.

The authors have varied materials to be used in conjunction with the basic text such as programmed materials, lower grade materials, and duplicated drill exercises. When and if a student has trouble with the basic text material he is directed to other sources to learn and/or reinforce understanding of fundamental concepts. By use of these materials each student is able to attain success at some level. Through success he is encouraged to attempt and often able to accomplish that which he formerly thought impossible.

Recognizing the fact that mathematics entails certain formalities and that many concepts can most efficiently be taught in a group situa-

tion, we have done some multi-level grouping, especially in the eighth grade when we start algebraic concepts. Students who we feel can work together at approximately the same level are placed in a conventional situation for instruction. The exceptionally slow and fast achievers continue with the individualized program. No group is considered static and shifting of individuals from one group to another is allowed when circumstance indicates the change will enhance the learning situation.

The authors have made some observations concerning this study that seem to be significant:

1. Results of standardized tests indicate that slow and advanced stu-

The accompanying series of articles describe some of the newer activities at the Laboratory School. These articles are intended to be for the benefit of alumni who are classroom teachers.

dents have made the greatest advancement each year.

2. The program of individual differences is handled with minimum embarrassment to the student.

3. The testing procedure has seemed to help students overcome their fear of tests, since their survival does not depend upon one chance.

4. A few students are not as confident of their achievement as they were in conventional situations. However, tests indicated that they achieve as well as, or better than, they had in past years.

5. Classroom behavior is generally good because each student is working on that which challenges him and lets him feel successful.

6. Helps develop self-discipline, initiative, and responsibility in students.

The authors recognize that teachers may find an experience such as that described above frustrating for one or two major reasons. It is difficult to keep track of so many varied activities and the teacher may feel

(Continued on next page)

(Continued from preceding page)

more inadequate when grade cards are completed. Grading need pose no particular problems, however, if one recognizes that, at its best, it cannot be an exact measurement of the progress made. Furthermore, after working with a student in an individual situation for six weeks, the teacher is likely to have considerably more valuable evidence of that progress than in a large group situation. If the administration in a school system judges teachers by the quiet that prevails in the classroom, teachers could feel uncomfortable in a room where students are allowed freedom to discuss problems together as they may, in their enthusiasm, get somewhat vociferous.

Another thing that may be unnerving is that not all students adhere strictly to the subject during the period. However, it is entirely feasible that students in a conventional classroom may be wasting time feigning attention to the teacher lecturing at the front of the room.

The authors are aware that individualized instruction is not new in the field of education. However, in practice there are few if any persons who actually are convinced that it will work in a normal classroom. We are aware that this approach is no panacea, however, we do feel that the preponderance of students make much greater gains than they would in a conventional situation. At first not every student reacts positively to the self-discipline approach to learning. Many times a teacher will become so discouraged with the apparent lack of desired results that he will revert to the customary and generally accepted procedure before he has weathered the storm. If a teacher can tolerate the situation long enough he should find, as we have found, that eventually most, if not all, students will accept and welcome the opportunity to prove that they can and will produce commendable results.

Ila Fay Snow (Mrs. Ralph E. Swisher), '42, reports a daughter, Stephanie, was married last October. *Mr. Swisher*, '43, has retired from the Navy and now has a Civil Service position. The address is 105 Randolph Rd., Silver Spring, Md.

Lab School Features Listening Laboratory

Fred Hattabaugh
Fourth Grade Supervisor

Addition of electronic apparatus has given a new look to the Instructional Materials Center in the Laboratory School. The equipment functions as a listening laboratory.

Many teachers know a similar system as a language laboratory, since many schools use similar systems in their foreign language instruction. However, it is felt that "listening laboratory" is a more appropriate term than "language laboratory" since there are many applications of the laboratory other than for foreign language training.

The Laboratory School is probably one of the few elementary schools in the state possessing such a laboratory. This may be because of a lack of knowledge of the many possible uses of a language laboratory.

Paul Rankin's classic study reported that the average adult spends 70 per cent of his waking hours in some sort of communication activity. Of this time, Rankin found, 32 per cent was spent in speaking, 15 per cent in reading, 11 per cent in writing, and 42 per cent in listening.

A particularly interesting study was done by Prof. Miriam Wilt, who investigated the amount of listening required at the elementary school level. Teachers estimated that children were required to listen for about 77 minutes during the school day, but when Wilt and her graduate students observed in classrooms, their stop watches revealed that pupils were required to listen on an average of 158 minutes per day.

In the past two decades over a hundred doctoral studies have supported the proposition that there is an urgent need, especially in a democracy, for accurate, retentive, thoughtful, and critical listening. Unfortunately, studies have shown that people listen very inefficiently. In the first place, they do not correctly understand much of what they listen to, and secondly, they forget what they listen to at a shockingly rapid rate.

Research suggests that listening can, and should, be taught at all levels of the educational process. Intermediate grade children need much help in improving their auditory ability. Can the listening laboratory be an effective media in giving the help?

The laboratory consists of 30 individual booths, each equipped with headphones. These headphones are wired to the control center, which has six tape decks, and the control switches for the laboratory.

There are several advantages of the laboratory. One of the main advantages is that each child is isolated in his own booth, and external disturbances can be eliminated by using the headphones. By manipulating various switches, it is possible for the teacher to communicate with one or more students without disturbing others.

Students feel more at ease about asking questions since they know peers are not critically evaluating them. Since it is possible to utilize all six tape decks, six different programs can be going simultaneously. This allows for more and smaller grouping to meet individual needs of the students. Since 10 of the booths are equipped with tape recorders, it is possible to tape the oral responses of the children and evaluate them later with a tape recorder.

The writer is using the laboratory for two purposes: spelling and listening training. Following is a brief description of both activities:

The spelling programs are taped on the Friday of the week preceding the spelling unit. On Monday the children go to the laboratory and take a pre-test, consisting of the words being pronounced and used in a sentence. The students then write the words. On Tuesdays pupils with perfect pre-test scores work with enrichment materials.

Pupils who missed words on the pre-test go to the laboratory to hear a programmed tape, consisting of the words pronounced and used in a sentence, then spelled on the overheard.

jector so the children can see as well as hear the correct spelling of the word. The word is then covered and the children attempt to spell it on their papers. The word is then shown to the children for immediate reinforcement. Wednesday's trial test results determine those children who will need to go over the programmed tape on Thursday. Friday the final test is given.

The same tape is used on Monday, Wednesday, and Friday. Tuesday's and Thursday's programmed material is on one tape also.

The pre-tests, trial tests, and final tests are collected and scored. These scores are being charted, as well as scores obtained on unit tests every six weeks, to measure retention of the words. Initial findings suggest this may be a useful technique.

On Thursday afternoons the entire class goes to the laboratory to hear eight short readings taken from Gates Peardon Practice Exercises In Reading. Each reading is approximately one minute in duration. At the conclusion of each reading, three questions are asked, with three possible forced choice responses. The pupils put down either A, B, or C as their answer for each question. Then the process is repeated with the next reading. At the end of the period the papers are collected, scored, and started by the supervisor.

The questions and answers to these first groups of exercises have been fairly concrete. For example, a typical question in these exercises is "What is this story about?" One of the three choices given tells exactly what the reading was about. At the present time we are working on dividing the class into two groups. One group will contain those pupils who appear to need further work with the exercises described above. The second group will listen to readings and questions that will necessitate deeper reasoning. A typical question in these readings is "What do you think happened next?" Both groups will work simultaneously.

The laboratory has been used by other supervisors for math, French, and spelling. Other possibilities include music and literature appreciation. Children listening to recordings of stories could enjoy literature beyond their reading level, and would enrich and extend their vocabularies.



Listening Laboratory

Children could read along with taped material from their weekly newspapers, supplementary readers, or even appealing stories in their basal readers.

A dittoed comprehension test could follow the tape. Science and social studies unit tests could be taped, thus no child would miss a question because he couldn't read it. Enrichment records could be used with a comprehension test right on the tape. The answers could also be on the tape, so youngsters could evaluate their own work. Filmstrips or slides could be accompanied by recordings of teacher-made tapes.

Arithmetic and spelling drills could be taped as well. There seems to be an endless list of possibilities, and many of these things could be done effectively with a tape recorder, jack, and headphones right in the classroom. As the effectiveness of these tapes were shown, it would be possible to make a tape library with these programs available for use by other teachers as the need arises.

Over the years listening training has been badly neglected. If fruitful programs of listening training are to be developed and nurtured, teachers must provide the leadership and initiative. Teachers must be cognizant of the fact that most pupils are poorly trained in techniques and skills of listening until someone takes the time and responsibility for this important educative process. The Laboratory School is probing possible ways of improving listening through the tech-

Gifted Child Program Told

During the fall of 1965 the State of Illinois Gifted Child Program was broadened "to assist smaller school districts to secure approval for a first-year program."

The schools in the Charleston Community Unit School District No. 1 and the Oakland Public Schools applied for and received reimbursement to help expand services to the gifted children in their areas.

An orientation meeting for local directors of the gifted child program was held at the University of Illinois on September 23. Mrs. Eleanor McCabe, Dr. Earl Doughty, and Fred Hattabaugh attended this meeting as representatives of the local schools and Eastern.

Gerald W. Dunn, Superintendent of Schools for Coles County, Paul Seitsinger, Community Unit School District No. 1 Superintendent, and Doughty, Assistant Professor, Laboratory School, organized an in-service workshop for 31 local teachers. This workshop, under the direction of Doughty, began October 21, and ended on December 9.

Twenty-nine of the teachers who enrolled and completed the eight two-hour sessions are Eastern alumni. The teachers who attended this workshop were:

Edna Bails, Margaret Carnahan, Ruth Cassady, Eleanor Comstock, Opal Cougill, Everett Diehl, Stella Foreman, Ruth Frommel, Pauline Frazier, Julia Greathouse, Jerry Gudauskus, Anna Mae Hamilton, Madeline Herman, Charles Lowe, Jean Lowe, Kathryn Lutz, Eleanor McCabe, Barbara McMillan, Pauline Miller, Marie Newman, Thelma Phipps, Glendora Plath, Mildred Read, Betty Reed, Josephine Sellett, June Stark, Phyllis Tolen, Ruth White, and Madeline Wood.

This newly - initiated program which is designed to help gifted children achieve nearer their potential is to be a continuing one both in terms of longevity and appropriations.

nology of the listening laboratory and is anxious to share the results of this innovation with in-service teachers.

Interests, Needs, Concerns Of Four-Year Olds Assessed

Mary Lou Anderson
Four-Year Old Kindergarten
Supervisor

A study of the interests and concerns of four-year-old children has recently been completed at the Laboratory School. The study involved 64 children, 10 student teachers, and their supervising teacher. Observations were made and anecdotal material was collected over a period of two years.

This study attempted to assess the interests, needs, and concerns expressed by an experimental group of four-year-old children and to determine what implications they might have for selecting curriculum experiences for the children. It was also concerned with relating the findings to the college program designed for prospective nursery-kindergarten teachers who will, in the future, guide young children's programs.

An attempt was made to record the exact conversations of the children as they talked spontaneously during dramatic play, lunch time conversations, planned sharing experiences, or at out-door play time. These conversations were later analyzed to determine the children's interests, needs, and concerns. The findings pointed the way to clarifying and expanding concepts and to providing many enriching experiences.

An analysis of the anecdotal material indicates that children of four are so anxious to understand the world around them that they explore everything. Sound judgment on the part of the teacher is needed to determine which of their interests are worthy of consideration in the planning of mind-stretching curriculum experience.

The interests chosen for development in the Eastern study included the following:

Occupations and work being done, home and family life, animals and pets, machines, traveling and transportation, far away places, television programs and commercials, music and books.

The needs and concerns revealed by the study included four areas:

1. The business of self realization or understanding one's self. This included skills, mastering language, understanding natural phenomena, using number concepts, developing reading skills (at the four-year-old level), growing in conceptualization and reasoning, understanding one's own thoughts and feelings.
2. Distinguishing between the real and the fanciful.
3. Relating to the world as the child understands it.
4. Improving relationships with people.

It was found that children learn best only those things which have meaning for them at the time. They enjoy collecting bits of information and it is the task of the teacher to help them weave these bits into meaningful concepts.

It seems logical to conclude that the expanded horizons of today's children make it imperative that their teachers know more than has formerly been expected. Vital school programs cannot be planned and implemented by teachers of inferior ability and training. Most authorities seem to agree that the teacher is the key to success in programs for the very young. If this is true, a teacher will need to possess much information in all fields of knowledge, including psychology and the social sciences, with particular reference to child development and behavior. She will have to have some knowledge of the best methods of guiding young children.

She needs to be a warm, friendly person who can feel at ease with parents as well as children. She will need to be both tactful and direct in her dealings with the public. She must love children, but she must always be sincere and honest with them. Children can sense praise that is undeserved and they lose respect for adults who bestow it. The teacher's total personality is of utmost importance.

Four years of college can make only a beginning of all these learn-

Primary Aims In Music Aired

Development of musicality is one of the primary aims of music education from kindergarten through the twelfth grade at the Laboratory School, according to David Ulfen, Violist and String Supervisor.

This can be accomplished through vocal and instrumental performance, attentive listening and ear training, and by training body movement responses to rhythm.

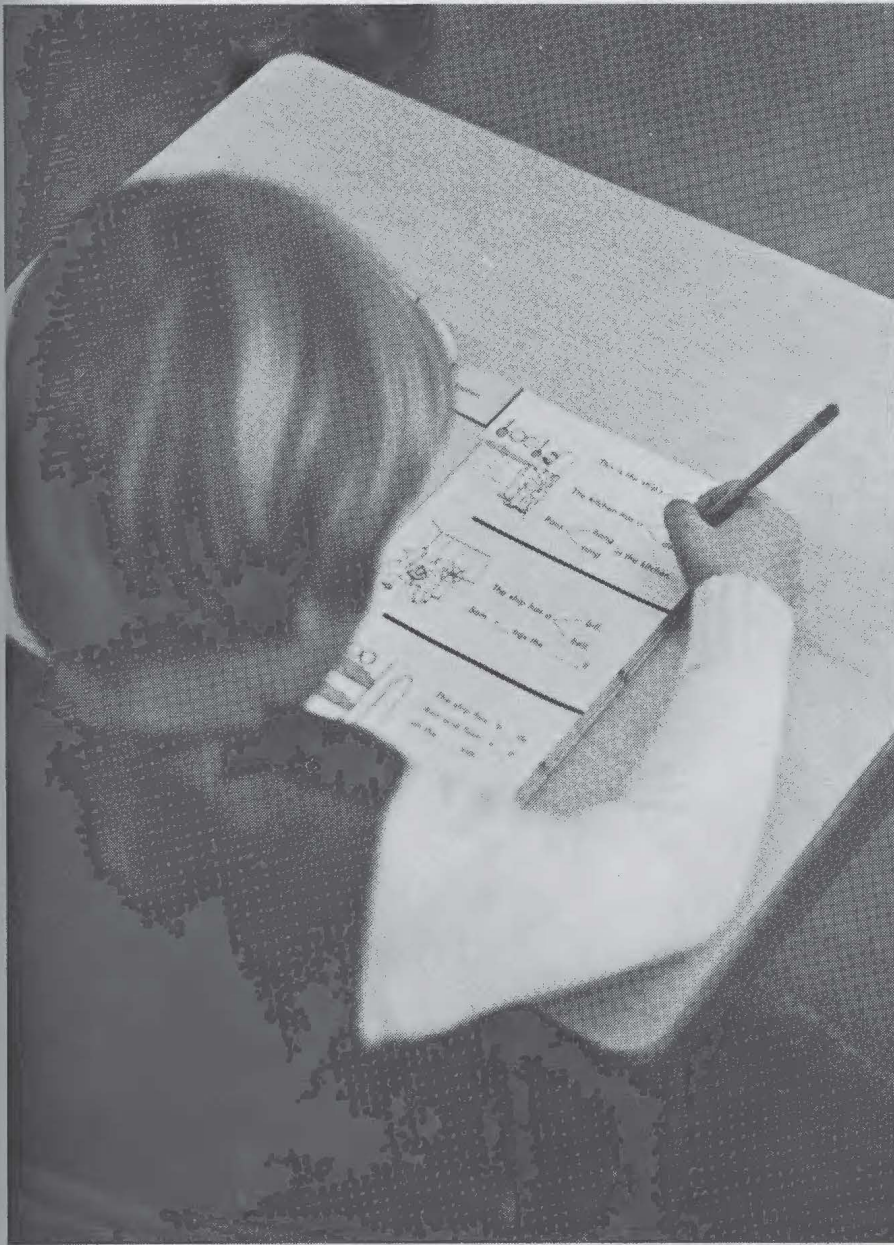
The Laboratory School string program aids in this development by contributing instrumental experience to an overall program which is based on the concept of providing instrumental experiences to all children.

The string instrument experience provides students with the opportunity to work in ensembles and participate in a string orchestra. Literature included for study represents the renaissance period in history to the present day. Traditional approaches to teaching as well as pilot projects in latest teaching trends are used to transfer knowledge and skills. At the present time, ensemble materials developed by the eminent German musicologist Erich Doflein, as well as the much publicized Japanese-American, Suzuki-Kendall materials are being used and evaluated.

Carolyn Petty (Mrs. C. J. Doane '51, writes that Mr. Doane, '50, spent 1964-65 at Indiana University for additional graduate work and now is assistant principal at Valparaiso (Ind.) High School. Carolyn teaches English at Portage, Ind.

William Forest Buckler, '32, has been assistant professor of mathematics at Salisbury State College since 1964. Mr. Buckler and Mrs. Buckler, the former Wauneta Durbar, who also attended Eastern, live at 308 S. Clairmont Drive, Salisbury, Md.

ings. Students earnestly desiring to become good nursery-kindergarten teachers will need to continue their education as long as they work with children. Dedicated teachers can never stop searching for better ways to help children learn.



Programmed Reading

Programmed Reading Utilizes Reinforcement Learning Theory

*Dr. Ann Jackson
First Grade Supervisor*

An experimental reading project is underway in the Laboratory School. The research project is being jointly financed through funds granted by the University Research Committee and through the Laboratory School.

The reading research project has one first grade as a control group

which uses a traditional basal reader approach and one first grade as an experimental group which uses programmed reading materials.

Programmed materials utilize reinforcement learning theory to a great extent. One of the psychological principles about which we can be sure is that *behaviors that are rewarded are most likely to occur*. Sheer repetition without indication of improve-

ment or any kind of reinforcement is a poor way to attempt to learn. Reward or reinforcement, to be most effective in learning, must follow almost immediately after the desired behavior and be clearly connected with that behavior in the mind of the learner.

Programmed materials make use of these knowledges about the learning process. The reinforcement is the satisfaction of achieving purpose which is felt by each individual using programmed materials.

Several years ago there was a flurry of articles in the popular press and in professional journals about teaching machines. The only value in the machine or hardware was that of the program which was written for the learner using the psychological principles of reinforcement.

While the theory is not new, the application of the theory in commercially available materials is still in its infancy. The materials being used in the experimental class consist of multiple texts and programs presenting unambiguous pictures, words or sentences which are tied together. The learner views the picture, then responds in the way the written material indicates. Initially, materials are presented by the teacher working with children to develop auditory ability and an understanding of how to use the individualized materials. Throughout the series the teacher presents materials, and develops concepts and reading skills that research indicates are needed. These are presented when the child needs the information in a one-to-one or teacher to small group presentation. It enables the teacher to be free to help individuals when they need help.

A program consists of carefully constructed items which determine a step by step learning pattern. The teacher makes an initial presentation to the class or groups within the class and then each child works in a programmed text suited to his individual reading stage. This process is repeated intermittently with small groups or individuals throughout the program. After each written presentation of information, the learner responds to a written question, solves a problem or in some other way demonstrates his response to the item. During these independent work periods the learner has ready access to
(Continued on next page)

the correct responses with which to compare his own response. Thus, he has immediate knowledge of his effectiveness and reinforcement of correct learning occurs. Programs are designed in such a manner that progression from item to item leads the learner to new information and skills. The steps are so small and carefully planned that there is almost complete freedom from error if the program is properly chosen for the learner.

The results of a pilot project conducted during the 1964-65 school year indicate that pupils utilizing the programmed materials are enthusiastic and frequently continue to work with the materials when they would otherwise be free to engage in other activities.

The results of the year long pilot study clearly indicate that this approach to the teaching of reading may have considerable merit. No claim is advanced that this is the "best" method of teaching reading because children learn best when a skilled teacher uses a wide range of techniques and materials. The pilot study further indicates that this approach to the teaching of reading is worthy of a research study to determine the value of the program.

This research project is planned as a longitudinal study covering a three year period. Evaluations of the experimental and control groups will be made throughout this period. The reading instruction in both groups will follow the patterns established in the first grade. The control group will continue to use a basal reading approach for the first three grades; the experimental group will continue through the programmed materials.

Alberta Roseboom, '65, was to have married *Harry Lang*, ex-'67, on Feb. 19 in Collinsville. She teaches speech at West Vigo High School, West Terre Haute, Ind. Mr. Lang attends Indiana State University. Following their marriage, they will live at 2104 North 11th St., Terre Haute, Ind.

Earl O. Myler Jr., '65, works for Agrico Chemical Company, Division of Continental Oil Company, as a district sales manager. Mr. and Mrs. Myler, who have two daughters, live in Crawfordsville, Ind.

'Second Grader, Third Grader'? No Such Thing, Writers Claim

Mary L. Carrico
Third Grade Supervisor
Laris Stalker
Second Grade Supervisor

There are many ways to meet individual needs of children. As teachers we are continuously trying to group children, individualize instruction or find more effective combinations and methods of presenting material to meet these needs.

In reviewing the Social Studies Curriculum guide for the Laboratory School, the writers observed that two areas spiral in second and third grades—transportation and communication.

When this occurs, there is some danger that there will be repetition or at least an attitude on the part of the child of, "Oh, we had all that last year."

Believing, also, that there is no such thing as a "second grader" or a "third grader," but that each level has children who perform within the range of first to possibly sixth grade, it was felt that the combined groups could be divided just as effectively as either could separately in terms of interest and ability.

With these things in mind, the writers planned a transportation unit that would focus on depth study and give the children more opportunity to pursue their interests within the range of individual abilities.

The first concern was to set up some guidelines within the area, for even though a study is "interest centered" there must be some limits to provide direction. "Transportation of Long Ago" and "Modern Transportation" were chosen as the areas of emphasis.

The next step was to decide how two grade levels would be grouped so that the children would have an opportunity to work at their ability level and still have a choice as to what they did. Although it was felt that the two could be done simultaneously, the teachers decided to use different approaches for each area of emphasis.

To develop concepts in the area "Transportation of Long Ago" the

two rooms were divided into three groups—using reading ability as the main criterion. The unit dealt with the development of transportation on foot, pulling one's load, the invention of the wheel, cart, wagon, stage coach, etc., and from riding on a log in the water through the invention of the steam boat. This material was organized according to the reading ability of the child in the area he chose. Activities were organized so that the children could pursue these areas to a great extent, or just find out some basic things, depending on their interest.

At the end of the first section, the three groups spent a day together sharing what they had done. The culmination of one group's work was a time line, showing the invention of the various means of transportation as they related to each other. Another group had written stories and drawn illustrations of these means of transportation and had a booklet for everyone. The third group told the story of transportation of long ago orally, using their drawings to illustrate.

At the beginning of the section on "Modern Transportation," both grade levels were introduced to the main theme in one large group through the use of a film, as they had been for the first area of work.

Then each person was given a sheet on which he checked the groups that he wished to be in for the following days that week. The sheet on Modern Water Transportation was as follows:

Tuesday

Which kind of boat would you like to know more about? a boat that takes people across the ocean, or, motors and houseboats.

Wednesday

Which of these boats would you like to hear about? a steamboat or, a submarine.

Thursday

Which of these boats would you rather find out about? boats that carry bananas and things from other countries, or, tugboats and ferry-boats.

After the sheets had been tabulated, the teachers were not surprised that the groups were far from evenly divided. For example, 40 students wanted to learn about submarines and 10 chose steamboats. Materials and activities for each group had been prepared to reinforce concepts presented or for enrichment.

Various ways of presenting lessons were discussed by the writers but the decision was left to each teacher as to how she could best provide for the needs of the particular students that would be in her groups.

We are fortunate to have a language laboratory in our building and when language classes aren't using it, any teacher may use it. Some of the lessons were presented in the listening laboratory. The children listened to a story over tape and had an individual picture worksheet to illustrate the story.

A demonstration about how the submarine works and how an airplane flies provided the basis of discussion for those two interest groups. Filmstrips, worksheets, teacher-presented stories and pupil research were all used to vary the groups and meet individual pupil needs.

This is considered an early level to introduce beginning encyclopedia and research skills, but one group worked skillfully in this area of organizing and writing reports. They were very enthusiastic and have already put their new ability to work in other areas.

The children cooperated happily in this project. There was no evidenced feeling by third graders of "Oh, we're having work with second graders." Both groups seemed to feel a unified purpose and the competition produced was a healthy aspect of their growth.

James M. Taylor, '50, is Chairman of the Industrial Arts Department at Ben Davis High School, Indianapolis, Ind. The new \$6.5 million school was dedicated in November. Mrs. Taylor is the former *Eleanor Mitchell*, '49.

George L. McDermott, '50, is Professor and Chairman of the Geography Department, State University of New York, Cortland.

Lowell E. Anderson, '51, teaches at the Walnut Twp. Junior High School, New Ross, Ind. He also is athletic director and coach.

Physical Fitness At Lab School

William Buckellew
Supervisor of Physical Education

During the early 1950's some light was focused on the physical condition of our youngsters. Dr. Hans Kraus, a medical doctor at New York University, conducted a study of fitness levels of school children. Several thousand American children were tested with a very high incidence of failure. The same tests administered to European children showed they had fewer failures by a wide margin. This evidence of weakness in American children, along with an unusual number of men being rejected by the armed forces because of poor fitness levels, caused the American Association for Health, Physical Education, and Recreation to be alarmed. A new physical fitness test was developed and schools have been encouraged to give more attention to this aspect of developing the individual.

The AAHPER "Youth Fitness Test" is currently administered to all boys in grades five through nine in the Laboratory School. However, this in no way constitutes the entire basis for the physical education program. We prefer to think of the physical education program in terms of it making a contribution to the development of the whole child. Consequently, the place of physical fitness testing may be understood better when looking at the objectives of our physical education program. The objectives can be summed up in the following statements.

Attitude And Social Conduct Objective

A person should learn to exhibit the same qualities that are necessary for a successful and happy life in a democratic society. He should acquire attitudes and habits of loyalty, cooperation, self-control, and courtesy.

Knowledge and Appreciation Objective

Before one can learn to play a game, he must learn the rules. Once he knows the rules and has achieved a certain proficiency in the activity, he will be interested in acquiring knowledge of the strategy of the game. Also, to appreciate the full

value or worth of physical activity in our society, a certain amount of knowledge about sports and games is required.

Motor Skills Objective

A primary objective of physical education is the learning of skills necessary for participation in sports. However, one does not need to be an expert to enjoy success of a certain performance. Students should also acquire certain safety skills. Many times one's life will depend upon whether or not he possesses a certain ability. The skills of swimming, life-saving, protecting the body in falling, peripheral vision, co-ordination of mind with body, and many others, can be developed.

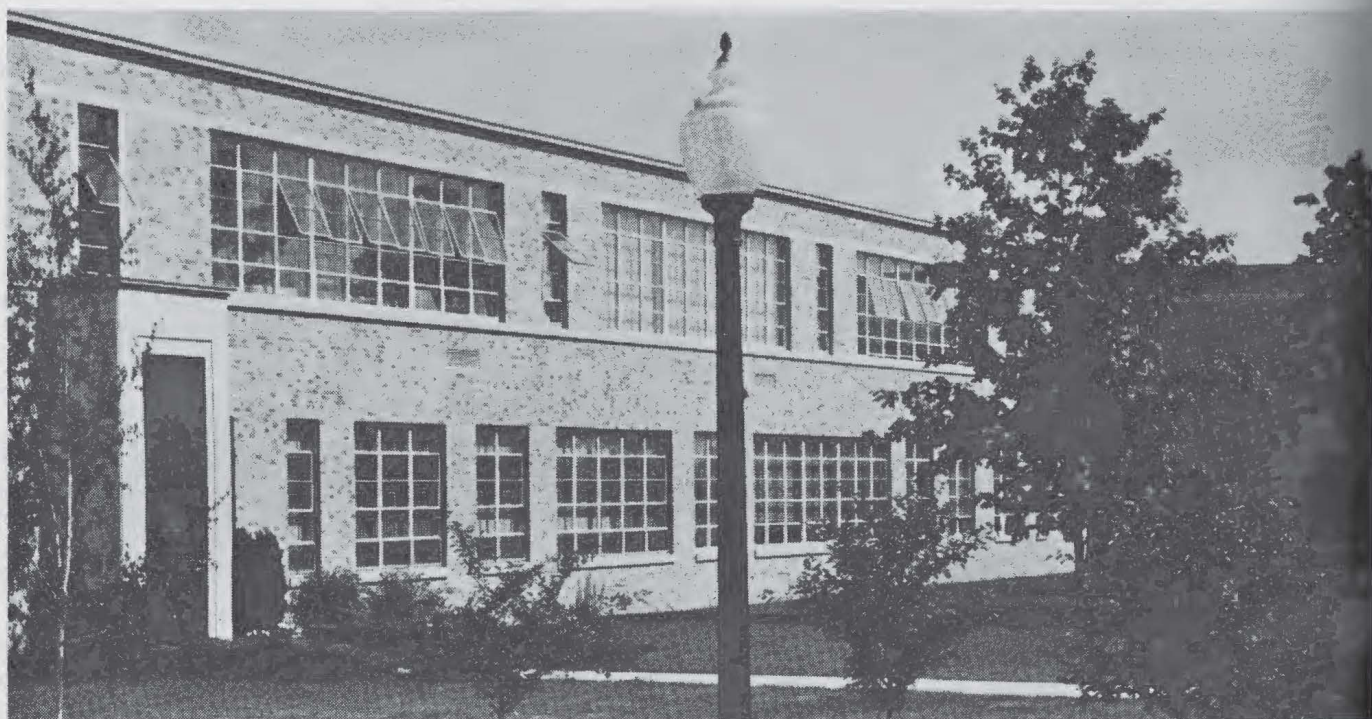
Physical Fitness Objective

The attainment of a measure of physical fitness is an important objective. The habit of daily exercise is much more likely to be established if boys and girls are given opportunities to try out several different activities and to acquire enough skill to enjoy the ones that suit them. Properly directed activity helps maintain the body in good health. While exercise is not a means of curing disease, it is a well known medical fact that a person in run-down condition is susceptible to illness and has a slow recovery once taken ill. Exercise used wisely helps keep the body from getting into this state of low resistance. Also, physical fitness is important to performance and is a prerequisite to participating in many activities.

Because of the physical fitness objective we measure the Laboratory School students' physical fitness level by using the seven item AAHPER "Youth Fitness Test" because national norms have been established for this test. The test battery consists of the following seven items:

<i>Test Item</i>	<i>Measures</i>
1. Chin ups —	Arm and shoulder strength.
2. Standing broad jump —	Leg power-explosiveness.
3. Sit ups —	Abdominal strength.
4. Shuttle run —	Agility.
5. Softball throw —	Coordination and arm power.

(Continued on next page)



Eastern's Laboratory School

(Continued from preceding page)

6. Fifty yard dash — Sheer speed of movement.
7. Six hundred yard run — Endurance.

The 1965 fifth and sixth grade boys scored better as a group on these tests than all previous classes. Although they had scored well on these tests, 25 per cent of these youngsters could not score at the fiftieth (50) percentile, which places them below average. Scoring at the fifty to seventy-ninth (50-79) percentile levels were 33 per cent of the boys and scoring above the eightieth (80) percentile were 42 per cent of the boys.

By comparing these statistics with the classes three years ago we find that 48 per cent of the boys failed the test in 1962. Several factors could have influenced the better scores. However, with the objective of improving physical fitness receiving due attention through the testing program, we have observed an increased interest in physical development and greater desire to score better on the test. This emphasis could result in the more recent classes attaining higher levels of achievement and breaking more of the performance records of the school.

Programmed Arithmetic: Pilot Study

*Delbert D. Foust
Fourth Grade Supervisor
Mary L. Carrico
Third Grade Supervisor*

Laboratory School pupils will have the opportunity soon to work with a programmed approach to the introduction of multiplication. The materials to be used in the pilot study are published by the McGraw-Hill Publishing Company and follow the traditional pattern for programmed materials.

The program to be used in this third grade classroom is essentially a non-verbal program. In the beginning phases, pictorial symbols are used to develop an understanding of multiplication as repeated addition. At a later stage, dot patterns replace the pictorial symbols, and the dots are eventually replaced by numerals.

The program is designed to give the children many experiences in working with semi-concrete objects prior to the introduction of numerals in the multiplication process. Step by step, the children are lead to the discovery that (1) multiplication is repeated addition, and (2) if a repeated addition problem and a multiplication problem are equal, they will both have the same answer.

The last stage of the program encourages the pupil to master the multiplication facts through the five which will then be used in the solution of life-centered story problems. It is expected that children who complete the program will be able to find the product for any multiplication problem which, if expressed as repeated addition, does not exceed their ability to add.

The objectives of the program text are very similar to those put in the introduction of multiplication in the Silver Burdett text which will be used by the control group of the Laboratory School. However, the basic assumption of this study is that the design and approach of the programmed text may give the children in the experimental group an advantage over the children in the control group. Specific advantages which may enrich the learning experience of the experimental group are (1) a highly organized approach to the introduction of the multiplication process, (2) extensive use of semi-concrete materials, (3) freedom to work at individual rates, and (4) immediate reinforcement for correct responses and aid in correcting inaccurate responses.



Lantz Gym

Lantz Gym: A Farewell

Eastern Illinois found something to brighten what was otherwise a gloomy basketball campaign in the Panthers' final season in old Lantz Gymnasium.

He was Larry Miller — a 6-4 senior from Clinton who exhibited a hustle and determination that was in the finest Panther tradition.

Miller's teammates elected him captain and most valuable player after a sizzling finish in which he:

—Set a Lantz Gym scoring record of 46 points in the next-to-last game of the season.

—Came back with 38 in the final game to run his season total to 512 points, sixth best in Eastern history and a higher total than three of EIU's Little All-America cagers.

—Hit a spectacular 37 straight from the foul stripe, a record that should stand for many a year.

—Broke a career free throw percentage record that had stood since 1953 by making 208 of 271 for a .767 mark. For the season, he hit .805 at the foul stripe.

—Set a single-game free throw record by making 14-of-14.

Miller's great finish — he scored 157 points in his final five games — was a fitting climax to the Panthers' final campaign in Lantz Gym. Next season the Panthers will play in the new 6,800-seat Charles P. Lantz Health and Physical Education Building.

His finish also demonstrated the type of heart Coach Rex Darling's

club had in coming back for a respectable showing against a rugged schedule after ineligibility stripped the Panthers of three players on the eve of their first game.

Eastern's progress was charted by revenge victories over Ball State and Southeast Missouri, clubs that had beaten the Panthers by 32 and 37 points in earlier outings. Eastern had less luck in the Interstate Conference, where it dropped all eight games by a slim average margin of six points. In its last two league games, EIU lost by one point on the road against league champ Central Michigan, and dopped a two-pointer against runner-up Western Illinois in the home finale.

The final loss left Eastern's 28-year record in Lantz Gym a glittering 218-83.

Miller, who led all statistical departments, was one of only two seniors on the squad. Tom Moriarty (Kankakee), carrying a 14.7 average, was the other.

Leading the underclassmen was Don Templeman, 6-3 junior center from Williamsville. He averaged 14.2 points and finished second to Miller in rebounding.

The Panthers will also have two other starters—Richard Barni (Herrin) and Dave Pavelonis (Harrisburg)—back along with top reserves Bob Allred (Paris), Ron Masters (Cahokia) and Denny Hoffmeister (Altamont). And they'll have an outstanding crop of sophomores off a Cubs squad that won seven straight games after an opening loss to Bradley.



Paul R. Barnett, ex-'65, has been commissioned a second lieutenant in the U. S. Air Force. Lt. Barnett has been assigned to Vandenberg AFB, Calif., for training and duty as an astronautical engineer.

Dr. D. C. Hopkins Grant Recipient

Dr. D. C. Hopkins, '57, Assistant Professor of Physics at the University of Missouri at Rolla is the recipient of an \$18,724 research grant from the U. S. Army Research Office.

The scientist is studying a new approach to theories of superconductors. Existing only at low temperatures, superconductors involve the state of certain metals in which they can conduct electrical current without any detectable heating.

Dr. Hopkins works with a lead-thallium alloy under sub-zero temperatures. Thallium is the highly-toxic mineral commonly used in rat poison and hair-removers.

"Low temperatures," to Dr. Hopkins, means 458 degrees F below zero, or one degree centigrade from the coldest temperature it is theoretically possible to reach. Such freezing temperatures are attained in special equipment built by the research professor in his University laboratory.

The same apparatus is being used for other research projects, not currently supported by grant monies, including additional superconductor problems, liquid helium investigations and piezoelectrics, which deal with electric polarity produced by pressure.

"Shell Reporter" Quotes Graduate

The "Shell Reporter" (October issue) features an article titled "Beauty's Good Business In Miami" and quotes extensively Bill Humes, '43, Miami district manager for the oil company.

Mr. Humes is quoted as crediting aesthetic design for Shell's success—in increased sales and in community acceptance of Shell stations.

"Our big new ranch-style buildings, built on spacious lots and attractively landscaped, have made the difference."

According to the publication, Shell last year scored a "sweep" of awards in Dade and Broward counties, where most of the units are concentrated.



An attraction at Eastern during the winter quarter was singer John Mathis, sponsored by the Student Senate.

Chilton Publishes Graduate's Book

A biographical sketch on the jacket of her novel says "for two years she studied (more or less) at Eastern Illinois University . . ."

"She" is Mrs. J. Dunlap McNair, the former *Kate Mallory*, a native of Mattoon, Ill. Her novel is "A Sense Of Magic," published by Chilton Books, a division of Chilton Company.

Mrs. McNair says the picture on the book's jacket "bears a striking resemblance to the old main building." She says that "at one point in the story I needed an overly sentimental school song, so I boldly listed and here and there rewrote one we used to sing at Eastern—'For us arose thy walls and towers.' From this, I think, came the jacket design."

Mrs. McNair recalls that at Eastern "I took everything (in writing courses) offered and talked them into creating a few more. I not only wrote for both publications, (yearbook and newspaper) but many a slow week I wrote the entire newspaper."

"Franklyn Andrews," she recalled, "taught me how to write. He was a marvelous and inspiring teacher."

The jacket calls "A Sense of Magic" a book for the bright mind of any age, and, "If you are young you understand how it is going to be. If you are old, you remember how it was."

The McNairs reside at 3400 Pettit Road, Muncie, Ind.

WIU's Sockler (98-12-2) Lauds Lantz

A former Eastern Illinois football captain whose education was almost cut short by the depression today has what may be the finest coaching record in Illinois.

Harry Sockler, '35, has directed Western High School of Macomb to a 98-12-2 record since moving to that school in 1952. During one period from 1956 to 1961, his teams compiled a 36-game winning streak. Under his guidance, the Cardinals have won 13 titles in the past 14 years in the Lamoine Valley Conference even though Western is the league's smallest school.

Altogether, his clubs have a substantial 3,245 to 755 point advantage on their opponents.

A native of Marshall, Sockler first went to Millikin University in 1926 and competed in football and track for three years. But the depression hit midway through his junior year—and his ambition to coach appeared to be out of reach.

The late Charles P. Lantz, Eastern's athletic director from 1911 to 1952, gave Sockler the help he needed to complete his education.

Sockler vividly remembers those days of perilous finance:

"In 1932 a bank closed with what little savings I had, so going back to Millikin was impossible," Sockler recalls. "I got in touch with Coach Lantz, who encouraged me to enroll at Eastern."

"The 1934 team was a good one," Sockler says. "I was able to help recruit several other athletes from Marshall including the late Steve Davidson, an outstanding fullback. All of us lived together in a little house which we rented for \$14 a month. Most of us were living off of the National Youth Administration or state jobs, which paid \$15 a month.

"Dr. Lantz was a wonderful man. His kindness and interest in each person greatly influenced all of his players and their future."

Sockler played quarterback and was Eastern's top scorer. The '35 Warbler said "Harry could run like a deer in open field," and he showed his speed with a 60-yard punt return

(Continued on next page)



Harry Sockler, veteran Western High School grid coach, puts the 13th Lamoine Valley Conference trophy in the Cardinals' showcase in his 14 years as head coach. Western won the title with a perfect slate and was undefeated for the season.

(Continued from preceding page)

in a 19-0 win over Indiana State. The Panthers had a 3-4 record, but the last two losses were by a single touchdown.

From Eastern, Sockler went successively—and successfully—to coaching jobs at Brazil, Ind.; Westville; Robinson; Sapulpa, Okla.; and then to Western.

One of his top players at Brazil was Charley Hall, who became an outstanding halfback at Eastern and later distinguished himself as a fighter pilot in World War II. In two years at Westville, Sockler's clubs had a 14-5 record, and in three years at Robinson he posted a 22-3-2 mark.

Sockler left coaching in 1945, but returned the following year to serve four years as an assistant at Sapulpa, Okla.

Then another person from Eastern's era helped Sockler finance his education when he decided to enroll at Western Illinois for his master's degree. That person was Dr. F. A. Beu, dean of students when Sockler was at Eastern but in 1950 the President at Western.

"Through Dr. Beu, I obtained a graduate assistantship at Western and was made coach of the University B team," Sockler says. The team had a 5-1 record.

His degree was in administration, but the call to coaching was too strong to resist. In the 1952 season, the Western High coach took a leave of absence and Sockler was given the job.

Western posted a 7-1 record that season — and Sockler was there to stay. He has since had winning streaks of 13, 16 and 36 games — and the 1965 team may have started another long one with an unbeaten season.

There are only 100 boys enrolled at Western High, but half of them participate in football. "Needless to say, all of the schools on our schedule have a larger enrollment but we have built up a winning tradition and our student body has a tremendous spirit," Sockler points out. "Our success is a combination of good people helping and having some fine young men who want to play the game to win."

Sockler isn't the only member of that 1934 squad to enter coaching,



Four members of the Kappa Delta Pi Fraternity spent the summer becoming acquainted with the military duties and social life of an office in the U. S. Women's Army Corps. They travelled to the U. S. Women's Army Corps Center to participate in the Ninth Annual College Junior Course, a military orientation conducted by the U. S. Women's Army Corps School. Captain Janice G. Jump, the commanding officer of the Officer Training Detachment, who is a Kappa Delta Pi from Eastern Illinois University, Charleston, Ill., greets the cadets during a break from their busy schedule. They are (L to R) Cadets Carol A. Blosser, Kansas State Teachers' College; Mary Ann Berndt, Northern State Teachers' College; Captain Jump; Delia Sperle, Northern State Teachers' College, Aberdeen, S. D.; and Susan Golden, Arizona State University. (U. S. Army Photograph)

Mrs. Dale Smith Listed In 'Who's Who'

The wife of an Eastern graduate of 1939, Mrs. Dale Smith, author of two juvenile novels, has been named

although he's one of the few still in sports.

"To my knowledge," he reports, "the only man still coaching is Jim Evers, who has done a remarkable job in Centralia. When I was at Westville and Robinson, my teams played against teams coached by Myron Tedrick — another member of the 1934 team. He was at Catlin and Casey then. Now he is County Superintendent of Schools in Clark County.

"The remaining men on the squad have scattered over the world. I would certainly enjoy a reunion with them."

for inclusion in the fifth edition of "Who's Who of American Women."

The biographical dictionary includes listings of women in literature, art, politics, education, science, medicine, industry, and finance.

Mrs. Smith is the author of "Eggs On Her Face" and "Time On Her Hands." Both books were published by the J. B. Lippincott Company. She has also contributed articles and poetry to the Chicago Tribune Sunday Magazine and to women's magazines.

Mr. Smith, principal of Kaneland High School, suffered a coronary attack last June. He writes that "I hope to be back in action come next September."

The Smiths reside at 1216 Ash Street, St. Charles, Ill.



Alumni News Notes

1900 — 1909

Bessie Byers, '04, resides in the Teabody Memorial Home, North Manchester, Ind.

Mrs. Elizabeth Brooks, '05, lives at 2165 Hawthorn St., New Bedford, Mass.

Frances Faye Freeman (Mrs. Blaine Weaver), '06, lives at 802 East Townley Ave., Phoenix, Ariz.

Ernest C. Bradford, '07, 103 Midhurst Road, Baltimore, Md., reports that a grandson will graduate from Yale in June. The grandson is a member of the Skull & Bones and captain of this year's lacrosse team.

Bertha McCrory Wilson, '08, lives at 1661 North Riverside Drive, Apt. C, South Bend, Ind. Her son, Dr. James McCrory Wilson, is a surgeon in South Bend. Another son, George, resides on a farm near Milford, Ind. A third son, Lee, teaches at Oregon State University.

Margaret Briggs, '09, writes that she has added to the Alexander Briggs Memorial Fund, and that it now is self-sustaining. Her father was the contractor who finished the work on Old Main. Miss Briggs' address is 250 West 75th St., Apt. 4 D, New York, N.Y.

Dr. Roscoe Harry, '09, Chicago, died last December.

1910 — 1919

Charles E. Long, Jr., '11, is employed part time in the Registration and Admission Office, Calumet Campus, Purdue University. Mr. Long retired from teaching in 1961.

Alverta White Matthew, ex-'13, died last December in a Bloomington, Ind., hospital. The 78-year old educator and writer had been involved in controversy in recent years over her farm, "Lost Acres," near Kisters Field. Her fight to save the property became an international matter because of the claims of a Frenchman

who once stayed at the Matthews' home while attending Indiana University.

Helen Fern Daringer, '14, lives at 445 Riverside Drive, New York, N.Y.

Mary N. Goodson, '14, resides at 614 Middle Dr. Woodruff Pl., Indianapolis, Ind.

Maye Poulter (Mrs. Omer A. Dynes), '15, lives at 5745 Winthrop Ave., Indianapolis, Ind.

Eda M. May (Mrs. Russell C. Mader), '15, attended her class reunion last October and recalls the reunion as "a day of pleasant memories to be long remembered." Her address is 3800 Thornapple St., Chevy Chase, Md.

Violet Lashbrook (Mrs. Fred Huston), '16, since 1962 has lived in the Indiana Retired Teachers Community, Greenwood Village, near Indianapolis, Ind.

Mrs. Corrine Gillon, '16, lives in West Baden Springs, Ind.

Bernace M. Dare (Mrs. Thomas E. Bundy), '16, was employed by the First National City Bank of New York City before her retirement. Her address is 1388 Shakespeare Ave., New York, N.Y.

A daughter of Marie Keeran (Mrs. Karl R. Naumann), '16, has been named to "Who's Who Of American Women," fourth edition, 1966-67. The daughter, Mrs. Bruce Baker, is an educator. Mrs. Naumann lives at 1436 Ardmore Ave., Glendale, Calif.

Priscilla Helen Davis (Mrs. William N. Thompson), '18, is chief deputy in the Marion County (Ind.) Recorder's Office. The address is 5881 Central Ave., Indianapolis, Ind.

Mae Hood (Mrs. Walter Scott Teal), '19, lives at 3443 Maura Lane, Indianapolis, Ind. She formerly taught in Arcola and Mooseheart, Ill.

Raymond M. Cook, ex-'19, Dean of Illinois Teachers College South, Chicago, died last Dec. 22. Mr. Cook had been on the faculty there since

1939. He was a native of Charleston, Ill.

Edward E. Hood, '19, writes that he played football for four years when "that fine gentleman, Charles P. Lantz, was the mentor." Mr. Hood has retired from teaching in Evansville, Ind., and now devotes his time to writing on the subject of harness racing.

1920 — 1929

Lois Genevieve Adams, '21, last summer was a member of the Far East Comparative Education Seminar. She visited Japan, Hong Kong, Thailand, Malaysia, and the Philippines. Her address is 5 Granger Place, Buffalo, N. Y.

Lucille Rhoads (Mrs. Louis A. Krabbe), '21, is substituting in the Dieterich, Ill., schools "and am enjoying it a lot."

Trevor K. Serviss, '21, is vice president and Chairman of the Editorial Board, The L. W. Singer Co., Division of Random House.

Mary Hodgkin (Mrs. Wallace V. Brenneman), '26, teaches fifth grade in the Richmond, Ind., Community Schools. She has taught for 25 years. Her husband teaches math in the Richmond Senior High School. The family address is 917 Henley Road South, Richmond.

Lorene Wampler (Mrs. Roy Deaver), '26, teaches third grade at Elliottsville, Ind.

Margaret Marie Dawson (Mrs. Lee T. Long), '26, teaches special education in Indianapolis, Ind.

Fleeta Lenore Park (Mrs. Charles C. Alexander), '27, writes that her "only" achievement is a family of eight children. She pursues her interest in philosophy and literature by way of the library in her home town of Ashville, N. Y.

Ruth Maxwell Bell, '28, teaches grades five and six at Alamo, Ind. She resides on Route 1, Colfax, Ind.

1930 — 1939

Mildred B. Mills, '30, teaches education courses at State University College at Fredonia, N. Y. Her address is 108 Central Ave. Fredonia.

Letta Fern Kelley O'Brien, '30, is supervisor of Homemaker Service—Lake (Ind.) County Department of Public Welfare. She resides at 701 Tennessee St., Gary, Ind.

Hallie Blanche Whitesel (Mrs. C. A. Stiegman), '30, lives at 946 Rankine Road, Niagara Falls, N. Y. Dr. Stiegman is vice president for research and development, Hooker Chemical Co., Niagara Falls.

Pauline Josserand (Mrs. Donald D. Mackintosh), '31, still teaches English and Latin at Central Junior High School, Bloomington, Ind.

Ruby Keltz (Mrs. Lowell Miller), '32, teaches second grade in the Vigo County (Ind.) schools. The family lives at 2271 Berne Ave., Terre Haute, Ind.

Marguerite Zimmer (Mrs. Roy B. Heath), '33, is a reading consultant for the Des Moines, Iowa schools. The address is 2124-44th St., Des Moines.

Tinsie Welsh, '33, writes that after June 30 her address will be Ladoga, Ind. At that time she will retire from 30 years of teaching in the Hammond, Ind., public schools.

Golden A. Flake, '33, is Associate Professor of Physics, and Physics Section Chairman, Indianapolis (Ind.) Regional Campus of Purdue University. Mrs. Flake, the former *Rita Nay*, '33, is a legal secretary.

Identa Moler (Mrs. Orrin D. Austin), '34, writes that her sister-in-law, *Lou Ellyn Bryant Moler*, '33, died at the Texas Medical Center, Houston, Tex., on Jan. 10 following artery surgery. Services were held at Shrader Funeral Home, Arcola, Ill., on Jan. 15. Burial was in Roselawn Cemetery, Charleston, Ill. Mrs. Austin lives on Route 2, Yorkville, Ill.

Marian Wozencraft, '35, is a professor of education at the State University, Geneseo, N. Y.

Alice Alvera Owens (Mrs. Adrian Henry Byers), '38, writes that her daughter, *Martha Jane*, attended Eastern in 1965 and on Aug. 28 was married to *Larry Sena*, an Eastern graduate. The address is Route 1, Mason, Ill.

Edith Clouse (Mrs. James P. Randall), '38, tutors elementary pupils

in phonics in Terre Haute, Ind.

Wendell LeRoy Gruenwald, '38, is co-author of "Civics for Americans" (Macmillan Co.). He is Professor of Political Science and chairman of the department at Ball State University. Mr. Gruenwald purchased a farm last April and is currently building a new house on the property.

Betty Rice Fair, '39, teaches speech at Palmer Junior College, Davenport, Iowa.

1940 — 1949

Esther E. Diel (Mrs. Walter T. Wells), '40, is a substitute librarian in the Hammond (Ind.) Public Library System. The address is 7405 McCook Ave., Hammond.

Henry A. Rowland, '40, is elementary principal of Ivanhoe School, Gary, Ind. He is in his 39th year of service to the Gary schools as a teacher and administrator.

Robert N. Robinson, '42, is Assistant Director, Indiana University South Bend Campus, and Assistant Professor of Accounting. The address is 1218 South 25th St., South Bend, Ind.

Orville M. Rice, '42, has received a Science Faculty Fellowship for next year. He will study mathematics at the University of Wisconsin. Mrs. Rice is the former *Marjorie Blackburn*, '42.

Ross K. Stephenson, '43, has been athletic director and football coach at South Bend (Ind.) Central since 1947. The home address is 1233 Diamond Ave., South Bend. Mrs. Stephenson, the former *Jane Setliffe*, also attended Eastern.

Paula Fox (Mrs. Gilbert H. Backemeyer), '46, reports a new address: 4556 Manning Road, Indianapolis, Ind. Mrs. Backemeyer is employed in the Home Service Department of Indianapolis Power & Light.

Dr. Beth Vail Mascho, '46, is Professor of Education and Psychology at Ball State University. Her husband, Dr. George Mascho, is a Professor of Education at Ball State.

Dr. John Paul, '47, has been promoted from Chairman of the Speech Department at State University of New York to Director of the Division of Speech. He is a past president of the New York State Speech and Hearing Association. The Pauls live at 17 Stuyvesant Manor, Geneseo, N. Y.

Dennis L. Gephart, '46, is treasurer-manager of Ontario (Calif.) school employees' Federal Credit Union.

Joseph Duane Beck, '47, is a recorder in the Office of Admissions at Western Illinois University. Mrs. Beck is the former *Clara Jean Ankebrandt*, ex-'46. The Becks live at 413 South Randolph St., Macomb, Ill.

George H. Crawford, '48, is a petroleum landman and real estate broker in Evansville, Ind. Mrs. Crawford, the former *Mary Alice Stewart*, '47, taught in Henderson (Ky.) County High School from 1951 through 1964. The Crawfords live at 3216 Waggoner Drive, Evansville.

D. K. Dressback, '48, is vice president of the R. G. Davoust Oil Company, Evansville, Ind. Mrs. Dressback is the former *Kay Duff*, '46.

Mary Sharrett (Mrs. Dane White), '49, writes that the couple's twin sons, Neil and Noel, were a year old last October. Other children are Curt, 6, and Norman, 5. The Whites live at 2707 Oak Street, Terre Haute, Ind.

Samuel F. Morehead, '49, and Mrs. Morehead, the former *Haidee L. Caulk*, ex-'47, became parents of their fifth child, Tammy Marie, on Jan. 13. The Moreheads live in North Salem, Ind.

B. Brad Arney, '49, started teaching in Effingham in 1949. Mr. and Mrs. Arney are the parents of six children.

Leland E. Davis, '49, is assistant superintendent of schools, E. Harmon Air Force Base, Newfound. He writes that he plans to take a similar position in July at Kindley Air Force Base, Bermuda. Mrs. Davis is the former *Rosalie Conley*, ex-'49. The address is P. O. Box 1456, APO, New York.

Foster L. Marlow, '49, has received the Doctor of Education degree from Pennsylvania State University.

1950 — 1959

John G. Wargo, '50, is director of the physical plant at Western Illinois University. Mrs. Wargo is the former *Virginia M. Wheeler*, ex-'50.

Ray Atto Jr., '50, reports a new address of 1245 Darby Lane, Greengriar Village, Indianapolis, Ind.

Virgil Sweet, '50, has been varsity basketball coach at Valparaiso (Ind.) High School for 12 years, and has

won nine consecutive sectional championships.

West Shoulders, '50, is Director of the eight-county Embarras River Basin Agency for Economic Opportunity, Inc. Mr. Shoulders is a former member of the Executive Committee of the Alumni Association.

Lois Annette Guthrie, '51, writes that she was married to J. Richard Becker Jr. on June 12, 1965. The address is 1817 South Third Street, Terre Haute, Ind.

Dr. Harold L. Zimmack, '51, and Mrs. Zimmack, the former **Barbara Keen**, '51, moved recently to a 26-acre farm near Muncie, Ind. Dr. Zimmack this year is chairman of the Ball State Science Lecture Series.

Art E. Hughes Jr., '51, is Director of the School of Business Administration at Arizona State College. In May, the school is scheduled to become Northern Arizona University and Mr. Hughes will be Dean of the College of Business Administration. Hughes is the former **Marjorie man**, '52.

Dr. Paul W. Koester, '51, Associate Professor of Education at Indiana State University, died on Feb. 2 at the Robert Long Hospital of the Indiana University Medical Center in Indianapolis, Ind. Dr. Koester, who joined the ISU faculty in 1963, is survived by the widow and six children. The family address was at 2222 North 10th St., Terre Haute, Ind.

Howard (Pete) Edinger, '52, is in the real estate business in Davenport, Iowa. Mrs. Edinger is the former **Marilyn Moyer**, ex-'57. The family address is 2329 N. Birchwood, Davenport.

Charles E. Cole, '53, is Chairman of the Science Department at Calumet High School, Gary, Ind.

Max I. Briggs, '53, is Coordinator, Department of Art, North Central High School, Indianapolis, Ind.

Carl Ty Sawyer, '53, is a staff member of the Western Illinois University Campus School.

Robert F. Zeigel, '53, has been promoted to head, Fine Structure Section in Laboratory of Viral Biology, National Cancer Institute. His family, which includes two daughters, lives at 13724 Woodlark Dr., Rockville, Md.

Richard L. Weatherford, '54, is a management consultant with Peat,

Marwick, Mitchell & Company, Chicago.

Daniel L. Householder, '54, has been promoted to Associate Professor of Industrial Education at Purdue University.

Joan Sudduth (Mrs. Harvey Shoemaker), '54, expects to receive a master's degree from Butler University this year. She teaches in Brownsburg, Ind.

F. Ronald Ealy, '54, has opened a law office in Effingham, Ill., after practicing law for four years in Chicago.

J. William (Bill) Corey, '55, writes that he and Mrs. Corey are expecting their third child in May. The Coreys own and operate six drive-in restaurants in west central Indiana. The family address is 42 Center Lane, Crawfordsville, Ind.

Leonard W. Cameron, '56, recently assumed the position of comptroller for Shelby-Moultrie FS, Inc. in Shelbyville, Ill. Mrs. Cameron is the former **Elizabeth E. Bauer**, ex-'59.

Ronald W. Miethe, '56, is director of bands at Elkhart (Ind.) High School. Mrs. Miethe is the former **Carolyn Jo Sweeney**, '52.

William N. Hatfield, '56, received his Ph.D. from Ohio State University last June. He is Assistant Professor of Modern Language Education at Purdue University. Mrs. Hatfield, the former **Loretta M. McCann**, ex-'59, is attending classes at Purdue.

Lawrence L. Martin, '57, and Mrs. Martin, the former **Roberta L. Collins**, ex-'58, have built a new house at 7405 Forest Park Drive, Indianapolis, Ind. Mr. Martin is a produce manager with Standard Grocery, National Tea Co.

Rev. Herbert E. Osman, '57, is a Methodist minister, residing in Remington, Ind.

Lloyd B. Ludwig, '57, is a partner in the Ludwig Lumber Co., Effingham, Ill., with his father and brother, Bob. Mrs. Ludwig, the former **Mary Barnett**, '58, teaches afternoons in the seventh grade.

Phillip A. Stuckey, '57, moved from Peoria, Ill. to Arlington, Va. last September. He is still with the IRS. Mr. and Mrs. Stuckey were expecting their second child in February. The address is 866 North Livingston St., Arlington.

Elva Mae Ragsdale, '58, is down to the dissertation stage on her doc-

torate at Ball State. She teaches at Anderson (Ind.) College.

Sara Maudlin (Mrs. Alvin Gustafson), '58, began teaching high school home economics in the fall of 1965 at Covington, Ind.

Walter R. Jones Jr., '58, and Mrs. Jones, the former **Bonnie Pool**, ex-'67, became parents of a daughter on Jan. 23. The family lives in Good Hope, Ill.

Julian Gitzen, '58, received his Ph.D. from the University of Wisconsin in June. Dr. Gitzen is an Assistant Professor of English at Kansas University.

Roger J. Nolette, '58, has been promoted to personnel manager in the New York office of The Sheridan Company, a Subsidiary of Harris-Intertype Corporation. The family address is 28 Bloomfield Ave., Somerset, N. J.

Mrs. Mabel Evelyn Miller, '59, was selected recently for a second honorable mention "Excellence in Teaching Award" in the state of Indiana. She teaches kindergarten in the Long Beach School, Michigan City, Ind.

Jerome S. Ashworth, '59, is a marketing representative for Mobil Oil Company, Chicago Division. Mrs. Ashworth is the former **Jane L. Armstrong**, ex-'60. The address since last August is 79 Greenridge, Decatur, Ill.

Donald J. Shields, '59, is an Assistant Professor in the Speech Department at Indiana State University. Mrs. Shields, '62, teaches at Wiley High School, Terre Haute, Ind.

Ronald R. Dornblaser, '59, is a cost accountant at a steel mill in East Chicago, Ind. The address is 733 N. Fremont Rd., Valparaiso, Ind.

Garfield C. Greathouse, '59, and Mrs. Greathouse became parents of a daughter last September. Mr. Greathouse works in the property accounting section at Delco-Remy Division of General Motors Corp. The address is 2939½ Columbus Ave., Anderson, Ind.

1960 — 1965

Oliver Dean Decker, '60, and Mrs. Decker, the former **Lois Jean Ball**, '53, report the birth of a son on Aug. 24, 1965. The Deckers, who have two other children, live at 4336 Shady Lane, Indianapolis, Ind. Mr. Decker

is a research chemist with Standard Brands.

David L. Elmore, '60, is a district representative for the Visco Division of Narco Chem. Co., Evansville, Ind. Mrs. Elmore is the former *Colleen K. McManaman*, ex-'62.

Gary G. Mutchmore, '60, and Mrs. Mutchmore have adopted a boy who was born on May 28, 1965. The family lives at 311 Apple Avenue, Vincennes, Ind. Mr. Mutchmore is a claims representative with the Social Security Administration.

Charley Monroe White, '60, is working toward his Ph.D. in vertebrate ecology at Purdue University. Mrs. White is the former *Olive Kathryn Vanatta*, '59.

James R. Adcock, '60, was married on June 26, 1965 to Betty Repplinger. Both teach at Clinton (Ill.) High School.

Marsha Watts (Mrs. George E. Baker), '61, reports the birth of a son, Frank Sherwood, on Sept. 9, 1965. The family lives at 1827 College Ave., Terre Haute, Ind.

George R. Cole, '61, and Mrs. Cole, the former *Virginia Cornwell*, '61, report the birth of a daughter last November. The family lives at 6907 Charleston Court, Indianapolis, Ind.

Emma Lou Edwards, '61, received an A.M. in English at the University of Illinois last year and is teaching at Effingham (Ill.) High School.

Bruce E. Palmer, '61, is an actuarial technician for the Lincoln National Life Insurance Co. Mr. Palmer and Mrs. Palmer, the former *Judith Rae Jerints*, ex-'62, are the parents of four children. The address is 311 South Seminole Circle, Ft. Wayne, Ind.

Marilyn King, '61, was married last Dec. 18 to Dr. G. M. Pierce. Mrs. Pierce teaches at Inland Lakes School, Indian River, Mich.

Otis Shouse, '62, will complete an M.A. degree in April at Western Michigan University. Mr. Shouse is attending WMU under a National Science Foundation grant.

Tom G. Fowler, '62, joined Texas Instruments, Inc., Dallas, Tex. last November as Corporate Systems Development staff member.

Geneva Williams, '62, teaches in an American elementary school in Germany. Her address is Aschaffenburg American Elementary School, APO New York.

Vern Richey, ex-'62, is enrolled in the graduate School of Journalism, Columbia University. Mr. Richey enrolled at Columbia after serving with the Peace Corps in Africa. His address is 290 Riverside Dr., Apt. 1A, New York, N. Y.

John E. Montgomery, '62, and Mrs. Montgomery, the former *Patricia Wilson*, '62, live at 5506 North Lakewood Ave., Chicago. Mr. Montgomery is an illustrator-designer for Montgomery Ward. The couple has one son, Mitchell.

Robert Hall, '62, assistant basketball coach at Dieterich (Ill.) High School, was killed in an auto accident last Dec. 17 on Illinois 121 in Cumberland County. Mr. Hall coached at Westfield for three years before going to Dieterich. Mr. Hall graduated from Cumberland High School in 1957.

C. Gerald Van Dyke, '63, has finished his M.S. in Plant Pathology at the University of Illinois and is continuing work on his Ph.D. He was married to Loretta Prather last August.

Sue Ann Smith, '63, has been awarded a National Science Foundation Fellowship to participate in NDEA Counseling & Guidance Institute at Purdue. She plans to be married in June to Sherman R. Dickey, Notre Dame School of Engineering.

Shirley D. Roll, '63, who teaches in Bettendorf, Iowa, will become Mrs. Robert Dickey in June. Mr. Dickey teaches in Davenport, Iowa.

Larry Dean Bowers, '63, a chemist at Eli Lilly & Co., Indianapolis, Ind., was married last August to Sharon A. Elzey.

Ernest R. Lamkey, M.S. '63, a teacher at Oakland (Ill.) High School, died on Feb. 10 in Charleston (Ill.) Hospital. Mr. Lamkey was 48.

Second Lieutenant Roscoe M. Cougill, '63, has been graduated at Keesler AFB, Miss., from the course for U.S. Air Force communications officers. Lieutenant Cougill has been reassigned to Little Rock AFB, Ark., for duty with the Strategic Air Command.

Wayne E. Neeley, '64, is the assistant pastor of the Bedford, Ind., Free Methodist Church and is a junior at Asbury Theological Seminary.

Janice Brown (Mrs. Frank Bennett), '64, is teaching fifth grade in



High level entertainment continues to be an Eastern trademark. Among the stars brought by the Artist Series Board was Isaac Stern, violinist.

the Lafayette (Ind.) school system. *Linda Gilham* (Mrs. Kenneth Robert Brown), '64, reports a son was born last August 20. The family lives at 1116 B Bayard Park Drive, Evansville, Ind.

Richard Oppman, '64, is a physical education instructor in the Gary, Ind., school system. Mr. and Mrs. Oppman have one daughter and two sons. The address is 9023 Kennebec Ave., Highland, Ind.

Barry Jacobson, '64, is assistant football coach and head tennis coach at Monmouth Regional High School, Shrewsbury, N. J.

Lucille H. Bush, M.S. '64, is Assistant Dean of Women at the State University of New York College of Brockport.

Sandra Duke, '65, was married last July to Jerry Rawls. Mrs. Rawls teaches second grade in the Indianapolis (Ind.) school system.

Nadine Beccue, '65, teaches at Yorkville (Ill.) High School.

Sally B. Baird (Mrs. Ben C. Butler), '65, writes that she and her husband became the parents of a son last December 24. The family lives at Joy, Ill., Box 172.

1966 Homecoming
Is October 8th

