

Eastern Illinois University

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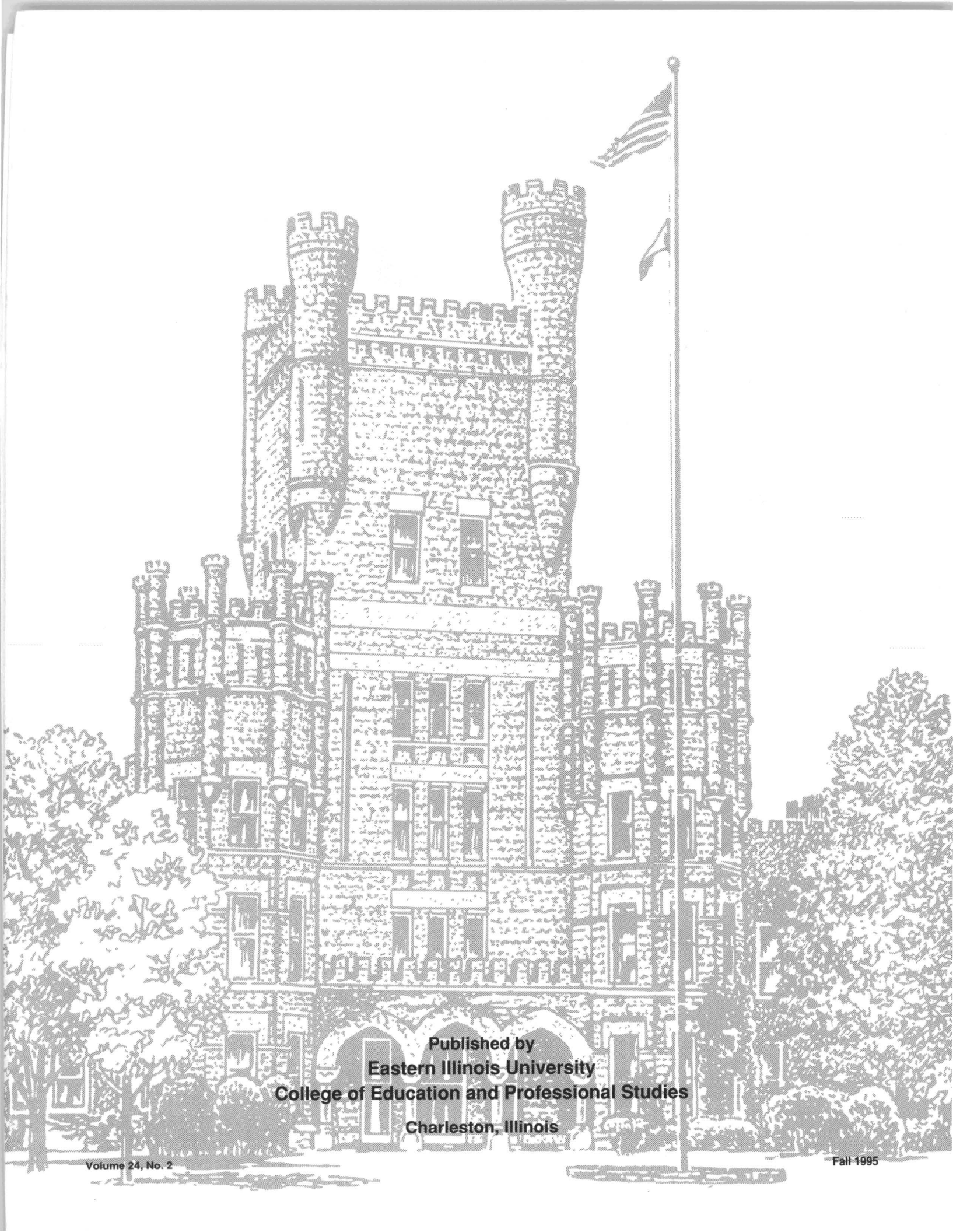
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# EASTERN EDUCATION JOURNAL

PUBLISHED BY THE COLLEGE OF EDUCATION AND  
PROFESSIONAL STUDIES  
EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

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The Eastern Education Journal seeks to present competent discussions of contemporary issues in education and toward this end generally publishes articles written by persons active in the profession of education who have developed degrees of expertise through preparation and experience in the field.

We are currently soliciting articles. A variety of manuscripts will be accepted. Research summaries, program descriptions, and book reviews are considered worthy; the Editorial Board, however, will give priority to original points of view and strong personal position papers. Controversy is welcome and the journal seeks to present a balance of pro and con arguments on current issues in education. Manuscripts must be submitted to the Editor, Veronica P. Stephen, College of Education and Professional Studies, Eastern Illinois University.

1. Manuscripts should be limited to 3000 words or less and typed (double-spaced). Footnotes should be kept to a minimum. All references must appear at the end of the article in format according to the APA style.

2. Five copies of the manuscript are required. Articles accepted for publication are read and approved by a minimum of three members of the Editorial Board.

3. Each copy of the manuscript should be accompanied by a cover sheet containing the following information:

- Title of manuscript
- Date of submission
- Author's name, mailing address, business and home telephone numbers; institutional affiliation. Provide the same information if more than one author is involved.
- Brief autobiographical sketch. Provide the same information if more than one author is involved.
- A statement whether or not the article has been previously published or is under consideration by another publication.

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## FROM THE EDITOR . . .

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As we read, we turn the pages – one by one. With each forthcoming page, we learn about new people, new places, and new things. As we watch television, we see one screen followed by another. With any new screen, we learn something different. As we view computer displays, we see diverse messages come and go. With each new message or command, we learn a bit more. As we speak on the telephone, each sentence or phrase provides a forum for novel responses. With every word, our knowledge base expands and another dialogue begins. Whether the word is spoken, written, heard, or read, communication occurs. At times, messages come from the past. At other times, they are generated by future visions of what is to come. Both voices from the past and voices of the future communicate crucial 21st century missions for schools of higher education.

At Eastern Illinois University, we have just finished celebrating 100 years of excellence in academic and scholarly achievement. What will the future bring? What do we hear, write, say, and read about the future? Clearly, the College of Education and Professional Studies at EIU is on the “cutting edge” of educational improvements.

First, renovation of the **Buzzard Building** (home of the **CEPS**) will result not only in cosmetic improvement, but also in the creation of several distance learning classrooms. These facilities will enable the college to meet the needs of individuals located in regions beyond the immediate vicinity of EIU through new technological tools. In addition, Internet access and email will provide support for instruction and personal communication. Voices from the past relate that Eastern systematically sought to serve populations who could not directly access campus courses. Voices from the future tell us that the same need exists today.

Second, the College of Education and Professional Studies has recently established **Professional Development Schools** (PDSs). At this time, Eastern Illinois University is the first and only rural post-secondary institution in Illinois to develop the **PDS Network**. In this project, on-site facilitators work with individual school needs, early field and preclinical experiences are conducted in specific PDS sites, and university faculty work together with public school personnel in order to better meet student, school, and district needs, as well as educational improvement plans. Voices from the past tell us that EIU concentrated on Lab Schools which served as sites for best practice. Voices from the future continue to agree with the idea.

Third, the newly-formed **Stockman Institute** (in conjunction with the School of Adult and Continuing Education and the College of Education and Professional Studies) will provide opportunities to study, analyze, and create solutions regarding the educational problems encountered by contemporary America. Voices from the past inform us that legions of educators, families, and other interested individuals once came together to meet diverse student and school

needs. Voices from the future emphatically encourage us to do the same.

And fourth, the **Eastern Education Journal** is home to new people and new beginnings. We extend a warm welcome to **Terry Weidner**, Acting Provost and Vice President for Academic Affairs; **Elizabeth J. Hitch**, Dean, College of Education and Professional Studies; and **Bev Findley**, Editorial Board member.

While voices from the past and those from the future may differ with respect to time, the primary content appears to be the same. During the past hundred years, EIU sought to involve students, parents, and faculty in the process of teaching and learning. Today, the College of Education and Professional Studies at EIU embraces this commitment and, at the same time, encourages participation of community and business leaders, as well as social agencies connected to public school endeavors. During the past hundred years, EIU chose to establish laboratory schools in an effort to better meet preservice educator requirements and concomitantly, more effectively address individual student needs. Today, the College of Education and Professional Studies pursues the Professional Development Schools philosophy as a means of tying theory to practice and establishing greater collaboration between public schools and the university. During the past hundred years, EIU elected to become a noteworthy institution reflective of exemplary teaching, research, and service achievements. Today, the College of Education and Professional Studies encourages and facilitates teaching, research, and service through scholarly discourse, conference presentations, and publications relevant to all aspects of the teaching and learning environment.

In the Spring 1995 edition, the **Eastern Education Journal** provided a forum for distinctly different manuscripts. First, we examined critical issues in education. And second, we provided a platform for thoughts and reflections about Eastern Illinois University. In **this** issue, we continue to investigate educational concerns through scholarly research. In celebrating the Eastern Illinois University Centennial, we also continue to reminisce about people, places, and events at EIU.

This issue begins with a keynote address by **Elizabeth J. Hitch**, Dean of the College of Education and Professional Studies. Next, we are greatly pleased to provide a format for information and discussion through a new column that focuses on the Stockman Institute, a philanthropic enterprise dedicated to the perpetuation of knowledge, research, teaching, and learning at Eastern Illinois University. We heartily welcome our guest columnist – **Dr. William Hine**, Dean of the School of Adult and Continuing Education. In addition, we are extremely excited by the opportunity to share news, issues, and progress about the Professional Development Schools initiative formally established (in January 1995) between EIU's College of Education and Professional Studies and various rural and urban school districts in east central Illinois. As a



result, we dedicate a column to the PDS movement at EIU. In forthcoming issues, this section will be spearheaded by various **PDS Network** guest columnists.

In continuing our quest for dissemination of scholarly research, **Part One** of this edition explores ideas about multicultural education, distance learning, academic achievement and self-concept, as well as the power of multimedia. Elizabeth Evans, Carol Torrey, and Rita Richardson, provide the lead article – "Inclusion of Multicultural Education for University Teacher Training Programs." In their study, Evans and colleagues scrutinize cultural awareness and provide information regarding a teacher training module designed to better prepare pre-service teachers for working with students from different cultural backgrounds. In "Serving K-12 Schools in America's Heartland: Distance Learning from Western Illinois University," Bruce Barker and Michael Dickson examine telecommunications-based instructional delivery systems and their impact on university teaching, as well as student learning. Further, Johnson Afolayan investigates the importance of students' self-concept in achieving better academic success in school in the article entitled "Educational Impact of Self-Concept on Academic Achievement: Implications for Parents and Teachers." In addition, William Gibbs, in "Instructional and Non-Instructional Computer-Based Applications: Centennial 100 - A Multimedia Prototype," provides background information on the computer as an instructional system and discusses how a multimedia presentation was designed to present an historical perspective of a university during its centennial year.

**Part Two** of this issue is dedicated to celebrating Eastern Illinois University's Centennial. Judy Barford, Guest Columnist for the Fall 1995 Centennial section, provides a comprehensive overview of Eastern's beginnings and its current direction. Dale Downs also expands on EIU's Lab School (featured in the Spring

1995 issue). Other contributors include: Martin Schaefer, John North, Will Hine, Stuart Vincent, Ray McKenna, Becky Neuman, Leonard Durham, William Buckellew, and Beverly Miller. Special thanks to Richard and Mary White for providing a copy of **The Teachers College Bulletin** (July 1, 1929) and to Beverly Miller for submitting photographic treasures.

Upcoming editions of the **Eastern Education Journal** will reflect themed issues dealing with instructional leadership and the teaching of values. We continue to invite your comments regarding items published by the **Eastern Education Journal** and encourage you to submit manuscripts for publication.

The **Eastern Education Journal** proudly salutes Eastern Illinois University! Without question, the University's history is replete with enviable achievements and contributions. Lessons from the past have created a solid foundation for both the present and the future. Today, we are harvesting the gardens planted 100 years ago; at the same time, we are designing new plots and experimenting with new seedlings. Tomorrow, new gardeners will till, rotate, and harvest the prime essence of Eastern Illinois University.

*Veronica P. Styl*

## **New Editorial Board Member**

The **Eastern Education Journal** welcomes Bev Findley to the Editorial Board! Dr. Findley is an Associate Professor of Educational Administration. She holds a BS degree in French and English from the University of New Orleans; an MS and Ed.S. in Administration and Supervision from Southeastern Louisiana University; and a Ph.D. in Educational Administration from Indiana University. Bev has taught French and English in grades 9-12 and has also served as assistant principal and principal. Her research interests focus on middle school philosophy, data management, and supervision of instruction.

# Building a Community of Learners – Dream Big

*Elizabeth J. Hitch, Dean  
College of Education and Professional Studies*



*Dr. Hitch (B.A., M.S., Michigan State University; Ph.D., The University of Michigan) moves to Eastern Illinois University from Central Michigan University where she was Professor and Director of Teacher Education. Dr. Hitch began her faculty career in human ecology education and has published a text on pedagogy for the family and consumer sciences. Her interest in establishing closer ties between families/communities and schools led to involvement with the Michigan Partnership for new Education and the establishment of professional development schools. Her current focus is on fostering growth of professional development schools that use technology to effectively provide integrated services.*

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## *College of Education and Professional Studies 1995 Fall Meeting Address*

I cannot begin any academic year without just a little bit of the same feeling I had as a child as the school year began – that sense of excitement brought about by new books, clean notebooks and fresh teachers and classrooms.

Several years ago, I cut an ad from a newspaper. Apple Computers was the advertiser, and I believe the ad was designed for college student consumption . . . but it touched me and inspired me. I share it with you not because I am an avid Apple fan, but because I hope it inspires you. It begins . . .

### **DREAM BIG**

If there were ever a time to dare, to make a difference, to embark on something worth doing, it is **NOW**. Not for any grand cause, necessarily – but for something that tugs at your heart, something that's your aspiration, something that's your dream.

You owe it to yourself to make your days here count. Have fun. Dig deep. Stretch. **DREAM BIG**.

Know, though, that things worth doing seldom come easy. There will be good days. And there will be bad days. There will be times when you want to turn around, pack it up, and call it quits.

Those times tell you that you are pushing yourself, that you are not afraid to learn by trying. **PERSIST**

Because with an idea, determination, and the right tools, you can do great things.

Let your instincts, your intellect, and your heart guide you. **TRUST**.

Believe in the incredible **POWER** of the **HUMAN MIND**.

Of doing something that makes a difference.

Of working hard. Of laughing and hoping.

Of lazy afternoons. Of lasting friends.

Of all the things that will cross your path this year.

The start of something new brings the hope of something great.

Anything is possible. There is only one you.

And you will pass this way only once. **DO IT RIGHT**.

I invite you today to "dream big." In the last few weeks, I have often heard that in today's address, I would share my vision for the College of Education and Professional Studies with you. It may not have been intended, but I thought some implied that today's address might be one in which I supplied all of the "right answers" for the future of this College. Of course, I **DO** have ideas about things we may want to consider as we begin planning for the next century. But the "right answers" for the future of the college come from all of us . . . our collective and shared vision for the future – a future that we can only fulfill at our highest potential if we "dream big."

First, however, I must acknowledge the strengths that exist in this College. They are what drew me to Eastern Illinois University after fourteen years of a satisfying professional career at another institution. The College of Education and Professional Studies at Eastern has a strong tradition of excellent teaching. The discussions with faculty and staff that I have had reflect a true concern for student learning. There are energy and enthusiasm here. A sense that people are wanting to be challenged by new ideas . . . to think innovative, courageous (maybe even outrageous) thoughts.

Two major themes I believe are worth considering in our College are based on some of the underlying strands I have heard in numerous conversations. While they may not be fully developed yet, they are definite recurring themes I am sensing here at Eastern and, indeed, in the academic community at large. One theme revolves around the idea that we are a community of learners; the other focuses on what is called "integrated services" in the literature.

I firmly believe that the "community of learners" theme can have a tremendous impact on the way we

teach and learn, the way we practice. I first came in contact with the community of learners idea in the 1990 report of the Holmes Group, Tomorrow's Schools. This little paperback book provides discussion around the six principles guiding Professional Development Schools. It was here that I first encountered the theme: "Teaching for Understanding: In a Community of Learning." Although the book focuses more on communities of learning as they might exist in individual K-12 classrooms, I believe the idea has broader application.

I know when I began undergraduate school, I was pretty sure that I was the empty pitcher which my faculty at MSU was to fill. I'm not so sure that in that day and time, the faculty didn't see it about the same way. They lectured, I read; they tested, I spit back the answers. But we are immersed in an even more complex world these days than the one that existed in my undergraduate days. In today's world, no single person can have all of the right answers. The richest solutions will come from the broadest discussion. In such a world, a true learning community, where ALL agree that we are learning TOGETHER seems to me a more powerful approach to the business of education, whether it is K-12 education or beyond. It is an idea worth considering as we attempt to shape the future.

How would such an idea play out? In a true learning community, the relationship between students and teachers or faculty would change. Students would learn as much from each other as from the faculty member. The faculty member would learn more from students than ever before. Faculty members would get to know each other ACROSS DISCIPLINES. Business and agency leaders would not just participate as practicum supervisors, but would be integrated into the learning community. To solve the real problems we face in our lives today, we will need a rich and diverse group of learners working TOGETHER toward solutions.

Ernest Boyer, in his 1990 work Scholarship Reconsidered emphasizes the notion of scholarship and community within the professorate. He notes that faculty across the nation are expressing concerns reflecting a recognition that "teaching is crucial, that integrative studies are increasingly consequential, and that, in addition to research, the work of the academy must relate to the world beyond the campus." (p. 75) This notion, then, of a "community of learners" is one that is being expressed in the academy as a whole. It was one desire I heard when I first came to your campus and one that I continue to hear in daily conversations. I believe we are beginning to recognize that in the world of the 21st century, our ways of doing things must change.

The second theme I hear both nation-wide and in conversations at Eastern has to do with integrated services. Clearly, schools have had to change as society has changed, but they have not been able to effectively provide the range of services that children and families need: learning opportunities, health, counseling, nutrition, extended day care and more. Yet, the school has been the agency most called upon to accept increased responsibilities as communities change and

families' needs expand. In this college, we have a unique opportunity to try to meet the needs of communities in a very direct way. The strong relationships we have with one another are abundantly clear. There is no doubt that one major aspect of this college's mission is to provide professionals who work to improve the lives of community members. Whether we are in Leisure Studies or Health, Physical Education, counseling, or teacher and administrator education, the students we prepare will work in careers that focus on improving the quality of life in communities. Further, our young professionals will need to find effective and efficient ways of providing services. The overlapping and fragmented services that are often offered for children and families in need can be replaced by integrated services that do not leave gaps. Some have suggested that schools, often the focal point for communities, are the ideal "center" for providing responsive, integrated services.

The Professional Development Schools that have begun at Eastern might serve as ideal training and demonstration sites for providing such services. Perhaps our health, counseling, leisure studies, and education students, working together during practica in Professional Development Schools, can develop some of the strategies needed to provide services to families that significantly improve the quality of life for those families.

These two themes – learning communities and integrated services — are those I see when I envision the future for this college and for our professions. They both focus on the connectedness that we seem to be craving in this rapidly changing world.

In addition, I believe technology needs to be woven through our vision of the future. Technology, as we are aware, is both a boon and a bane in our existence. It will not, however, go away . . . and its potential for relieving our work load and increasing our ability to communicate with one another in our global community is too powerful for us to ignore it.

As an academic community, we face exciting and challenging years. We are in a wonderful position to celebrate our strengths and achievements. We have a proud 100 year history. Throughout the years, faculty and staff have worked exceedingly hard to make changes that significantly improve the quality of our program. We have been great, but we're going to be even better! I begin this year with tremendous energy and enthusiasm. The College of Education and Professional Studies at Eastern has a tradition of excellence that will provide a solid base for the innovations of the 21st century.

As the Apple Computer advertisers so aptly noted:

If there were ever a time to dare, to make a difference, to embark on something worth doing, it is **NOW**.

**DREAM BIG!**



# Professional Development Schools at Eastern

Since 1983 and the Nation at Risk report, reform efforts to improve teacher education and practice have been made across the state and the nation. The concept of Professional Development Schools is based on the premise that public school and university collaboration is integral to ensuring student success and achievement. Endorsed by the Carnegie Forum on Education, the Holmes Group, John Goodlad, and the National Council for Accreditation of Teacher Education, Professional Development Schools are sites that blend theory into practice by involving *all* educators in the process of teacher preparation and continuing professional growth.

At Eastern, the College of Education and Professional Studies has long recognized the need for greater school/university communication and collaboration. Early in 1991, Eastern faculty, students, public school educators, and representatives from regional offices of education came together to discuss and explore the concept of professional development schools. Numerous meetings, brown-bag lunches, and working sessions resulted in a common vision: to develop learners as constructors of knowledge by linking universities, public schools, business and industries, and communities. During the next two years, several programs were piloted. These programs primarily focused on blending theory into practice. Methods courses, taught by EIU faculty representing various departments and diverse disciplines, were offered on-site (public schools). Students enrolled in these courses were immediately engaged as active participants in the classroom (working with small groups, individual students, designing curricula, etc.), rather than passive visitors (observing the classroom). Public school teachers and administrators were involved in developing long-range plans for preservice education candidates, designing curricular modifications, and applying new technologies. Support was provided by business, industry, and community organizations, as well as by Eastern Illinois University faculty. As the pilot programs came to fruition, perspectives regarding these early "professional development schools" projects were presented by public school personnel and EIU faculty at a number of different state, regional, and national conferences.

Since then, the College of Education and Professional Studies has continuously sought to collaborate with public schools in the areas of ongoing professional development and preservice teacher education; stronger school, home, and community ties; and improvement of students' academic achievement, as well as future success in the workforce.

The *Professional Development Schools Network* (PDS Network), a consortium of six school districts working in collaboration with the College of Education and Professional Studies at Eastern Illinois University,

was formally established in January 1995. Eastern Illinois University is the only public university in east central Illinois and has the reputation of providing excellent teacher preparation programs and quality education; further, it has NCA, NCATE, and ISBE accreditation and approval. The six school districts involved in the consortium are: Centralia, Champaign, Charleston, Danville, Decatur, and Effingham. Each has North Central Accreditation. All six districts in the *PDS Network* have signed agreements with Eastern to collaboratively improve the quality of teaching and learning – for preservice teacher and administrator candidates, for certified faculty and staff, and for K-12 students.

Currently, each *PDS Network* site has an Eastern faculty member who serves as PDS site facilitator and school/university liaison. Other duties include placing and supervising early field experience and preclinical students. In addition, PDS site facilitators are involved with different school, community, and university committees, each focused on distinct areas of need. Recently, new student teacher/cooperating teacher handbooks and student teacher performance evaluation forms have been developed for *PDS Network* sites.

In addition, the College of Education and Professional Studies is publishing a newsletter on Professional Development Schools at Eastern. Since December 1995, the monthly edition of *PDS Issues & Perspectives* has been distributed to CEPS faculty, EIU departments and administrative offices, and to all individuals involved in the *PDS Network*. Each edition of the newsletter provides information on recent developments, accomplishments, and issues related to the Professional Development Schools concept, as well as a more in-depth look at certain schools in the *PDS Network*, student teachers, cooperating teachers, and other items relevant to this collaborative endeavor.

Across the board, the *PDS Network* seeks to improve educational opportunities for K-12 students, teacher education candidates, public school teachers and administrators, university faculty, parents, business and industry leaders, and community members. The future is bright!

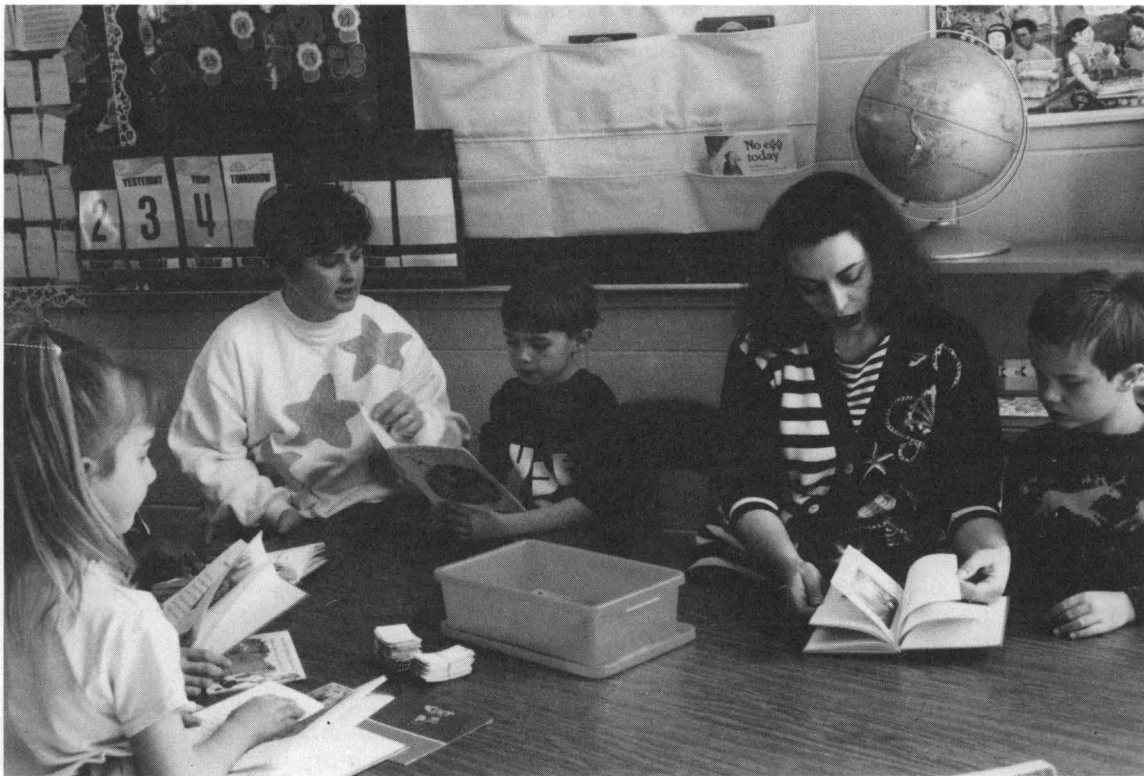
Upcoming issues of the Eastern Education Journal will highlight the *PDS Network* and its collaboration with the College of Education and Professional Studies at Eastern Illinois University through a new column – PROFESSIONAL DEVELOPMENT SCHOOLS AT EASTERN.

If you are interested in the Professional Development Schools movement at Eastern Illinois University, the *PDS Network*, or the *PDS Issues & Perspectives* Newsletter, please send inquiries to the Editor.

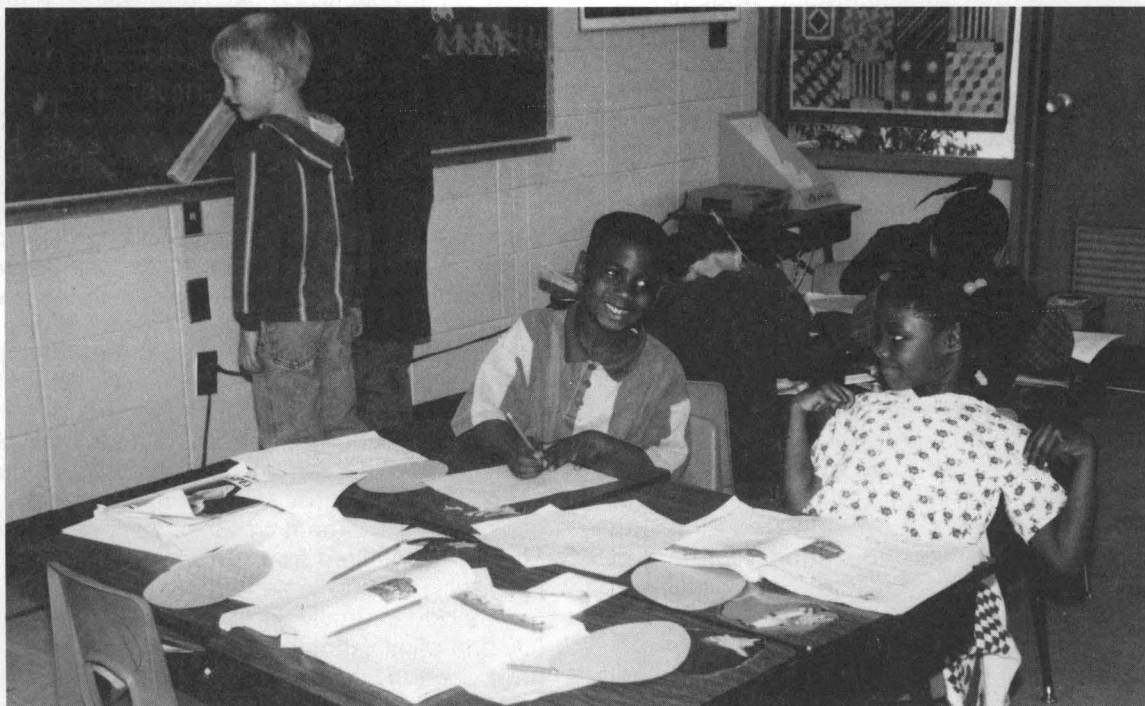
Veronica P. Skyles



## **EIU'S PROFESSIONAL DEVELOPMENT SCHOOLS IN ACTION!**



At East Park Elementary School, located in Danville, Illinois, first grade students are engaged in Reading Recovery activities with Suzi Hesser (EIU Student Teacher) and Lisa Burgess (Cooperating Teacher).



East Park first graders enjoying projects based on whole language instruction.

# **The Stockman Institute: Its Mission and Agenda**

*William C. Hine, Dean  
School of Adult and Continuing Education*

Dr. Verne Stockman was a much beloved and respected faculty member in the College of Education at Eastern Illinois University for a number of years. During that time, he influenced, in a very positive manner, the lives of a wide variety of students. The Stockman family and many of Dr. Stockman's former students have come together to begin the process of raising money and leadership for the establishment of the Stockman Institute.

## **The Need**

Contemporary American society is confronted with an increasing spectrum of educational problems for which there seem to be no solutions. Increased competition for finite financial resources, altered family structures, increased societal expectations, morale difficulties within the teaching and education profession, and the eternal need for strong educational role models provide opportunities for the Stockman Institute to contribute to the well-being of society by defining educational problems addressing potential solutions.

## **Mission**

The Mission of the Stockman Institute, in conjunction with the College of Education and Professional Studies at Eastern Illinois University, is to honor the memory of Verne Stockman and to perpetuate the values personified by him.

The Stockman Institute will study, analyze, and create solutions regarding the educational problems encountered by contemporary America. A special emphasis is granted to those efforts which promote and establish mentoring relationships, identify human potential, and develop the personal and professional skills required of the educational leaders of tomorrow.

## **Goals**

The goals of the Stockman Institute are:

- to conduct seminars and forums, sponsor studies and research, and enable scholarly papers on the many educational issues affecting society; and
- to create scholarships, fellowships, and/or endowed chairs which will provide financial and professional support for the educational leaders of tomorrow.

## **Structure**

As initially envisioned, the Stockman Institute will not be structured from bricks and mortar. It will be a mechanism to solicit and receive endowments and to provide funding to address contemporary educational issues. It will be a forum to address contemporary

educational problems in creative, non-traditional ways.

The Stockman Institute will be focused on addressing issues that impact public education today. Obviously, such issues require innovative educational leadership. The Institute will examine the problems of education within the total context of contemporary society, with emphasis on how educational institutions function as society's change agents through collaborative efforts between other public and private organizations to affect desired change. The Stockman Board of Directors has been established and they are providing important leadership for the developing Institute. On October 27, 1995, the second annual Stockman Institute Conference took place at the Worthington Inn in Charleston, Illinois. Several featured conference speakers included: Dr. Ken Howey, The Ohio State University; Dean Elizabeth Hitch, College of Education and Professional Studies; Dr. Carl Stockman; and a panel of educators who discussed public education and distance learning programs.

Under the leadership of Dr. Will Hine, Dean of the School of Adult and Continuing Education, a small planning grant was written. Consequently funded by the Kellogg Foundation, ten thousand dollars were obtained to help with a variety of issues, one of which was the establishment of the Stockman Institute. Currently, a major Kellogg Foundation proposal is in the process of being developed. Dr. Ken Howey, Professor at the College of Education (The Ohio State University), will be acting as consultant and grant writer for this proposal. During the past year, several meetings have been held utilizing a variety of resources both on and off the campus in an effort to provide Dr. Howey with input related to educational issues, problems, situations, and challenges within the Eastern Illinois University service region. Howey is developing a proposal that will be discussed at the annual meeting of the Stockman Board of Directors. In addition, on October 6, 1995, under the leadership of the College of Education and Professional Studies, the Stockman Institute, and the School of Adult and Continuing Education, a workshop dealing with technology applications in the classroom was instituted for area teachers. Mr. Tim McCollum from Charleston, Illinois, provided leadership for this conference program.

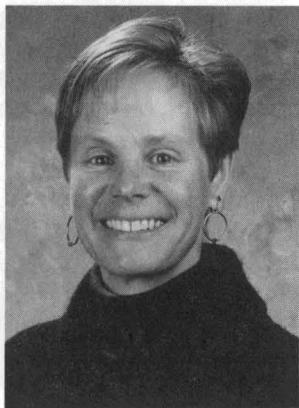
Stockman family, former students, on-campus faculty and administrators, as well as off-campus leaders, have been involved in many aspects of the Stockman Institute development. Without reservation, all are exceptionally excited about the Stockman Institute's potential impact. Look to future issues of the Eastern Education Journal for Stockman Institute updates.

# Inclusion of Multicultural Education for University Teacher Training Programs

*Edith D. Evans, Carol C. Torrey, Rita C. Richardson*



*Elizabeth D. Evans is a Professor in the Department of Special Education at Southeastern Louisiana University. She is active in many professional organizations and is currently President of the Louisiana Teacher Education organization and Past President of the local council for Exceptional Children chapter. She also serves as professor or record for Louisiana's first distance learning courses in special education. Her research interests revolve around topics of child abuse and neglect, the use of corporal punishment in schools, and the inclusion of multicultural education in teacher preparation programs.*



*Carol C. Torrey is an Assistant Professor in the Department of Special Education at Southeastern Louisiana University. Prior to coming to the university, she held various positions as curriculum specialist, evaluator, and teacher of young children with disabilities. She remains active in community projects related to children with disabilities.*



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Cultural diversity has become a permanent segment of American education; thus, teachers need the sensitivity, knowledge and skills to successfully work with students from diverse cultures. Understanding learners from different cultures is necessary given our current failure to provide successful school experiences for many students. It is the responsibility of professionals in teacher education programs to develop components which are relevant to multicultural issues (Burstein & Cabello, 1989). The Examination for the Certification of Educators in Texas (ExCET) is one example of the current movement to include multicultural education in teacher proficiency examinations. It has identified a domain for understanding learners which includes the following set of multicultural competencies:

The teacher appreciates human diversity, recognizing how diversity in the classroom and the community may affect learning and creating a classroom environment in which both the diversity of groups and the uniqueness of individuals are recognized and celebrated.

The teacher is aware that each student brings to the classroom a constellation of personal and social characteristics related to a variety of factors such as ETHNICITY, GENDER, LANGUAGE BACKGROUND, EXCEPTIONALITY, etc.

The teacher recognizes the instructional implications of student diversity and knows how to turn diversity within and beyond the classroom to advantage by creating an environment that nurtures a sense of community, respects differences, fosters learning, and enhances students' understanding of the society in which they live (Texas Education Agency, p. 6 1991).

Educating students from diverse cultures involves acknowledging both a national common culture and a variety of cultural groups within the United States. The goal of multicultural education is to assist schools and society in establishing essential democratic values such as equality and justice for all (Gay, 1993). It is predicted that by the year 2020, the nation's public schools population will be comprised of 40% from cultures other than white (Pallas, Natriello & McDill,



1989). Additional demographic data contrasts the cultural diversity of the student population in public schools and the homogeneity of the present teaching force which is overwhelmingly white (Burstein & Cabello, 1989). Moreover, there appears to be an affinity for prospective teachers to teach students who are like themselves (Zimpher, 1989). Generally, these individuals are monolingual and are not trained to identify with other cultural orientations (Burstein & Cabello, 1989).

## **PREPARING TEACHERS FOR MULTICULTURAL EDUCATION**

A teacher training module which includes a base of knowledge for understanding cultural diversity issues was developed. The module includes activities and information to better prepare pre-service teachers for working with students from different cultural backgrounds. The module includes the following goals:

1. to develop a personal cultural awareness and sensitivity to cultural diversity.
2. to gain knowledge of changing demographics and recognize various viewpoints of ethnicity within the United States.
3. to gain an understanding of stereotypes, racism, prejudice and discrimination and their impact on society.
4. to identify universal values and identify those values specifically needed for understanding diversity.
5. to gain a knowledge of various learning styles as they relate to different cultures.
6. to understand assessment bias and to gain a knowledge of alternative assessment techniques.
7. to review and adapt curriculum for cultural diversity.
8. to interact and collaborate with the community and culturally diverse families.

## **AWARENESS OF CULTURE**

A multicultural approach to instruction requires that teachers become aware of their own culture, beliefs and attitudes, and the influence of these on their understanding of the cultures of others. It also includes the teacher's willingness to understand and respect different perspectives and views (Hixon, 1991). Teachers must be aware and learn to recognize and build on their students' personal cultures, social and academic strengths, learning styles and skills.

### **Activities**

The Multicultural Self-Report Inventory (SRI) measures pre-service teachers' belief of culture and its relevance to teaching. Discomfort with the concept of multicultural education is indicated by a high score, while a low score indicates less multicultural bias (Slade & Conoley, 1989). After taking the SRI, the pre-service teachers design an interview based on the five components of culture. They then interview their family members from different generations to gain information about their own culture and to develop cultural self-awareness. Other activities include: simulations of disabilities to promote understanding of differences, and role playing of given situations to help pre-service

teachers identify with individuals from other cultures, genders or with disabilities.

## **DEMOGRAPHIC INFORMATION**

Statistics demonstrate that the demographics of the United States have changed dramatically in the past several decades (Williams, 1992). As a result of these demographic changes, the school population is becoming more diverse, and in many larger cities, the minority cultures represent the majority of students (Plisko & Stern, 1985). In many states, the ethnicity of the teachers is not the same as the students; therefore it is critical that teachers are aware of the cultural components within the changing school population.

### **Activity**

To increase pre-service teacher awareness of the demographic changes in their communities, pre-service teachers gather demographic statistics from their respective schools. To heighten their awareness, they then gather data on the entire school district, as well as the state. Additional comparisons can be made regarding population changes within the past decade. Another activity involves a survey of languages spoken in the school and the entire community. This information can be obtained through the local city government census department. A further activity involves a survey of advertisements, businesses, local government sponsored agencies, etc. within their community which reflect various cultures.

## **DISCRIMINATION AND ITS IMPACT ON SOCIETY**

Discrimination and prejudice have increased throughout the United States during the past several decades (Lickona, 1991). Increased information and awareness are needed to allow for understanding and tolerance in a multicultural society. Teachers need to define and explore such terms as racism and prejudice as they study the concept of discrimination. In addition, teachers need to direct research topics to become sensitive to the human condition. Examining the interrelationships of discrimination and its impact and effect on society should be addressed.

### **Activities**

The module includes viewing and discussing video tapes or films related to cultural diversity. These may include: Talking to Children about Prejudice, Diversity in the Classroom: Multicultural Education, Dances with Wolves, The Color Purple, Bury My Heart at Wounded Knee, The Philadelphia Story, Grapes of Wrath, The Eye of the Storm, and Of Mice and Men. Following the viewing of the videos/films, the instructor facilitates discussions and encourages the pre-service teachers to examine the factors that shape children's concepts and stereotypes based on race, sex, religion and disability, and sexual preference.

A forced choice activity compels the pre-service teachers to choose 15 children from a given list of 22 descriptions of children. The descriptions include children with ethnically different backgrounds. The pre-



service teachers select and reject children and defend their choices by explanatory rationale. This activity provides an experience in choice, discrimination and prejudice (Rodriguez, 1983).

## **VALUES**

Values for multicultural education are based on democratic and humanistic ideals which prize the individual in a societal context. Teachers are given information about the development of values in various civilizations that have impacted and contributed to the present day value system. Learning about value systems is best understood through psychodynamic and humanistic/social learning theories (Sleeter & Grant, 1988). Teachers learn that specific values which are associated with particular cultures can be maintained as individuals become part of the mainstream.

### **Activities**

Pre-service teachers are administered a pre/post test to determine their perceptions of the values needed for accepting diversity. The Values for Accepting Diversity Scale (VADS) was developed by Evans and Richardson (1994, in process), and is in process of a preliminary pilot testing. The intent of the VADS is to measure perception of values necessary for accepting diversity and to provide information for interventions for pre-service teacher training. Information obtained from the instrument can be used to develop activities.

With another activity, each pre-service teacher is given a paper flower with a value written on the petal. Small groups are formed and directed to arrange a bouquet. Subsequently, each group will discuss the attributes and contributions of each flower/value to the whole.

In another activity, open-ended questions on values are formulated and discussed. An example might include: "How can a school system minimize or accentuate a particular cultural value"?

## **LEARNING STYLES AND ETHNICITY**

Various learning styles have been identified and their contribution to successful school experiences has been documented. The rationale for understanding learning styles is similar to the rationale for multicultural education; it celebrates human potential (Bennett, 1990). The knowledge base for learning styles is developed through direct instruction. Teachers learn that a learning style is formed as a result of genetic influences and cultural experiences of home, school and society. The belief that learning styles are related to certain ethnic groups is both dangerous and hopeful. It is dangerous because it can create stereotypes and self-fulfilling expectations. It is hopeful because it may clarify the cultural variables that impact on how children learn. Many theories of learning styles are explored as they relate to various cultures.

### **Activities**

The pre-service teachers are directed to discover their learning styles by completing a learning style inventory. Several short learning styles instruments

are available for this activity. These include: Short Inventory of Approaches to Studying (Entwistle, 1981), Student Learning Style Questionnaire (Grasha & Riechmann, 1974), Learning Style Inventory (Kolb, 1981), Cognitive Profiles: Basic Determinants of Academic Achievement (Letteri, 1980). Following the determination of their learning style, each pre-service teacher is required to write a short lesson plan to include activities, materials and learning situations to match their personal learning style.

## **ASSESSMENT**

Over the past decade there has been a significant increase in alternative ways to assess students. Ecological assessment considers the culture of the student in the context of the environment. Curriculum-based assessment evaluates the student's performance in relation to what has been taught in the classroom. Criterion-referenced tests assess a student's performance in reference to a predetermined level of mastery. Portfolio assessment includes samples of students' work and allows them to evaluate their progress (McLoughlin & Lewis 1994).

Norm referenced test results often produce inaccurate expectancies or stereotypes. The use of standardized ability and achievement tests have resulted in disproportionate placement of poor and minority students in both lower educational tracks and in special education (Salvia & Ysseldyke, 1991).

### **Activities**

Pre-service teachers are given culturally laden exercise tests, the BITCH-R (Steward & Borger, 1986), the Hanna-Butta Intelligence Test (Patton, Payne, & Beirne-Smith, 1986) and the Hispano-Chicano Culture Test (Jaramillio, 1941) to raise awareness of test bias and discriminatory practices. Another activity involves a review of test information concerning how certain assessment tools discriminate against members of racial and cultural minorities. Additionally, they review several standardized and informal assessment tools, determining occurrence of test bias. For this review, the pre-service teachers can generate questions/statements or utilize a previously made checklist concerning test bias. A further activity requires the participants to collect assessment information on a student through the use of various formal and informal assessment procedures. The participants will then review the interpreted assessment data to ascertain if assessment examiner bias occurred (McLoughlin & Lewis, 1994).

## **CURRICULUM**

Curriculum material has traditionally been gender, age, exceptionality, and racially biased. Multicultural curricula must include high and realistic expectations for all students, cooperative and interactive learning, be free from gender bias and modified to accommodate students with disabilities. Curricula reflect a value system of their authors and publishers. Therefore, it is important to explore what is contained in a curriculum and what is omitted. Different curricula materials which

present diverse viewpoints need to be examined and discussed.

### **Activities**

The module includes activities for pre-service teachers to critically review curriculum materials, and printed and visual media. Categories under review include diversity of illustrations, up-to-date terminology, stereotypical behaviors and a general representation of diverse groups. The pre-service teachers review catalogues from various publishers of multicultural curriculum and generate lists of resources they would use for thematic lessons.

### **PARENT INVOLVEMENT**

An integral part of a teacher's job is working with parents. Exploring their own cultural attitudes will help teachers become less judgmental of parental responses to the educational process. Teachers become aware of the multicultural experiences that children and their families bring to the classroom. Through parent involvement, teachers are able to enhance their students' academic performance (Hernandez, 1992).

### **Activities**

The module incorporates activities which provide interaction with families of students from various cultural groups. Parents are invited as guest speakers to share their fears, prejudices and acceptance of their children in a school setting. Through listening in a non-judgmental way, the pre-service teachers are able to relate to the problems and cultures of the family, and then are able to examine their own fears and differences.

The pre-service teachers also interview parents and video tape the interaction. The parents are invited to the viewing and group/class discussion of the interview.

An additional activity requires the pre-service teacher to role play a situation involving parents from a different culture. The pre-service teacher must demonstrate sensitivity to family need and respect for the parents' ideas and values.

### **CONCLUSION**

The concept of multicultural education has been espoused for several decades; however, university teacher education programs have been slow to incorporate these ideas. Multicultural education has not been supported by certification requirements at the state department level (Evans, Torrey, & Newton, 1994). A multicultural education module has been developed for use by university personnel or teacher trainers. It is critically important that teacher training programs begin to better prepare educators to address the needs of students from various cultures.

This article presented eight goals that can be incorporated into coursework at the university level. These goals and activities can be included in different teacher preparatory programs, and interspersed into all courses. These activities are ideas that can be further developed and expanded, depending on the spe-

cific aspects of the school, community, and state, and specific characteristics and knowledge base of the university professor and pre-service teachers. It is the responsibility of all educators to make multicultural education an important aspect of teacher training programs.

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# Serving K-12 Schools in America's Heartland: Distance Learning from Western Illinois University

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Western Illinois University (WIU) enrolls approximately 13,000 students, is the sixth largest university in Illinois, and is the only public senior institution of higher learning in the west-central region of the state. The campus is located in the rolling countryside 40 miles east of the Mississippi River in the city of Macomb.

A central charge to the University from its governing board has been to develop advanced telecommunications-based instructional delivery systems to meet the education and training needs of Illinois schools and the educational and economic needs of west-central Illinois (IBHE, 1994). Accordingly, the College of Education and Human Services at WIU operates three ongoing distance learning initiatives using three separate technologies. These include: (1) a digital satellite network, (2) a two-way compressed digital TV network, and (3) a low-cost distance tutoring network using video telephones and facsimile machines.

## **The WIU/ISBE Satellite Education Network**

The Western Illinois University/Illinois State Board of Education (WIU/ISBE) Satellite Education Network delivers education and training for the State of Illinois as well as the United States. The WIU/ISBE Satellite Education Network was founded in 1988 as part of the first round of \$100 million funding through the United States Department of Education STAR Schools distance learning initiative. At that time WIU's College of

Education joined with Mississippi State University, the University of Alabama, California State University at Chico, Texas Education Service Center 20, the TI-IN satellite network in San Antonio, and with the State Departments of Education in Illinois, Texas, and North Carolina to form the TI-IN United Star Network. The consortium was awarded \$6.5 million to set-up satellite receiver equipment at designated K-12 schools in participating states. Network membership in Illinois has since grown from 52 elementary and secondary schools with downlink receivers in 1988 to 110 schools in Illinois in 1994 and over 2000 schools in 39 states currently receiving interactive satellite programming through TI-IN.

As a long-term partner with TI-IN, WIU's College of Education and Human Services – through its Satellite Education Network and Interactive Technologies (SENIT) unit – produced and delivered over 350 hours of live, interactive satellite programming during the 1992-93 program year and delivered between 400 and 450 hours during the 1993-94 program year. Over 450 hours of live programming are forecast for the 1994-95 academic year with an anticipated 10 percent increase in program offerings for academic year 1995-96.

In the fourth round of Federal Star Schools Funding (1994-96), WIU's College of Education and Human Services joined the United Star Distance Learning Consortium which links K-12 schools in a five state region with state departments of education in Illinois,



Texas, New Mexico, Florida, and North Carolina for distance learning programming. The consortium was awarded \$3.8 million in federal Star Schools funding for 1994-95. As a partner, WIU will deliver over 100 teacher inservice telecasts over the two-year funding period in the areas of elementary science, physics, mathematics, and technology. Programming originating from WIU is delivered to receive sites throughout Illinois, to schools in the five state consortium, and to schools across the nation linked to TI-IN. The college of Arts and Sciences at Oklahoma State University has also received federal Star Schools dollars in two separate rounds of funding. As a result of Star Schools funding for 1994-95, an additional 34 new sites in Illinois have been equipped with satellite downlink receive equipment. This includes a mix of elementary and secondary schools.

The College of Education and Human Services at WIU also produces teleconferences and direct student instruction for TI-IN. TI-IN was purchased by Westcott Communications of Dallas, Texas in 1993. Westcott Communications offers programs in K-12 instruction, law enforcement training, fireman training, long-term health care, etc., and is the largest provider of satellite based distance education programming in the United States (Westcott Communications, 1993). As a provider of direct student instruction for TI-IN Westcott Communications, the College's Satellite Education and interactive Technologies unit broadcasts Advanced Placement Calculus for high school credit from studios at WIU to a national audience (39 states) five days a week during the academic year. Two years of Advanced Placement Literature and Composition were broadcast to 35 states five days a week between 1990-92.

SENIT also produces and delivers three monthly national teleconferences in the fields of Early Childhood Education, Science Career Education, and Adult Education. Besides developing outreach programming, "Let's Go to School" and "Study Skills" SENIT has cooperated with a host of national and international agencies on a regular basis since 1988 in producing and delivering educational teleconferences. These agencies/professional groups include: African/European Educational Satellite Training and Educational Consortium, Consortium for International Earth Science Information Network, Eisenhower Math and Science, Scientific Literacy, French Cultural Services, Illinois Association of Colleges of Teacher Education, Illinois Technical Assistance System, National Adult Education Professional Development Consortium, National Aeronautics and Space Administration, Illinois State Board of Education, and North Central Regional Educational Laboratory.

In addition, SENIT has produced several critically-acclaimed videotape programs which have been broadcast over satellite and then made available to public schools. One 12-part series entitled "Illinois History Panorama" was developed and produced with funds from the Lieutenant Governor's office and distributed to libraries and schools across Illinois. Another 12-part series, "Salut la France", produced in conjunction with the French Embassy, is being marketed by

the National Textbook Corporation as resource material for French foreign language teachers. Videotapes for early childhood, adult education, and distance learning instruction have also been produced and marketed to educators in Illinois and elsewhere in the Midwest.

In conjunction with TI-IN Westcott Communications, over 1000 Illinois students in rural and small schools, as well as some not so small schools, are receiving high school credit instruction via the Network. The courses range from Japanese to Calculus to Marine Science and Advanced Placement English Literature and Composition. These are courses and opportunities that are not commonly available to students in small rural and remote schools, and, for that matter, some larger urban schools. To underscore the unique nature of this opportunity many larger, more affluent schools have recently enrolled students in Network courses. Bloomington, Illinois (the site of the Diamond Star/Mitsubishi Plant) is utilizing the Network for Japanese instruction. In 1993-94 Wheaton High School began enrolling students in AP Calculus and the Audio Visual Institute of DuPage County (AVID) has participated in numerous teacher inservice programs.

Student enrichment is also a critical component of Network programming. Utilizing the Network, Illinois students have spoken directly with United States Supreme Court Justice Anton Scalia in a 90-minute open discussion. Students have also "visited" the bottom of the Mediterranean Ocean and a Roman shipwreck, live and interactive, as part of the Network's JASON Project with Woods Hole Oceanographic Institution. Live and interactive "video field trips" have also included such locations as the Fermi Lab and the Shedd Aquarium in Chicago, the Cosmosphere in Kansas, and the Manned Space Center in Texas. The Network is capable of literally bringing the world into the classroom, live and interactive.

Programs over the WIU/ISBE Satellite Education Network are delivered in both a digital Ku-band and C-band analog mode. Furthermore, through agreement with Chicago Cable Access Corporation, many of the programs are "picked off" the satellite and redistributed on cable television over the Chicago Cable's public access channel thereby reaching more than 80,000 households in the Chicago area. All student enrichment, high school credit, and teacher inservice programming originating from WIU's uplink facility are provided free to students and teachers in Illinois as well as those watching around the country.

### **Two-Way Compressed TV Network (CODEC Connection)**

With support in the form of a \$500,000 grant from the Ameritech Corporation, the College of Education and Human services at Western Illinois University has established a two-way compressed television network between the University campus in Macomb to Springfield Public School District #186 located 90 miles south in the state's capital city. The network is currently made up of three nodes with CODEC (coder/decoder)

units at each site – WIU, Lincoln Elementary School, and Springfield High School. Plans in the future will add a fourth CODEC at a junior high school in Springfield. Each of the three sites is equipped with VTEL video conferencing equipment. Two-way, live interactive video and audio transmission between sites is by means of a fractional T 1 transmission (1/4 T 1 @ 384 kbps).

The compressed TV network has promoted a Professional development school partnership between the college and Springfield Public Schools albeit via distance learning. As a result of this partnership, teachers in Springfield have offered inservice training to WIU education faculty as have College faculty to Springfield teachers. Since June 1993, over 40 college credit graduate courses have been delivered over the network. Delivery of graduate level courses has provided Springfield public teachers the opportunity to take advanced level classes which are not otherwise available in their immediate area.

Numerous "video field trips" have also been conducted between Springfield Public School students and students in other parts of the country. One notable video field trip was a connection with students in Northridge, California held shortly after the devastating earthquake which hit Los Angeles in January 1994. The Northridge school was only a few miles from the earthquake epicenter. Students in Northridge talked of their first-hand experience with the earthquake while students in Illinois talked about the floods of 1993 along the Mississippi and a recent fire which had destroyed portions of their school.

A unique use of the compressed network is for pre-service teacher education majors to observe teacher and student behavior in Springfield while remaining on the WIU campus. Unobtrusive cameras have been mounted in selected classrooms at each of the two Springfield schools. WIU students can thereby watch and hear – at a distance – practicing teachers work with students in actual classroom settings. This use of the system has been especially valuable for pre-service teachers who wish to observe teachers working with students in classrooms which are culturally diverse inasmuch as most of the area schools in near proximity to WIU have very few minority students.

#### **Distance Tutoring between WIU and Springfield**

A relatively low-cost technology link between the College and Franklin Middle School in Springfield makes use of video telephones and facsimile machines to create a "homework hot-line" for students. Four afternoons per week, immediately after school, interested students are invited to the school library to receive special tutoring from school faculty on-site. Within the library a video telephone and fax machine are also available for students to call into WIU on a toll-free line. Under the direction of an on-site faculty member, Franklin students can "video phone" in to WIU to ask questions from pre-service teacher education tutors in math, science, English, and social studies to ask questions about their homework assignments. Communication is by video telephone and fax machines, thereby permitting a "personal touch" in

seeing each other (video phone) and exchanging hard copy of homework/questions via fax machine. The purpose of the distance tutoring program is to acquaint teacher education majors with additional uses of relatively low-cost telecommunications technologies while at the same time giving them an opportunity to work with students in the public schools. The program has been in operation since Fall 1994.

#### **Conclusion**

Improvements in telecommunications have made it increasingly easy to transmit instruction, access information, and share electronic messages over geographically forbidding distances. In recent years, the concept of distance education has received increased acceptance as a valid means to deliver instruction to students in remote locations. The responsibility rests on program providers to assure that this approach to educational outreach measures up to its full potential to benefit students who might otherwise not be provided a full range of educational opportunity.

The College of Education and Human Services at WIU is committed to this cause. Course and program delivery occurs in the form of state-of-the-art digital satellite transmissions, compressed TV transmissions, and in the form of low-cost video telephone and facsimile transmission over regular telephone lines. The bulk of program offerings delivered via satellite have been and continue to be funded through state and federal grants. College credit course offerings delivered via compressed TV to practicing teachers in Springfield have been funded through appropriated state dollars as part of the College's graduate curriculum.

As a result of past success and current on-going efforts, the College is a viable provider of distance learning programs to K-12 schools in Illinois and has established a national reputation for breadth as well as quality in program offerings. If colleges of education are to remain viable to their constituencies in the future, it is imperative that linkages and partnerships using advanced technologies be formed that provide schools and colleges with two-way interaction for teaching and learning.

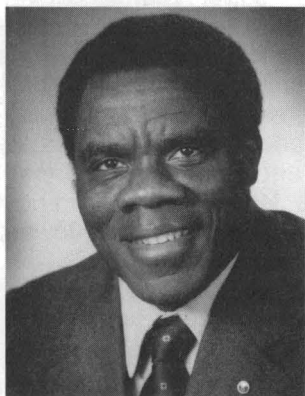
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# Educational Impact of Self-Concept on Academic Achievement: Implications for Parents and Teachers

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## Abstract

This article focuses on the importance of students' self-concept in achieving better academic success in schools. The implications of the supportive responsibilities of parents and students in that regard are discussed.

Self-concept is the set of perceptual interpretations that one holds about self. It embraces a person's feelings, thoughts, and active decisions about personal strengths, abilities, and limitations in the learning environment (DeVito, 1993).

Several researchers have focused on the concept of self as it relates to various aspects of human lives and educational achievements. Self-concept influences happiness (Goldings, 1954), marital happiness (Eastman, 1958), anxiety (Bandura, 1956), alcoholism (Wahl, 1956), body image (Fisher & Cleveland, 1958), depression (Bills, 1954), beauty (Rokeach, 1945), and health (Fiedler, 1958), along with countless existential factors. Education has not escaped the zeal of individuals searching for insight into problems of self-concept in regard to mathematics (Newman, 1984), reading (Chall, 1967); Zimmerman & Allbrand, 1965), sports (Kay, 1972), and peer relations (Janos, 1985), to name a few. The impact of self-concept on academic achievement has been the emphasis of several studies. The purpose of this article is to synthesize the educational impact of self-concept on academic achievement. It analyzes the theoretical implications of self-concept for parents and classroom teachers in the school system.

Because children are learning, growing, and experiencing, self-concept does not remain static. Daily experiences can cause a child to reevaluate feelings about self in relation to the surroundings. Therefore, it is difficult to accurately isolate the developmental factors related to self-concept. Erikson's (cited in Strom, Bernard, & Strom, 1987) work on growth and development provides insights on stages that can be linked to self-concept.

Erikson (cited in Woolfolk, 1995) provided the foundational framework for analyzing the social needs of the young people regarding identity, youth, and crisis. All humans have the same basic needs that are associated with emotional changes and social environment that follow similar patterns in every society. The building of trust in the academic environment is critical to the students' learning potential (Woolfolk, 1995).

## Self-Concept and General Academic Achievement

Coopersmith (1961) and Reeder (1955) both found that children achieve lower in terms of their potential if they have a low self-concept. In a study of ninth graders, Fink (1962) concluded that a relationship does exist between self-concept and levels of academic achievement. He found it to be more so for boys than for girls. In 1965, Campbell studied fourth, fifth, and sixth grade students, finding a low but positive relationship between self-concept and academic achievement. In the same year, Zimmerman and Allbrand studied fourth, fifth, and sixth graders of poor reading ability who had such a negative sense of self-worth they avoided achievement. Caplin's (1966) study found that students with high self-concepts tended to have higher academic achievement. In 1967, Irwin's study of college freshmen reported a significant relationship between self-concept and academic achievement. Perhaps one of the most valuable contributions of the time was the Self-Esteem Inventory developed by Coopersmith (1967). This instrument for measuring self-concept is still widely used.

More recent studies have confirmed these past findings. Kinney and Miller (1983) compared self-esteem and academic achievement in academically skilled students and remedial students. The remedial students scored lower on the Self-Esteem Inventory than did the high-achieving students.

Educational researchers have looked at self-concept in general terms, while some modern research has sought to study a more narrow dimension called academic self-concept, that is, how a student perceives his academic ability. Parsons (1981) believes



that once this is stable, it may be important in later achievement because of self-established values regarding achievement outcomes. In a study of Korean adolescents, Song and Hattie (1983) reported that academic self-concept has the most effect on academic achievement. Marsh, Parker and Smith (1983) reasoned that academic self-concept is more likely to affect school grades than standardized test scores. Marsh et al. stated that academic self-concept is substantially correlated with academic ability. These findings lend support to a positive relationship between academic self-concept and academic achievement.

Maslow's hierarchy (1970) of self-actualization indicates the human need for love, belonging, and esteem. Felker (1974) describes three components of self-esteem: a feeling of belonging (Erikson, 1963), competence (Diggory, 1966), and worth (Jersild, 1963). Belonging refers to the need of an individual to be part of a social group and feel valued and accepted as a member of the group. Competence is associated with efficiently accomplishing a set task. The person must feel within that he/she has been successful. Feeling worthwhile involves a person seeing himself/herself as having worth in the estimation of others.

Several factors that correlate with self-concept can be classified into home and school environments (Glasser, 1969).

### **Parental Implications**

Because self-concept begins in infancy (Mahler, 1963), parents play a vital role in the development of their child's self-concept. They largely determine their child's environment. If a child is in a supportive environment in which parents exhibit love and care, that child will develop a sense of worthiness. Parents convey messages of affection to their child by playing, kissing, holding, smiling, and talking to the child. This behavior lets the child know he or she is wanted and loved. Praise and approval indicate that he/she has value.

Whatever cultural identity young people have is closely related to that of their parents. In traditional cultures, parents do not always tell children directly how to behave. They are supposed to learn by observing the behaviors of the adults (De Marrais & Le Compte, 1995).

Sears (1970) presented findings that 5-year-olds who had warm and accepting parents had higher levels of self-esteem when measured again at age 12. If, however, parents neglect their child, withholding love and care, they communicate rejection to the child, thus crippling that child emotionally. In a study by Manis (1958), results indicated that a child's level of self-regard is closely related to the parents' regard for that child. Thus, children see themselves as their parents see them. The evident implication is that the parents' opinion of their children virtually becomes the opinion they have of themselves.

In order for a child's parents to have a positive influence on his or her self-concept, Coopersmith (1967) suggests three conditions: (a) parental acceptance of the child, as demonstrated by appreciation,

interest, and participating in activities together, communicates the importance of the child, causing the child to regard himself or herself positively; (b) clearly defined limits let the child know the expectations of the parents; and (c) respect for individual action allows the child's opinions and rights but at the same time maintains parental authority. These conditions support the findings (Honig, 1984) about self-esteem in children from authoritative homes with reasonable provision for choices (Maccoby & Martin, 1983).

Family stress clearly impacts students' ability to function effectively in the academic setting. Working parents expect children to take on major family responsibilities without adult supervision and even encourage children to become involved in out-of-school activities. Studies show that young people who commit suicide are the high achievers unable to handle the stress of lives and high expectations for academic achievement (Jones & Jones, 1995). The connections between self-esteem and school achievement are clearly interwoven. Students who feel better about themselves are more likely to act thoughtfully toward others (Kirschenbaum, 1995).

### **Implications for Teachers**

As children enter school, they become less dependent on parents as they become a part of yet another social group. The child's environment, which formerly consisted of usually two or three major adult influences, is now expanded to include the teacher and, to a lesser extent, the principal, other teachers, and school personnel. Since the child is under constant supervision of a new significant adult for approximately 7 hours a day, 176 days a year, the teacher has a substantial role in the process of molding the child's self-concept.

The teacher becomes significant to the child because of two things (Purkey, 1970): what the teacher believes and what the teacher does. Teachers should begin with positive attitudes about themselves and their abilities. If teachers are accepting of themselves, they will more likely be accepting of others (Trend, 1957). Effective teachers have positive attitudes about themselves and others (Combs et al. 1963, 1964, 1965, 1969). A teacher who has a positive self-concept is in a much better position to foster positive self-concept in students.

What the teacher believes about the student has a great deal of effect on the student's success. Davidson and Lang (1960) found that not only was students' academic achievement better when accompanied by positive perceptions of the teacher's feelings toward them, but classroom behavior also improved. This appeared to support the apparent conclusion (Brookover, 1965, 1967) that the teachers' attitudes and opinions of students are important in determining student success. Therefore, if a teacher believes a student can achieve, the student will most likely achieve; if the teacher does not believe the child can achieve, then the child probably will not.

These beliefs largely determine what the teacher does. Attitude and atmosphere are two important

dimensions of the teacher's role (Purkey, 1970). Attitude should reflect belief. Teachers should convey interest in the student as a person and show confidence in his or her ability.

The atmosphere created by a teacher can be divided into six areas: (a) challenge, (b) freedom, (c) respect, (d) warmth, (e) control, and (f) success (Purkey, 1970). Challenging a student requires a consideration of timing. The teacher must wait until the probability of success is good, then commit his or her trust in the child's ability. Students experience growth when allowed freedom to make choices in the classroom. Opportunities to make meaningful decisions cause children to have faith in their own judgments. Treating students with respect builds self-respect and promotes feelings of worth. A teacher who demonstrates warmth, through consideration, acceptance, friendliness, and understanding, is building favorable self-concepts (Spaulding, 1964). Because children reared in a permissive environment seem to have lower self-esteem than those reared in a more authoritative environment (Coopersmith, 1967), it is clear that a teacher must have control in the classroom. Leadership, preparation, and firmness lead to this desired control. Students should be given honest experiences of success, even if they seem small. Small steps should be recognized rather than placing emphasis on failures.

### Educational Conclusions

A student who has a strong positive self-concept is better equipped to deal with human difficulties and challenges than the student with a negative self-image. Self-concept is the totality of a person's set of perceptions including attitudes and beliefs accumulated over the years. The confirming and disconfirming messages received through relational feedbacks are vital to shaping of the students' self-concept (Adler & Towne, 1993).

One of the goals of education is to assist students with the development of academic and social skills for solving problems. The extent to which students experience acceptance or rejection from the peer group can influence their self-esteem and academic performance. Self-centered students lack the ability to empathize and understand the impact of their behavior on others. All students will experience greater academic success when educated in the school settings that meet their basic needs.

The learning process is an interactive, relational, and ego-evolving event. Students cannot reach their potential without a positive invitation by the teachers (Jones & Jones, 1990).

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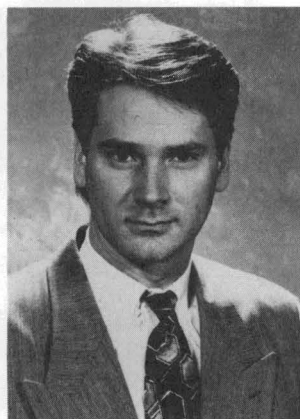
*The future is not a gift – it is an achievement.*

Harry Lauder



# Instructional and Non-instructional Computer-based Applications: Centennial 100 – A Multimedia Prototype

*William J. Gibbs*



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## Introduction

This paper discusses instructional and non-instructional uses of computers in education. Several instructional applications of computer-based learning are presented and their potential to facilitate learners' knowledge acquisition are discussed. Also, non-instructional applications of computer technology are reviewed. Presented in this line of discussion is a description of a computer-based multimedia prototype called Centennial 100, developed to present historical information about Eastern Illinois University.

## Instructional Applications of Computers: Background

The applications of computer technologies in higher education are numerous. Today, more than ever before, computers are being used as instructional systems. Among other things, computers help manage instructional processes (i.e., student assessment, records keeping). They often function as the medium by which to carry the instructional message. The computer as an educational medium gives learners an opportunity to engage in individualized interactive learning (Ross, 1984).

Early applications of computers in educational settings, often referred to as Computer-Assisted Instruction (CAI), generally fit into one of four categories: 1) drill and practice sessions; 2) tutorial or instructional sessions; 3) games; 4) simulation or modeling (Hannafin & Peck, 1988). Computer-based drill and prac-

tice and tutorials comprise up to 85% of commercially accessible courseware (Jonassen, 1988).

Many traditional forms of CAI designs are based on principles of behavioral psychology. In recent years, however, developments in cognitive learning theory have provided courseware designers much insight in the development of learning systems that more accurately reflect human information processing. The application of cognitive learning principles to courseware designs has enhanced the quality of much software.

## Computer-based drill and CAI Tutorials

Computer-based drill systems, following the programmed learning-based instructional paradigm, are often associated with introductory learning (Jacobson & Spiro, 1994). The task to be learned is divided into sub-tasks or manageable chunks of information, each of which is presented to the learner. Feedback is used to reinforce mastering. Drill and practice systems assumed that learners have prior knowledge of the instructional content and, therefore, they do not provide new information (Vazquez & LaFleur, 1990). A typical computer-based drill involves the presentation of a question or stimulus, a learner's response, response checking, and the display of feedback. Computer-based drill and practice systems are widely recognized (Lockard, Abrams, & Many, 1987) and are used extensively in education (Siegel and Misselt, 1984).

CAI tutorials are often used to deliver instructional content to learners in a self-directed, self-paced fashion. In a typical CAI tutorial, the computer presents instructional content to the learner. Throughout the lesson, the learner is asked to respond or to interact with the informational content. Based on the learner's response or interactions, the computer determines the learner's pathway through the lesson (Hannafin & Peck, 1988). In this way, learners may have more opportunity for successful learning. Many computer-based tutorials provide immediate personalized feedback, maintain student records, and include animation and other strategies to motivate learners. It is a mode of delivery that helps to provide instruction consistently to all individuals and affords learner control. Computerized tutorials are most appropriately used for simple well-structured knowledge domains and introductory learning (Jacobson & Spiro, 1994).

### *Cognitive learning principles and courseware designs*

As mentioned before, many traditional forms of CAI (i.e., tutorials and drill and practice) are behaviorally oriented following programmed instruction-based designs (Jonassen, 1988). While appropriate in some instructional situations, these designs do not reflect recent developments in cognitive principles of psychology. Activities embedded in such courseware are often viewed as in and of themselves capable of effecting mental processing (Jonassen, 1988). Thus, they ignore the learner's information processing ability or the mind as a mediating factor between instruction and learning.

The field of instructional technology is witnessing a change in focus from behavioral to cognitive approaches (Clark, 1989; DiVesta, 1989; and Clark & Salomon, 1987). Cognitive learning theory, combined with computer technology, offers much potential for improving learning and the learning environment. Physiological constructs such as meaningful learning (Mayer, 1984) which emphasize how learners process, organize, encode, and retrieve knowledge have significant implications for the design of computer-based instructional systems (Park & Hannafine, 1993).

Approaches such as microworlds, knowledge-based systems, intelligent tutoring, hypermedia and hypertext, utilizing research in artificial intelligence, human cognition and natural language processing are moving towards more intelligent designs (Jonassen, 1988) more effectively accommodate human information processing needs. Hypermedia and hypertext environments, for example, have the potential to represent knowledge (Bower & Hilgard, 1981). Consistent with the constructivist view of learning, hypermedia, comprised of an arrangement of nodes (concepts in text or graphical form) and links (semantic relationships between concepts), offers learners an opportunity to seek mediated experiences non-sequentially based on individual need and interest (Kumar, Helgeson & White, 1994). Content organization in such systems is flexible and provides for multiple knowledge representations. Learners can make numerous associations, thus creating unique lesson structures reflective of individual learning requirements (Park & Hannafin, 1993). Designs that afford multiple related knowledge representations can facilitate information encoding and retrieval (Park & Hannafin, 1993) and more appropriately serve human information processing needs.

### **Non-instructional Applications of Computers**

The above discussion focused primarily on computers as instructional systems. In other words, using computers to help facilitate learner's integration of new knowledge in ways that are unique and meaningful. The following discussion focuses on computers as tools not designed specifically for instructional purposes and includes a description of a computer-based multimedia prototype called Centennial 100, developed to present historical information about Eastern Illinois University.

It is clear that educational courseware is but one of many applications of computer in education (Jonassen, 1988). Roecks (1981) has identified several uses such as test construction, administration and scoring, library applications, administration, professional development and research. The innovative applications of computers for information access have been exploding within the past several years. Computer-based systems globally networked provide users unprecedented access to information and knowledge on a world wide basis. Increased storage capacity and processing speeds enable the creation, organization and presentation of information that affects a variety of sense modalities (i.e., visual, auditory). For example, computer-based multimedia programs are used for information display, presentations, and promotional campaigns. Across the country, university and college campuses have kiosk systems which include campus maps and on-line multimedia campus directories.

### *Centennial 100: design overview*

Centennial 100, a computer-based prototype designed to present historical information about the University, its presidents, and events that corresponded to their presidencies is among a variety of innovative applications of computer technology at Eastern Illinois University. The program, developed by the University's Department of Media Services, is currently a self-running presentation.

Centennial 100 was initiated to provide the celebrants of the University's 100 year anniversary celebration a visual and auditory tribute to significant individuals and moments in the University's history. The program includes numerous photographs, textual information, and audio quotations. It was displayed during pre-ceremony events and ran continuously so that passersby could view it. For the purpose of the celebration, the prototype was programmed to run independently in a continuous loop. After all of the screen images had been shown, the program restarted from the first screen image. Throughout Centennial 100, animation or the moving of text or graphical elements across the computer screen helped to attract the attention of those walking by the display terminals. Accordingly, audio segments were incorporated in an attempt to personalize or bring to life the photographs. For example, while a photograph of a University president displayed, viewers were able to listen to a quote from his inauguration speech.

In the development process, program developers reviewed numerous photographs, audio recordings, books, and other print materials for relevant events, individuals, quotations, and anecdotal reports. All materials included in Centennial 100 were obtained from the archival collection at Eastern's Booth Library. Approximately one hundred photographs and several audio excerpts were digitized and stored on a computer hard drive. It is anticipated that as the program undergoes further development, additional photographs, audio excerpts, textual information, and even video will be included.

**Figure 1**  
**Centennial 100: Screen Example**



*Centennial 100: considerations for development*

There are several factors that require consideration when developing a program like Centennial 100. Computer files that include photographs, graphics, text, and audio become exceptionally large. If a file is stored on a large hard drive, is not going to be transported and does not need to be backed up, then producing large files poses no urgent problem. Since this is seldom the case, reducing file size is essential. To circumvent the problem of file size, Centennial 100 was designed as a series of eight small files, each of which could be stored on a floppy disc. This served two purposes. First, segmenting the program into a series of small files enabled portability from one computer to the next. Individual files were linked, so that once copied to a computer's hard drive, each called the other to create a seamless display for the viewer. Second, segmenting made it easy to incorporate individual files within other multimedia programs.

The program was created with MacroMind Director software and was run on a Macintosh Quadra 650

computer with 8 Mb of memory and a 250 Mb hard drive. A computer operating at a slower processing speed, with less storage capacity, would have impeded the execution of the program significantly. Thus, computer speed, storage capacity, and memory are important factors that need consideration when developing multimedia displays.

Centennial 100 was shown in a large banquet room. To increase visibility of the program several TV monitors were placed throughout the room. The computer's output was converted to an analog signal and thus was able to display through a TV monitor.

Creating Centennial 100 on a computer was done for two reasons. First, program revisions and updating can be done very easily. Adding or removing photographs, text, and audio is neither a complex or time consuming process. Second, Centennial 100 can easily be modified into a self-paced hypermedia browsing system. In such a system, users would sit at a computer terminal and by selecting various options they could non-sequentially access information about Eastern



and its presidents through a variety of media forms including text, photographs, and audio.

### Summary

This paper presented some instructional and non-instructional applications of computer technology in education. There has been a proliferation of software designs based on learning principles of behavioral and cognitive psychology. CAI tutorials and drill and practice draw largely from behavioral principles, while many hypertext, hypermedia, and more intelligent designs reflect principles related to cognitive learning theory. Recent developments in cognitive theories of learning have significant implications for computer-based learning systems' designs. Such theories provide much insight in the development of systems that more appropriately accommodate human information processing.

The non-instructional applications of computer technology are having an equally pervasive impact on education. Users have unprecedented access to information. Multimedia presentations, effecting visual and auditory sense modalities, and many other innovative applications are witnessed continuously. This paper has presented one such application, Centennial 100, which was an innovative means by which to present a historical perspective of a university during its centennial celebration.

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*The university, without abandoning its admirable relation to the state, must be the capital and fortress of thought. Emerson's definition of the scholar still holds: it is man thinking. This is the core of the university idea, and if we lose it, we lose everything. Can we somehow at once combine and separate the two aspects of American university life – the day-to-day serviceability to the state that public universities so admirably have developed, and the protection of man thinking in the light of time and eternity? To protect that man is the quintessential service of the university to the state.*

Howard Mumford Jones

# CELEBRATING THE CENTENNIAL

## Remembering Eastern Illinois University

### Creating Effective Educational Environments: Eastern Illinois State Normal School c. 1900

*Judith A. Barford, Guest Columnist*



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During 1995, we at Eastern Illinois University have commemorated the 100th anniversary of the founding of our institution as a state normal school. Today the professional educational programs of the College of Education and Professional Studies at EIU are organized and inspired by the overall theme of the unit: *Educator as Creator of Effective Educational Environments*. Our enthusiasm for this grounding concept can be extended and enhanced by drawing back the curtain of the century and spotlighting the educational environment of the first teacher education programs at Eastern Illinois State Normal School.

The purpose of this essay is to reflect upon some scenes typical of our school c. 1900. The spirit of Eastern Illinois State Normal School was one of excellence and service. Learning and opportunity created excitement among the students and staff of the new school. A brief look at horizons beyond EISNS will suggest broad contexts for the endeavors in Charleston. Veritable ferment and tremendous vitality characterized professional education in Illinois and in the nation at the turn of the century.

#### **A New Normal School for Eastern Illinois**

The legislature of the State of Illinois, Act of May 22, 1895, stated the purpose of EISNS:

to qualify teachers for the common schools of this State by imparting instruction in the

art of teaching in all branches of study which pertain to a common school education, in the elements of the natural sciences, in the fundamental laws of the United States and of the State of Illinois, in regard to the rights and duties of citizens" (Coleman, 1950, p. 15).

In 1887, Illinois found itself with only two normal schools, one at Carbondale and one at Normal. Illinois stood behind Wisconsin which had five normal schools and Minnesota which had four. The year, 1895, marked the founding of EISNS and Northern Illinois State Normal School. The Chicago Normal School under Colonel Francis Parker opened in 1896, and Western Illinois State Normal School began in 1899. WISNS was the last state supported teacher training institution created in Illinois (Coleman, p. 8). The fledgling school in Charleston became part of the Illinois state system of normal schools. State senator T. V. Smith expressed the value of the normal schools as "the fine mother of our stoutest virtues" (Coleman, p. 9).

August 29, 1899, was dedication day for the new normal school in Charleston. Of initial expenses, the citizens of Charleston had donated \$56,216.72 to the school, nearly one fourth of the \$227,216.72 appropriated costs for grounds, building, equipment, and anticipated operating expenses for the first two years. Charleston citizens demonstrated their pride and enthusiasm with a colorful parade down Sixth Street from the courthouse to the newly completed Main building. There were bands and choruses, veterans of the Civil War and the Spanish American War, labor unions, horses galore, and over 900 school children. EISNS President, Livingston C. Lord, declared in his welcome address, "... the children must be taught to think, to discriminate ... to work, and the place to take this up is the school. The moral value of these ideas is great" (Coleman, pp. 46-47).

#### **Mr. Lord and Effective Environment**

The spirit of EISNS is in the persona of President Lord. His strong and idealistic personality gave direction and established standards in a singular manner (McKinney, 1937). Before coming to Eastern, Mr. Lord had served as president of Moorhead State Normal

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School in Moorhead, MN. His own education had ended at age fourteen. After working at various jobs because of the death of his father during the Civil War, he entered the New Britain, CN, Normal School at age eighteen and completed the two year course. He taught for 24 years, served as principal and as normal school president. Though the recipient of only a brief formal education, Mr. Lord's experience was great; his dedication and expertise were widely known; he was an able and admired administrator; and he was the epitome of a lifelong learner.

Mr. Lord's ideals immediately influenced the environment of EISNS. He exercised keen discrimination in selecting faculty, readily admitted mistakes in hiring, corrected them, and attributed his success to a high degree of luck. Merely political appointments were anathema. Scholarship, teaching ability, and personal energy rather than formal schooling of a candidate carried much weight with Mr. Lord. As the founding faculty of 15 gathered for their first meeting on September 7, 1899, Mr. Lord declared: "Wherever teachers are gathered, there should be a seat of learning" (McKinney, p. 174). He expected excellence in teaching methods and in scholarship. He facilitated this environment through frequent classroom visits and professional conversations. A teacher must "know something," said Mr. Lord. That a class session which he had visited should suggest boredom or reflect a low degree of intellectual engagement was his gravest concern. Those teachers whose work did not measure up were first assisted toward positive change. Without change, they were dismissed from Eastern. Mr. Lord felt fortunate to have found one good teacher in every two or three appointments. He clearly and continuously invited input and criticism from his staff regarding their common cause. He insisted upon the rhetoric: that he worked *with* his staff, that they were not *under* him.

Achievements of the initial EISNS faculty were indeed worthy of Mr. Lord's vision. Francis G. Blair, head of the Model School, 1899-1906, served seven terms as Illinois State Superintendent of Public Instruction, 1907-1933. John Paul Goode, geographer, served at Eastern, then moved to the University of Chicago becoming a nationally known teacher and author (Goode's Atlases). Lotus D. Coffman, Training School Supervisor, 1907-1912, wrote a renowned methods book on the teaching of reading and became president of the University of Minnesota in 1921. Otis W. Caldwell went from EISNS to University of Chicago and then to Columbia University where he became director of Lincoln School, the laboratory school at Teachers College, Columbia, 1917-1927. There he was the colleague of John Dewey who had also left Chicago. Achievements at the national level by these and others whose early careers had been sparked by years spent at Eastern are testimony to the environment of excellence and energy which Mr. Lord created.

Today we can enter the spacious foyer of Old Main, see the great blocks of light streaming in from twelve foot windows still intact in some areas, read an original window panel in a hallway door, marked "Grammar." We can imagine the hallways bursting with the 159 children in the first model school and with the 208 undergraduate teachers in training. Each day began with the famous mandatory chapel service, mandatory for all from kindergarteners to senior faculty. This assembly established Eastern's community and pride. It gave specific expression to the broad goals of excellence in teaching and learning for each day and season. Mr. Lord presided, spoke, and read from literature for which he had renowned and "exquisite" taste (Briggs, 1947, in Coleman, 1950). Religious hymns were sung, there were readings from the bible, and prayers were said.

Bishops' Woods, on Eastern's grounds, offered much for outdoor, hands-on exploration by the children of the model school. Classes of children collected samples from the lake and cultivated their own gardens. The libraries grew. Books for the model school were collected and stored in individual classroom libraries. Miss Gilberta Coffman, sixth grade critic teacher from 1911 to 1935, describes the great care with which the books were selected (Coleman, p. 87). Classroom libraries consisted of at least 200 books. Children were encouraged to read a book a week. A parents club of 80 members supported the work of the model school.

Until the mid-thirties, all practice teaching was done on campus. Mr. Lord's standard was that practice teaching should take place only with the experienced and outstanding critic teachers which he had selected for Eastern's staff. A unique arrangement allowed for public school teachers to observe in the model school and critic teachers from EISNS to observe in the public schools. Through this arrangement, Eastern classes were held Tuesday through Saturday, enabling Mondays and Saturdays as observation days by the two groups of teachers.

In 1911, Professor Clyde Park of the University of Cincinnati took a summer term substitute position at EISNS. Writing in School and Society, August 28, 1948, Mr. Park discusses the spirit of Eastern. This spirit could always be traced to the person of Livingston C. Lord: "His standards, his thoroughness, his progressiveness . . . were reflected in every phase of the school's activity . . . not only punctuality and systematic operation but also a seriousness of purpose, a certain snap and alertness . . . an unmistakable zest in teaching and learning" (Coleman, p. 163). Park also describes the easy and involved manner in which President Lord visited classes. Students came to know him intimately. He came not as a critic inspector, but as an engaged member of the class. Everyone appreciated his vigorous and sincere thinking. Thus for his



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time, and in a timely manner for Eastern Illinois State Normal School, Livingston C. Lord was the creator of an effective educational environment. The school received North Central Association accreditation, buildings and programs were added. Funding and enrollment increased. Waves of new teachers from EISNS entered the teaching ranks of Illinois.

### Confluent Centennials

The EIU centennial is particularly charged coming as it does at the end of this century and also at the end of the millennium. Some have felt a magical dynamism "a la fin de siecle." Energies of the age seem to merge. A confluence of centennials in Illinois, 1890's/1990's, is noteworthy. The centennials reflect a "ferment" (Tostberg, 1960) to which Illinois was responding in 1895. Issues emanating from the following centennials reveal an immanent ground for many contemporary comparisons in professional education:

1. Eastern Illinois University, 1895/1899
2. University of Chicago, 1892
3. John Dewey at Chicago, 1894
4. University of Chicago Laboratory School, 1896
5. Hull House, first 20 years, 1889-1909

John D. Rockefeller financed the founding of the University of Chicago in 1892. This institution, like no other in history, had as its 'curriculum goal' the study of its own surroundings (Wills, 1994, p. 52). Founding president, William Rainey Harper, convinced Rockefeller to give money to the new university on the grounds that it would be a research institution. The research purpose of the University of Chicago would be to study the wealth and the poverty, the immigrant masses and the rising citadels of industry, the politics, corruption and idealism of Chicago. Based on the study of its own context, the force of the new university was to bring about great social improvements within its own milieu.

Chicago, 1890, was a city of one million people, three quarters foreign born or children of foreign born. The city had tripled in size in the twenty previous years and would add one half million inhabitants each ten years thereafter (Wills, 1994, p. 52; Tostberg, 1960, p. 4). The overwhelming needs of the immigrant populations forced educators to make crucial decisions. In the 1890's as in the 1990's, *multicultural* society created a ferment of crises and opportunity.

The Chicago situation which impelled new decisions in education included many extremes. Representing fabulous wealth and power were Marshall Field, Phillip Armour, and George Pullman. No area of the city was exempt from political corruption. Corruption greatly distorted the distribution of the wealth the city was creating. Unemployment, inadequate housing, child labor, lack of sanitation, lack of recreation plagued the masses. The family unit, recently secure in cooperative rural lifestyles, was dealt many blows by city life. Family members were separated from each

other by dehumanizing and unrelated jobs. Workers were separated from each other and from the significance of their work. Immigrant children quickly grew apart from their parents. Parents had no political clout. They could not create jobs or regulate wages. They could not build homes for themselves. They could not integrate their lives with the lives of their children. It was a situation of communal disintegration. The disintegration dissolved vital links between experience, intelligence, and culture. Traditional schools not only offered no solution but instead, helped contribute to crisis.

The Chicago School Board had to struggle simply to erect 271 new buildings in the decade previous to 1893 to accommodate the swelling population of school age children. In 1893, there remained 14,000 K-8 pupils who could only attend school half a day due to lack of space (Tostberg, p. 11). Teaching was poor. Most of the staff had only an eighth grade education themselves. Discipline was the watchword. There was the discipline of strict behavior codes. The curriculum was centered on disparate subject area 'disciplines.' There was no integration of subjects in the traditional curriculum offered and no learning through doing. Neither the student nor the society were at the center of the curriculum. The cultural traditions passed on in the common schools were not those of the pupils attending and had little relevance to their present or future lives. Hence the schools were neither integrative nor progressive. Rather they contributed to the disintegration of the communities they purported to serve.

Professor John Dewey arrived at the University of Chicago in 1894. Dewey and his colleague, George Herbert Mead, both previously with the University of Michigan, joined the department of philosophy. Many other luminaries with powerful social agendas as well as renowned erudition made up the founding faculty. According to Harper's vision, the university would derive its distinctive character from its social outreach. This ideal of community service was the expression of commitment to social and economic democracy far beyond simple political democracy. Social and economic democracy could realistically extend to all people the rights to humanly satisfying livelihood and leisure far beyond the right to vote.

The distributive ideal of full citizen competence led John Dewey to set up his experimental school in 1896. He ran this path-breaking little school from the philosophy department at the University of Chicago. He modeled the curriculum after the classes and activities which Jane Addams was pioneering at Hull House for the immigrant children of her neighborhood, the 19th ward (Lasch, Deegan, Tostberg). By 1901, the University also included the faculty and laboratory school of Col. Francis Parker who by then had assumed the directorship of the new School of Education at the University of Chicago. After twenty years of struggle and achievement developing an exemplary

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normal school, Parker had joined Dewey and found in him his strongest ally for the ideal of the school as the central agency for creation and maintenance of full democracy (Tostberg, p. 133).

The confluence of centennials in these decades of the 90's draws attention to intense change in education in Illinois around 1900. Changes were upgrading teacher education to college level studies and extending student teaching experience to several months to a year under the finest critic teachers. Curriculum was being developed after the kindergarten model, with activity centers, integrated subject area topics, peer interaction, and life relevance. Immersion of students in hands-on science, learning by doing, and investigation of world at hand brought delight and meaning to thousands of school children in Illinois and allowed for correspondence and integration among rural, immigrant, and contemporary (1900) cultures. Confluent centennials reveal social and academic contexts for the professional environment of Eastern Illinois State Normal School at the turn of our century. Confluent centennials also contain the dynamics by which curriculum themes c. 1900 can easily be brought forward to meet the challenge set by today's national and state goals.

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Quonset huts on the present site of the Martin Luther King Jr. University Union (1950s).

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# Lab School Remembered: New Ideas and Programs

*Dr. Dale D. Downs*

*Editor's Note: "Lab School Remembered" was first featured in the Spring 1995 issue of the Eastern Education Journal. This section is a continuation of "Lab School Remembered."*

In the Spring 1995 issue of the Eastern Education Journal, I reminisced about the beginnings of the Buzzard Laboratory School and my experiences there as both an undergraduate student (1952-1956) and as a faculty member (1963-1974). This "Model School," housed in a building specifically designed to operate as a "lab school" for Eastern Illinois University, provided numerous opportunities for educational innovation. When I joined the Lab School faculty in fall of 1963, I became involved in many things that are, today, considered to be "state-of-the-art," such as team teaching, instructional use of media, group work, collaboration, and diverse teaching approaches. I clearly recollect other indicators of "best practice."

### The Multi-Unit School

From 1971 to 1974, the Buzzard Laboratory School organized and operated as a multi-unit school. The School created seven teaching-learning clusters at certain grade levels; two at primary, two at intermediate, two at junior high, and one that dealt with special areas. Each cluster consisted of approximately seventy students, three teachers, three student teachers, and a limited number of clerical aides. Students within each cluster represented an age span of three years (or three grade levels). Yes, this was multi-age and multi-grade level grouping! An exception was made at the kindergarten levels (age 4 and 5) – these children represented a "holding tank" concept; as they progressed, they could become involved in primary cluster activities.

Each of the two primary clusters included children from age 6 through 8. Intermediate clusters had students from age 9 through 11. Special area teachers in art, physical education, and music worked with individual clusters and French was introduced at the intermediate level. The two junior high clusters consisted of children from age 12 through 14. One team of teachers handled math and science, while another taught language arts and social studies. Special area subjects, such as art, home arts, French, industrial arts, physical education, and music were provided by interdisciplinary teams.

This multi-age and multi-grade grouping concept

afforded the School wide latitude for exciting programs and activities. Many visitors came to see individualized instruction, multi-unit organization, open education, student choices in curriculum, programmed reading, clustering, team teaching, and independent study.

### Block Classes

Another memory involves being a part of the first pilot project to have EIU students in the junior methods block participate in the Lab School classrooms. I was the fifth grade "block head" member on the pilot team, along with Dr. Lorene Ziegler (sixth grade), Dr. Fred Hattabaugh (fourth grade), and Dr. Louis Grado as the methods instructor. We all agreed that the project was a success and should be part of all methods blocks. As everyone knows, this recommendation was accepted and today continues in a much expanded form, for now, the participation is in the public schools rather than in the Laboratory School.

### The Associate Teacher Program

Another innovation was the Associate Teacher Program. Each year, EIU offered a limited number of Associate Teacher appointments in the Lab School to elementary and junior high school teachers interested in completing a Master's degree in Education. Candidates had to hold a Bachelor's degree and have one to three years of teaching experience. Those chosen became members of the Lab School staff and were given the rank of Faculty Assistant. Generally, they were to teach half-time in the campus Lab School and also carry a one-half class load in the Graduate School. Further, they were expected to stay in residence for two years to complete their programs.

The Associate Teachers selected were dedicated, hard-working, professional individuals who made significant contributions to the faculty, students, and undergraduate majors. In addition, they made it possible for several Lab School faculty members to become active in university faculty governance as members of university committees, and to become involved at state, regional, and national levels in various professional organizations. This involvement brought recognition to the field of education and to Eastern Illinois University.

### Summer School at the Lab

The last group of memories I would like to share



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all come from that special time of the school year called "summer school." Students who attended the Lab School had to agree to attend summer school at least every other summer. This assured the university that there would be a place for student teaching, observation, and participation of other kind during the summer.

Summer school was a more relaxed time and we tried to make it more enjoyable with unusual projects. Four such activities come to mind: the garden; the concrete patio blocks; the small engines; and, of course, the outdoor school.

For two years each summer, students could choose to learn about gardening as a summer school project. The garden was located north of the Lab School on the land now used by Greenwood School. Students had to plan a garden; clear the land and turn over the soil; prepare a seed bed; plant the seeds; cultivate and weed the garden; and when the time came, students had to harvest the crops. Crops harvested were then sold to parents who came in to pick up their children from school. Further, students had to decide what to do with the money earned. One year, it was donated to a local radio fund raising activity; another year it was given to Mrs. Doemelt, one of our fifth grade teachers, who had lost her home in a fire. Obviously, students not only learned about plants and gardening, but also about group decisions and a sense of helping others.

The concrete patio block project came about one summer when much construction was being done on campus. Students seemed interested in the activity, particularly the pouring of concrete. So, we planned a short science-social studies unit geared to find out about concrete – what ingredients are needed, how it is produced, how you form it into shapes, and how it can be used in society. The concrete workers on campus construction jobs came over to talk to students about their work, while carpenters constructed and provided enough forms so that every two students could produce a concrete patio block.

During the last week of the project, students mixed sand, cement, and gravel using appropriate ratios. They then mixed in water to obtain proper consistency in order to pour it into forms for hardening. After some water evaporated and the surface began to get firm, trowels and edgers were used to smooth the top and edges around each block. We finished that day's activity by having students put their hand prints and initials into the blocks. The next day, students removed their hardened concrete blocks from forms and placed them on a bed of sand at the back south exit off the primary wing between what is now a smoking lounge and the

glass area before the men's restroom. If you look behind the door, you can see blocks there to this day (unless they've been moved for the new construction).

Another popular project occurred one summer after I had taken a small engine repair workshop from an industrial technology professor at Eastern. In class, I helped students take apart small one-cylinder gasoline mower engines. They learned to identify each part and its function. They learned about the four cycles an engine goes through as it operates, in addition to some simple trouble-shooting techniques. Those who were in this class for the first time must have truly enjoyed it, for word was passed around and I was asked several times to repeat this class for other students during the regular school year. When this happened, we expanded the study to include other power sources, such as steam, wind, water, and electricity.

The last, but certainly not least important, summer school memory deals with the outdoor school. Each summer, fourth, fifth, and sixth graders spent one week in outdoor education. Students and teachers would meet each morning in the parking lot, be loaded into university vehicles, and taken to outdoor education locations. Sometimes, it would be to the Amish country near Arthur, or Fox Ridge, or the Lincoln Log Cabin State Park. Location was usually determined by the unit of study, but no matter where we travelled we were always joined by other teachers – one day, it would come to integrate other subjects into the outdoor school program.

In the last year of the Lab School summer school outdoor program, fifth graders camped overnight next to a pond on South Fourth St. They learned a great deal about camping skills, constructed nature trails, built a foot bridge across a small ravine, and collected outdoor nature sounds using tape recorders.

These recollections, as well as those presented in the Spring 1995 issue of this Journal, are not ALL of the wonderful memories I have of the Lab School, but space does not permit nor would it be appropriate for me to continue with more. To outsiders, our Lab School faculty may appear to have been a rather close and clannish group. Yes, we probably were, but I assure you that it was because of our mutual respect and caring for one another, in addition to our desire to work together in order to ensure the best possible educational experience for the lab school students, the education students who observed and participated, and the students who taught in our school. We always worked very hard to try to find new and better ways to improve education in our state and country. I am very proud to be a former "laboratory school teacher."

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*God gave us memories that we might have roses in December.*

James M. Barrie

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### **In Retrospect – The Faculty for Professional Education**

*Dr. Martin Schaefer*

*First Dean of Faculty for Professional Education*

The Faculty for Professional Education came into existence in the spring of 1963 as successor to the former Department of Education. The Faculty was projected to play a vital role in the process of preparing prospective teachers. As I recall receiving from President Doudna the letter of appointment as first Dean of the Faculty for Professional Education, I am reminded once again of the trials and tribulations we faced in establishing this new major segment of the University.

In conjunction with receiving approval of new programs from the State Teacher Certification Board, the University was charged with the necessity to either develop three new education courses to meet graduation and certification requirements, or to reorganize existing courses. In addition, new courses had to be planned for prospective elementary school teachers. During the summer of 1963, members of the Department of Education worked with me to develop three new courses for prospective secondary teachers. These courses included work in educational psychology, history and philosophy of education, guidance, tests and measurement, methods of teaching reading, and instructional materials.

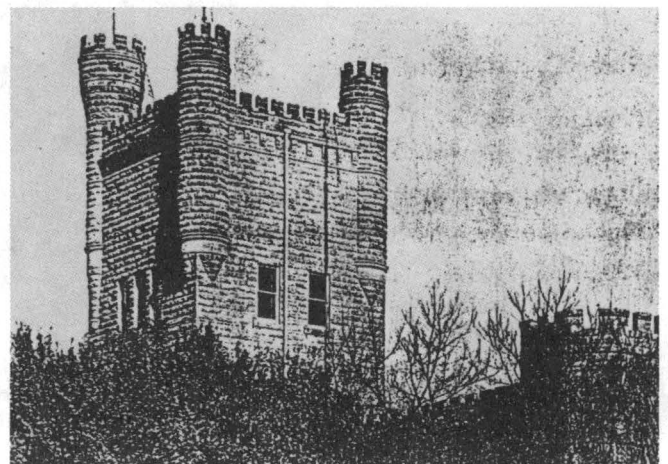
In the fall of 1963, the administration of the student teaching program was transferred to the Faculty for Professional Education. This arrangement recognized that student teaching is a phase of the professional preparation of prospective teachers and logically should be a responsibility of the Faculty. The new student teaching program was called the Teaching Practicum and was designed to extend several phases of the professional work begun in the Education courses. This was accomplished through student teacher participation in a series of seminars held during the period that student teaching was being done. The concept of the teaching practicum required a considerable amount of explaining to all concerned – students, staff, and cooperating teachers. However, it was generally recognized that there was considerable merit in conducting seminar meetings during the period that the student teacher was gaining actual teaching experience in the classroom.

During this initial developmental phase of the Faculty, two graduate departments were established. The Department of Administration was charged with the responsibility to develop and administer a sixth-year

program, as well as to expand the Master's program. The Dean served as first chairman of the Department of Administration. In addition, a Department of Guidance and Counseling was established and charged with the development of a sixth-year program in that area. Dr. Donald Maler was appointed department chairman. It should be noted that these two departments flourished and produced a significant number of well-trained professionals in administration and guidance for the schools of Illinois.

As the professional staff grew, it was quite evident that larger and more adequate facilities were needed. Accordingly, the Applied Arts Building was planned to house education, home economics, and industrial arts. It was a pleasure to move into attractive new facilities that included an instructional materials center and other features designed to accommodate our professional programs. Our program for pre-student teaching experiences was greatly enhanced through the use of the new equipment.

There are a number of other highlights upon which I could comment. However, suffice it to say, I remember, with respect, the many skilled and devoted instructors who helped to prepare thousands of college students for lifelong careers of service as public school teachers. It was my privilege to serve as Dean of the Faculty for Professional Education during its formative years. I trust that at least in some small way, our contribution helped to establish the faculty as a vital segment of the University.



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### A Professional Home

*Dr. John North*

Eastern Illinois University was my professional home for over twenty years. During my tenure at EIU, many changes occurred and condensing them into a short article requires thought and reflection.

Most of my experiences center around the Secondary Education and Foundations Department. I first served as professor, and then as Department Chair. As a service department, obtaining budget and recognition was often a difficult task. With this in mind, our faculty almost always had a higher percentage of its members on campus committees than did other departments across campus.

Under the leadership of Harry Larson, Secondary Education and Foundations remained academically strong and was determined to seek the most qualified candidates for available positions. When I became Chair (and remained in that position for seven years), it was my desire to keep the department moving forward academically. Funding for the ASEP program was a plus for our department since it was one of the few alternate accreditation programs in the nation.

The College of Education produced the second

largest number of teachers in Illinois and always was under the budget of other state schools, as well as many of the colleges on campus. This constant problem did not keep us from turning out quality products.

As for me personally, I have worked under four presidents and three deans. I served and chaired the Faculty Senate and many other campus committees and received several awards in the process. The role of the Continuing Education Program and consulting with school districts were very important contributions of the College of Education and, very positive roles for me at EIU.

I was never able to understand the importance our administration placed upon accreditation for the College of Business at the expense of the other colleges. Now that this has been accomplished, I trust the budget will be distributed equally.

My tenure at EIU is one of my most valued possessions. As a state, Illinois has outstanding institutions of higher education, and Eastern Illinois University is one of the best.



Elementary and Junior High School Education Department (date unknown). Front Row (left to right): H. A. Malehorn, Lorene Ziegler, Carol Helwig, Gene Blair. Back Row (left to right): Earl Doughty, Fred McLaren, Thomas Floyd, Louis Grado, Lahron Schenke, Michael Leyden.



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### **Eastern Illinois University Has Always Been There for Citizens of the State of Illinois**

*Dr. William C. Hine*  
*Dean, School of Adult and Continuing Education*

Eastern Illinois University has always had a long and strong tradition in providing high quality off-campus programs for a variety of adult constituencies. This tradition goes back to the earliest days of the institution. To prove this fact, I would like to tell you a brief story about the Foulke sisters from Maroa, Illinois.

In the early part of this century, on a farm just north of Decatur, three sisters grew up – Harriet, Adelaide, and Edith Foulke. They came from a large family that was very close to each other and to the land. The family suffered an early tragedy in that both mother and father passed away within six months of each other during the flu epidemic in the early 1920s. Most of the sons in the family stayed in the area and farmed (some still do today), while the girls had a different career direction in mind. They all wanted to be school teachers. But, this is the Depression of the late 20s and early 30s! In addition, they were without any parents! Without doubt, their higher education options were severely limited!

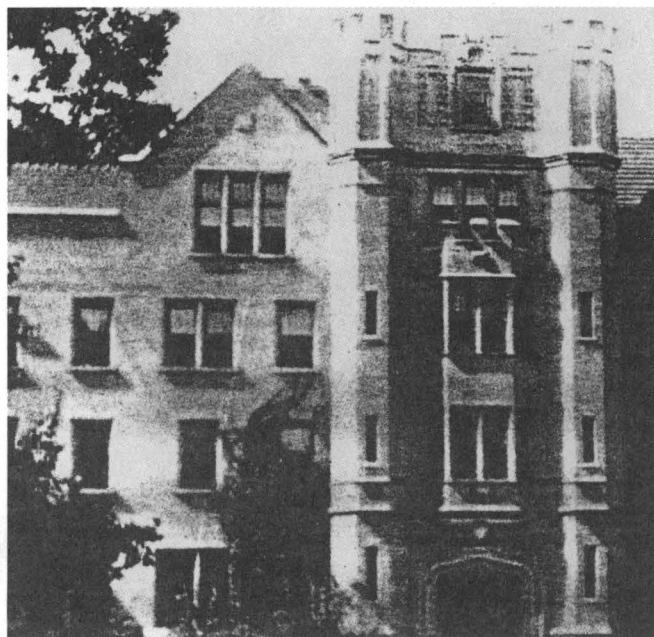
However, all three had a strong desire to become teachers. After they finished high school, the three sisters looked at their options, which weren't many. Fortunately though, the Eastern Illinois State Teachers College provided some classes in the Decatur area for individuals who wanted to earn teaching certificates. Harriet, Adelaide, and Edith decided to rotate taking classes and working on the farm. First one sister would attend classes and then come home to help with the farm; this freed the other sister to go take classes. Once she returned home, another sister would do the same. The sisters took classes at Decatur and eventually on the main campus in Charleston. Over a period of time, all three received their teaching certificates. They all went on to be professional educators, working for a number of years in Illinois and Indiana public schools, impacting hundreds of students in a positive way. Had it not been for Eastern Illinois State Teachers College offering classes in Decatur, it would not have been possible for them to obtain their higher education.

The three sisters were in Charleston when the "big man on campus" was Burl Ives and they were fond of

telling stories about classes they attended – classes with such people as Livingston Lord, Florence McAfee, and Mary J. Booth, to name a few. The sisters enjoyed getting together and reminiscing about living in Pemberton Hall.

The Foulke sisters were greatly appreciative of the higher education that they had received. Eastern Illinois State Teachers College can be very proud of these three sisters, of providing course work in the Decatur area which allowed them to begin their higher education, and of being an accessible and reasonably-priced institution of higher learning which enabled them to continue their education. This is a rich and strong tradition that Eastern Illinois University is maintaining to this day through its School of Adult and Continuing Education.

You might wonder how I know about this situation. It is because Harriet Foulke Hine was my mom. I know first-hand how important Eastern Illinois State Teachers College was to her and her sisters.



Pemberton Hall

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**Thoughts, Reflections, and  
Reminiscences of a  
Student Teacher Coordinator**

*Stuart P. Vincent*  
*Student Teacher Coordinator - Retired*

Working as a student teacher coordinator was an interesting and exciting area of education and one in which each day brought opportunity to help with the growth and progress of the new beginning teachers. Student teaching itself is somewhat like fusing knowledge, class management, and students together.

You often found yourself in several roles – that of helping the student teacher, working on desired goals and methods with supervising teachers and principals, and sometimes (when problems arose between a supervising teacher and the student teacher) you became a mediator helping to solve the situation so that learning could proceed. You might say you became a “catalyst for good” – looking for the best in each teaching situation and helping the student teacher to express these things.

*Great* teachers are those who love to help others reach the understanding that they have; great teachers are those who can do this in an encouraging and stimulating manner. I was privileged to work with some

great teachers. Methods and techniques will change, but the love of children and the desire to understand their interests and capabilities will *not* change. These aspects of education were being discovered as student teachers were progressing through their experiences.

I enjoyed working as a student teacher coordinator for you see such a growth in the new people who are entering the “teaching profession.” I always felt that Eastern’s faculty was a most helpful and friendly group of educators who were truly interested in others. It is hoped that Eastern Illinois University, in its quest for knowledge, will continue to be a “person-oriented” university and not become overly concerned with the mere retention of facts, methods, or procedures, but strive to make the acquisition of knowledge a *lifelong* habit. In searching for “expertise,” let us remember that knowledge is important, but *the person* is the *most* important. We teach people and not subjects.

Best wishes in the coming years.



Lincoln-Douglas residence halls under construction (1952).

# CELEBRATING THE CENTENNIAL

## Remembering Eastern Illinois University

### **Dr. Emma Reinhardt, Educator Extraordinary**

*Dr. F. Raymond McKenna*

Emma Reinhardt was brought to Eastern Illinois State Teachers College by President Lord in 1927 to teach in the Department of Education (later called the Department of Education and Psychology). In 1934, she was appointed chairman of the department by President Robert Guy Buzzard who said he never regretted the appointment. He stated that he was "... tremendously pleased with how well she has handled a department made up almost totally of men."

Usually, Miss Reinhardt was a quiet, reserved person, but she could speak firmly when the occasion demanded. She believed that teachers, especially college professors, should be good examples for their students. She called department meetings once or twice a quarter to discuss problems, teaching methods, and courses. Discussions were free and vigorous, producing camaraderie and feelings of mutual support.

During her tenure, Dr. Reinhardt worked hard to build up Eastern's academic and professional standards for teacher education. Byron Heise, who was Director of Extension, wrote, "Miss Reinhardt has been a staunch supporter of the idea that the Master Degree of Eastern should be so constructed that the word 'Masters' should come to mean for Eastern graduates 'Master Teacher.'" She published forty-two magazine articles, four *Eastern Bulletin* articles, one college textbook, and co-authored another. Her textbook, an historical summary of American education, was favorably reviewed in eleven scholarly journals.

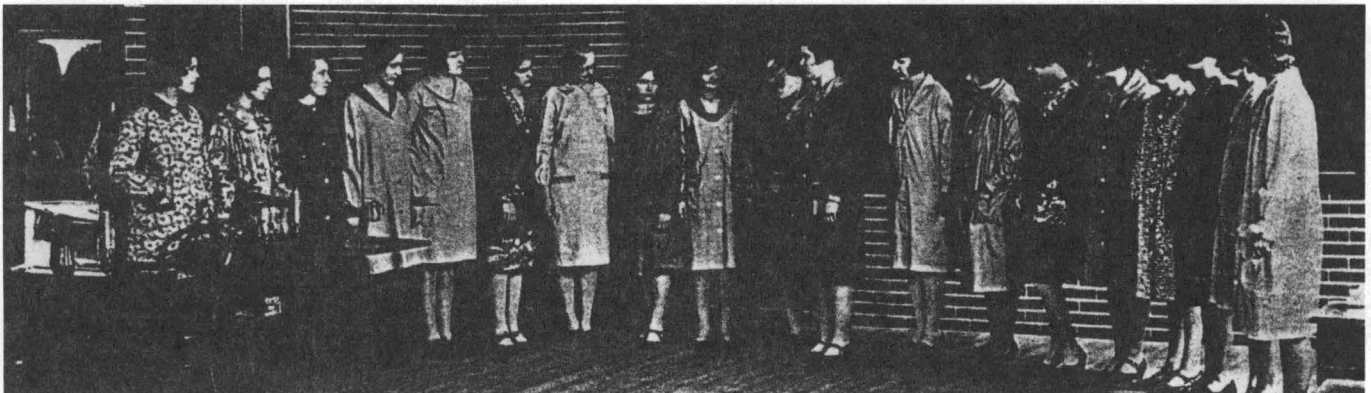
Miss Reinhardt was the first female to receive the Ph.D. in Education from the University of Illinois. In addition, she was a member of Phi Beta Kappa and Kappa Delta Pi, for which she was an advisor at East-

ern. Also, she was a founder of the Illinois chapter of Delta Kappa Gamma, a women's educational organization, and served as its national president. Further, she was a member of the National Federation of Press Women and served as vice president of the Illinois chapter. She served as secretary of the Committee of Fifteen, a precursor of the Faculty Senate, and was president of Eastern's American Association of University Professors. She was listed in *Who's Who in American Women*, *Who's Who in Midwest Leaders in Education*, and *Who's Who in American Education*.

Miss Reinhardt's last years at Eastern were not very happy ones. These were the years when college enrollments were growing rapidly all over the country. Many teachers' colleges were changing to liberal arts colleges, and some were called universities. Eastern's governing officers were intent upon pursuing this trend, and it stirred up some controversy. Some people wondered if the changes would jeopardize Eastern's reputation for teacher education.

In 1963, Dr. Reinhardt retired and returned to her family home in Pittsfield, Illinois, where she died ten years later. She left funds for Kappa Delta Pi scholarships, and a reputation for integrity, scholarly achievements, and the commitment to fine teaching. In September 1994, Dr. Emma Reinhardt was selected as one of a hundred people who contributed greatly to the excellence of Eastern Illinois University in its first one hundred years.

Special Note: Much of the above information was obtained from *The Life of Emma Reinhardt* by Helen Hunsinger, 1956.



**Class in Clothing Criticism. The students are wearing smocks made in the sewing classes.**



# CELEBRATING THE CENTENNIAL

## Remembering Eastern Illinois University

### The Friendliness of EIU

Becky Neuman  
May 1994 EIU Graduate

Before going to Eastern, I was only accustomed to taking classes at my hometown community college (Danville Area Community College). At DACC, I knew most of my classmates and teachers, and because of the small class sizes (with which I felt comfortable), they also knew me on a one-to-one basis. If I needed help with anything – class related or not – I knew I could count on either a classmate or the teacher to talk to. It was a friendly atmosphere.

When I went to Eastern, I was not sure what to expect. I figured the classes would be larger than those I was accustomed to and that I would be merely a number in a room of unknown people. I didn't expect it to be like DACC, with all the friendliness of classmates and teachers. Much to my surprise, however, I was not just a number! I was a person who could also get to know people on a one-to-one basis. The classes were not extremely large; in fact, they were just like DACC. I was glad to see this at a larger university.

Since I was going into the teaching profession, I met with the same group of people several times every day. It felt as if we were becoming family because we spent so much time together and were able to get to know each other personally. Even the teachers were my friends, too. If appropriate, they would also share things about themselves with the class. I didn't feel as much of a family with my classmates who were non-education majors. This was due mainly to the fact that we did not meet as often throughout the day. However, I still knew them quite well.

After taking several education classes, I was somewhat unsure that teaching was what I wanted to do. Since Eastern offers off-campus classes at my community college, I decided to take one of the classes there. I knew a couple of people who had enrolled in the course, but not the teacher. But the students in the class did know the teacher because they had had other classes with the same instructor. They already had a family atmosphere established when the class started.

One evening, the teacher made a comment to me after I had told her that I was not sure if I wanted to teach. She said if I wanted to talk to her about it or if she could help in any way, to let her know. At first, I didn't do anything, but later, I decided to talk to her. She found out some things for me about another

career choice. I wasn't quite sure that I wanted to start over with classes to work toward another type of a degree. She told me again to let her know if she could help in any way.

I really appreciate that she, as a teacher, was so concerned about me, one of her students. Some teachers just teach and do not get to know their students. This was not the case with her or most of the teachers I have had at Eastern. I was glad to see that Eastern had so many caring teachers.

Since this teacher had shown concern for me and was willing to help me in any way, I turned to her many times for guidance. If I needed information about school or just a friend to talk to, she would always be there to help me, no matter what. She was and still is, more than just one of my college teachers. She is a true friend who will always be there for me.

At Eastern, I found many new friends that feel like family to me – both classmates and teachers. At Eastern, you are not just a number in a classroom of unknown people. You are a human being, known as a person by your classmates and teachers. I was very happy with this atmosphere. No one wants to be just a number. Most people like to be friends with others – you may even start to feel like family to them! If you are looking for true friends to help you along in your college career, Eastern offers these people, as well as an excellent education.

In closing, I would like to say "thanks" to all my friends (classmates and teachers) for helping me through. I would also like to give special thanks to the teacher who helped me through a lot and became my true friend. She believed in me and encouraged me that I could become a good teacher. I believed this also and decided that becoming a teacher was what I wanted to do. I knew I could do a good job.

In May 1994, I graduated from Eastern Illinois University with a Bachelor's Degree in Elementary Education, the career I had first started with. Today, I am working with many different children and am very happy that I stayed in the teaching profession. Thanks so much to the teacher who helped me the most. You know who you are! I hope that as a teacher myself, I can be as caring and helpful to my students as you were to me.

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*Much of life is made of memories, warm and happy memories of small kindnesses and consideration, of courtesy, consistency, thoughtfulness – not grand and rare and obvious acts, not all at once, but small and constant ways as each occasion comes.*

Richard L. Evans

# CELEBRATING THE CENTENNIAL

## Remembering Eastern Illinois University

### A Rewarding Career

*Dr. Leonard Durham*

My years at Eastern (from 1955 to 1993) cover many different aspects of the University and are the major part of my career. I can recall being hired by President Buzzard very clearly. He was an imposing individual and dominated the situation. The expected enrollment in 1955 was estimated at 1500 students. Actually, about 1800 showed up!

I had not planned to teach after finishing my degrees. I had been in research with the Illinois Natural History Survey and had been offered a position with the organization after completing my Ph.D. at the University of Illinois. Dr. Walter Scruggs visited the Survey in 1955 and, while we were having coffee, asked the group if anyone wanted a teaching position. I jokingly said, "Yes, for how much?" Some time later, he came to my office and asked me to apply at Eastern even though I had a position already. Apparently, the Zoology Department needed a person with my specialty – fisheries. The result was a complete change in direction for me, but one that I have seldom regretted.

I had never taught a formal course; nor had I assisted in any courses. Research assistantships had been my means of survival in graduate school. Dr. Scruggs was very helpful about this and gave me every encouragement. Under his suggestions, I believe that I sat in on every staff member teaching in Zoology. With that process, I was in class six to seven hours per day that first year.

President Buzzard retired the following year and Quincy Doudna was appointed as third president of Eastern. The University was growing very rapidly. President Doudna had concerns about the too rapid growth and the quality of education received by the students. He managed to get our Board to agree to let Eastern remain small, with controlled enrollments. Considerable controversy resulted, with many agreeing with his position but others hoping for growth that would keep us in line with other State schools. While the philosophy of "small size" worked for a while, Eastern was caught in a real bind when our board decided to base much of our budgets on credit hour production!

President Doudna held his position for fifteen years. My overall opinion of his term is quite high. I had been on the Committee of Fifteen (forerunner to the Faculty Senate) for two terms and later served on the University Personnel Committee from 1963 through 1969. Working with Doudna was an education

in itself. The then three-person committee was involved in almost every aspect of personnel decisions. Hiring, firing, promotions, tenure, grievances, raises, and interviewing candidates for all positions at Eastern were within our purview. President Doudna would listen well to whoever was offering advice, opinions, or whatever, but as soon as he made his decision, that was it. He would often indicate that he knew what his decision was, so "let's move on to something else."

Hiring procedures at Eastern had always been highly structured. With our rapid growth, even under the controlled conditions granted us by our Board, we were hiring quite a number of new staff. In the mid-sixties, there were 112 new staff members one year, 101 the next, 86 the year after, etc. Since the University Personnel Committee had to interview three candidates for each position, some days we were in interviews for seven or eight hours – often on Saturdays, too!

These early years left a big impression on me! My overall experience at Eastern has been very satisfying and rewarding. The setting itself, with a beautiful campus, a very friendly attitude, small town atmosphere but with access to more metropolitan areas, and some caring individuals with respect to where the University was going, added up to "a very pleasant place to be." I have often commented that I was treated like a "long lost son" after I got there.

In 1963, The Departments of Botany and Zoology were organized into the Division of Life Sciences, with a Director and two department heads (later chairpersons). After Dr. Scruggs (the first Director) retired, I was appointed Director. While reluctant at first to take the job, it turned out to be a most enjoyable position up until the last year of its existence in 1982.

Having worked under six of the seven presidents that Eastern has had, it seems that I have seen quite a bit of the history of this institution. Eastern has been a quality institution, just as President Doudna had hoped for. I seem to run into Eastern graduates wherever I go. Many of my own former students hold key positions around the country, particularly in the environmental fields. Such things are very satisfying and fulfill some of the main reasons for a career at a school such as Eastern.

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*The past is a work of art, free of irrelevances and loose ends.*

Max Beerbohm

# CELEBRATING THE CENTENNIAL

## Remembering Eastern Illinois University

### Looking Back

*Dr. William Buckellew*

From 1954 to 1962, my teaching and coaching experiences were in the Chicago suburban area. These were satisfying positions, but my goal was to live in a rural setting and be associated with higher education. Dr. Robert McAdam of Northern Illinois University was aware of my interest and advised me of the excellent educational opportunities available in university laboratory schools.

Eastern Illinois University had a position open in the Buzzard Laboratory School and President Quincy Doudna invited me for an interview in March of 1962. The interview process involved meetings with many members of the Eastern faculty. I particularly recall a lengthy discussion on elementary education with Dr. Florence McAfee, Head of the Department of Physical Education for Women. Dr. Doudna offered me the position and when my contract arrived in the mail, it included a note which was typical of his humor: "Please note that the contract is for twenty dollars more than we stated in the interview – we thought you could use the money." I accepted and was hired as Physical Education Director and Director of Outdoor Education for the University Laboratory School.

The Laboratory School was a viable part of the teacher education program at EIU. The school provided students in education classes with the opportunity to complete their observations, participation, and student teaching requirements on campus. Dr. Harry Merigis, Director of Professional Education, and Dr. Don Gill, Principal, administered a well qualified faculty that provided outstanding programs. Built in the late 1950s, the school was named after Dr. Robert Buzzard, retired President of EIU. He loved students and frequently observed my lab school classes. Teaching in the lab school was an exceptional experience for me and I appreciated that our three sons received their early education in this fine school.

#### **New Opportunities**

During the next few years, Eastern entered a period of growth and change that provided new professional opportunities. The School of Health and Physical Education was formed in 1964; Dr. Walter Lowell was named Director and Dr. William Groves was appointed Coordinator of Graduate Studies. Dr. Groves suffered a stroke in 1968 and was replaced by Dr. Robert Carey. This move created an opening in the Physical Education Department and I accepted the position to teach professional and activity classes and to coordinate student teachers with Walter Elmore. Then during the 1969-1970 school year, Dr. Maynard

"Pat" O'Brien stepped down as Head of the Physical Education Department for Men and I was appointed to succeed him. My appointment resulted in an opening in the department and Gene McFarland was hired to teach and coordinate student teachers.

The Men's and Women's Physical Education Departments had a long history as separate units but were merged in the spring of 1974. A committee of faculty members from both departments made recommendations regarding courses, credits, facilities, schedules, and other policies for the newly combined department. The University also converted from the quarter to the semester system in 1973 while the merger was in the planning stages. These two changes resulted in a revamping of the physical education program. Activity and professional courses were converted to one, two, three, and four semester hours of credit. Class schedules were extensively restructured for more efficient use of facilities and combined faculties. All classes became coeducational when the departments merged and adjustments were made in class procedures. I was elected Chairperson of the new department and Dr. Dorothy Hart was appointed Associate Chairperson. When Dr. Carey retired in 1977, I replaced him as Coordinator of Graduate Studies and William McCabe replaced me as Chairperson.

In the late 1960s, the school name was changed to the School of Health, Physical Education and Recreation. Dr. William Riordan, Director of Intramural Sports, provided leadership for establishing the Recreation Administration major; it was approved to start in 1970 and was administered through the Physical Education Department until 1973. In that year, the new Recreation Department was approved and Dr. Ewen Bryden was named Chairperson. The School was renamed as "College" in the early 1980s in order to be consistent with other campus units and Dr. Walter Lowell was designated as Dean.

#### **Graduate Studies - HPER**

After 1977, graduate programs began to expand. The EIU program added new experiences for students and obtained additional funding for graduate assistants. Internships in sports administration and exercise science greatly enriched existing offerings. Funding for assistantships beyond the regular budget was secured by providing services to the Mattoon and Charleston public schools, Paris Hospital, Lake Land Community College, the EIU Athletic Department, and the Student Recreation Program.

The graduate program in physical education was



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very attractive to international students. Many from Europe, Africa, and Asia completed their Master of Science degrees at Eastern. Further, these graduates continued advanced study at other institutions and earned their doctorate degrees. Most international students returned to their home countries to provide leadership in educational programs.

Additional graduate assistantships were furnished when the Master of Arts in Gerontology program was approved in the mid 1970s. The School of HPER was a member of this interdisciplinary program and Dr. Joyce Crouse, Chairperson of Home Economics, served as program coordinator. An administrative committee, representing the five disciplines involved, worked with Dr. Crouse in formulating operating policies for the program.

The graduate program received excellent support from the HPER faculty and administration. Dr. Walter Lowell was a strong supporter of graduate education until his retirement in 1986. I then assumed duties as Acting Dean, in addition to coordinating the graduate program.

### Rewarding Experiences

The College of HPER became a viable educational unit that was well recognized throughout the country. Working with the faculty to develop the program was highly rewarding and there was great satisfaction in seeing students succeed in their advanced studies and careers. Approximately twenty-six of our HPER graduates completed doctoral programs at major universities. Several hundred have served as administrators, teachers, and coaches in schools and colleges. Graduates were also employed in private industry, hospitals, and various recreational, health, and fitness agencies. Sports administration students found satisfying positions in schools, colleges, and professional sports programs.

### Early Retirement - Post Bac Program

During the spring of 1988, I became eligible for early retirement and I did so on June 1. Dr. Charles Joley, Dean of the College of Education, invited me to work part-time in his office with the post-baccalaureate teacher education program. It was gratifying to return to the College of Education where I first received tenure and to the Laboratory School building where I started my career at Eastern. The post-baccalaureate program prepared graduates to work toward teacher certification. This was a challenging position since many students were graduates of different majors, as well as numerous universities. Transcript evaluation and academic counseling was a priority before any post-baccalaureate program could be designed.

### A Final Look

My career at Eastern began in June of 1962 and ended in May of 1993. The timing for coming to Eastern could not have been better since new opportunities were developing. Eastern was in a growth phase and enrollments increased from approximately 3,000 to over 10,000 students. Growth caused the University to eventually organize the academic departments into various colleges. The creation of the College of HPER, the College of Education, and construction of the new Lantz Building afforded new career opportunities. I look back with satisfaction on teaching and advising students ranging from the elementary age through the graduate level, working with outstanding faculty members, and serving in diverse administrative positions during my tenure at Eastern Illinois University.

Change was continuous at Eastern during my thirty-one years on campus and persists today. In 1993, the College of HPER and the College of Education combined to form the College of Education and Professional Studies. Through his leadership, Dean Joley facilitated the merger.



Children at work in the Training School

# CELEBRATING THE CENTENNIAL

## Remembering Eastern Illinois University

# Eastern Illinois University

## A Personal Memoir

*Dr. Beverly B. Miller*

It is not an easy task to organize one's memories covering more than forty years of association with Eastern. The process, however, has been a fascinating one. I have marveled at the vividness of some of the images that have emerged while at the same time wondering why I retain that particular memory when I am sure other experiences have been lost.

In many ways it was another world when I came to Eastern as an undergraduate in the early 1950s; there were threads of the past still in place. We still met for "assembly" in "Old Aud", a remnant of chapel in decades past. In class we were addressed as Miss. or Mr. In spite of the formality, there was a nurturing spirit that one felt. I remember one morning during a blizzard, struggling down a sidewalk on my way to class when a car stopped in the street. The driver called to me to get in the car out of the storm. Grateful for my good luck I climbed into the car and turned to the driver to express my thanks. The driver was President Buzzard.

One encountered not only good teachers but good human beings. I remember taking a class with Dr. Francis Palmer and struggling with the pros and cons of loyalty oaths. Here was a man of utmost patience and gentleness guiding me out of the cobwebs of my ignorance.

The new Lincoln-Douglas residence halls were opened in the Fall of 1952, and my roommate and I were the first to sign up for a room. We wanted the morning sun so we selected a room on the east side across the hall from the showers and very near the telephone. First come, first served had its advantages. The establishment now called Marty's opened soon after the residence halls and was called the "Open" for some time after because there was no other sign indicating a name.

One of my most pleasant memories was spending many free hours in the library browsing among the shelves, picking up, at random, interesting sounding titles and being transported into other worlds. Here I discovered Proust, Freud, de Beauvoir, de Nouy, and many others. These random eclectic readings formed as much of my education as I received in the classroom.

The Korean veterans began to return bringing a tough maturity and a no nonsense attitude. They stood outside classroom buildings smoking cigarettes – other students soon following their lead. They stood as a reminder that there was a real world out there beyond the comfortable enfolding arms of Old Main.

After completing my baccalaureate degree in the mid-1950s I returned on a part-time basis to complete graduate courses. I completed my advance degree at the University of Illinois and returned as a faculty member in the late 1960s. The world had changed and much had changed at Eastern. There were many new buildings. Gone were the quonset huts that had provided cafeteria and classrooms for journalism classes. In place were a new Union building, new dormitories, etc. Enrollment had expanded dramatically.

I arrived full of anticipation and pride at being part of such an elite group. At the time it was the custom of President Doudna to invite all new faculty to a luncheon in the Union ballroom. President Doudna (somewhat imperially) and Mrs. Doudna (a most gracious lady) stood at the top of the stairs to greet everyone as we ascended properly gloved and outfitted.

In the classroom I came in contact with many fine students over the years. The changes occurring in society were reflected in the behavior of the students. One had to become accustomed to language completely unacceptable in earlier decades. There was an openness that was both refreshing and shocking. One certainly had to be ready for new experiences. I remember finishing classes late one afternoon and walking to my car when four bodies bolted by me almost knocking me over. Recovering a bit, I was stunned when I realized that the four had no clothes on. I had witnessed my first manifestation of the craze called "streaking". Eastern went on, as is claimed, to be the streaking capital of the world. President Fite's only comment was that he hoped they didn't catch a cold.

The 1970s and 1980s brought many stresses and strains in the fabric of Eastern. The merit raise system created dissension among the faculty. The tight economic climate tried everyone's patience and morale. Even more stressful were the early 1990s when one came to work daily to be greeted by new headlines of alleged malfunctions of policies and procedures. Eastern, however, weathered the storm and appeared at last to enter calmer seas.

When I decided to write this article I chose to make it a personal account of some of my memories. I realize now that I need book length space in order to get everything included. While there have been many changes, the one constant is that Eastern was and continues to be a place where one can come to learn, grow, and expand one's humanity.





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