

MISSOURI ALUMNUS

NOVEMBER-DECEMBER 1970

EDUCATION SECTION

Hill Hall Remodeled

Hill Hall, the center of the College of Education, was built in 1951 to meet the expanding needs of the College.

To meet the expanding needs this fall of 1970, classes are being moved out of Hill Hall and relocated in other University buildings. In place of classrooms, offices for an expanding faculty are being built.

"It was out of necessity," says Associate Dean of the College Floyd G. Delon, "that we moved classrooms out, because the rooms could not accommodate the growing student body and at the same time our faculty members were spread throughout the campus."

Faculty members who are moving into Hill Hall were housed in such buildings as the Naval Armory, Stewart Hall, and Lewis Hall.

Four of the eight departments in the College are now located in Hill. In addition, administrative staff, the student teaching office and the Missouri School Boards Association are also found in Hill. Among other offices now occupying the newly painted and partitioned building are undergraduate advisement, research projects, counseling offices and the Center for Educational Improvement.

While two classrooms remain intact, along with seminar rooms, most students in education classes are meeting in larger accommodations this semester.

5 Grants Received

Some \$227,000 has been received by the Columbia campus to assist persons with physical or mental problems or disorders of communication. The grants are from the U.S. Office of Education.

Four grants were made to Dr. Richard C. Schofer, asso-

ciate professor of education and chairman of the special education department. They include: \$64,600 for teachers of the mentally retarded, \$45,800 for teachers of the emotionally disturbed, \$40,800 for teachers of crippled children and \$37,100 for teachers of students with learning disabilities.

Dr. Charlotte Wells, professor of speech, received \$38,700 for graduate-level training of speech pathologists and audiologists.

Alumni Plan Year's Goals

"One of our first goals," said College of Education Alumni Association President Dr. Ernest Purkey of Brentwood, Mo., "is to broaden our base of support by publicizing the Association among the alumni. . . ."

Purkey, along with the other officers of the Education Alumni Association, projected this goal during the meeting of the Education Association's members in Kansas City on November 5.

The reception for the members was held in conjunction with the meeting of the Missouri State Teacher's Association. Registration of over 250 alumni at the Muehlbach Hotel was highlighted by a membership table exhibiting alumni publications and the awarding of a door prize.

Officers, in addition to Purkey, EdD '66, include: Dr. Lyle Hensley, EdD '66, Eldon, Mo., first vice president; Dr. Robert Elsea, EdD '60, Creve Coeur, Mo., second vice president and Miss Barbara Maxwell, BS Ed '53, St. Joseph, Mo., secretary-treasurer. They will serve two-year terms until spring of 1972.

These officers, along with the 14 district representatives

and the four members-at-large, comprise the College of Education Alumni Association's Board of Directors. This Board carries out the work of the Association between the two yearly meetings.

According to Purkey, the College of Education has more alumni than any other organized division. Thus, the Board is currently engaged in attracting more Alumni Association members from this College than any other. Four major committees — nominating, awards, public relations and membership — comprised of Board members, are providing the basis for an expanded membership drive.

As president of the education alumni, Purkey is also a member of the national Board of Directors of the Alumni Association. He has expressed his hope that the College of Education can win the competition by the Alumni Association National Membership Committee because "we have more potential members than any other division."

Members of the Education Alumni Association Board are:

District representatives, #1 Miss Marilyn Maxwell, 1830 Lovers Lane Terrace, St. Joseph; #2 William K. Ray, Trenton R-IX District, Trenton; #3 Dr. John H. Ross, Box 75, Edina; #4 Mrs. Barbara Moore, Edenvale Farms, Malta Bend; #5 Mrs. Sharon Tittle, 8507 Holmes, Kansas City; #6 Mrs. Marlynn Finley, 12 Summerhill Lane, Manchester; #7 Russell Lynn Stokes 108 East 2nd Street, Lee's Summit; #8 Mrs. Beulah McFarland, 500 South 3rd Street, Clinton; #9 Dr. Lyle Hensley, N. Oak Street, Eldon; #10 Dr. Donald Northington, Washington School District, Washington; #11 Dr. Melbourne R. Sheehan, 6818 Duckworth, St. Louis; #12 Dr. Charles Johnson, Carthage

R-IX District, Carthage; #13 Gene Pratte, S. W. Missouri State College, Springfield; and #14 Mrs. Mary Jo Richmond, Box 175, Dexter.

Members at large: Dr. Neil Aslin, University of Missouri-Columbia; Dr. John Joseph Doerr, University of Missouri-Kansas City; Dr. Ruie B. Doolin, 2000 N.E. 46th Street, Kansas City; and Dr. Charles J. McClain, president, N.E. Missouri State College, Kirksville.

Board committees: Nominating, Dr. Donald Northington, chairman; Dr. Neil Aslin, Mrs. Marlynn Finley, Barbara Maxwell, Marilyn Maxwell, and William K. Ray.

Awards, Dr. John H. Ross, chairman; Mrs. Beulah McFarland, Dr. Ernest Purkey, and Mrs. Mary Jo Richmond.

Public Relations, Dr. Robert Elsea, chairman; Dr. John J. Doerr, Dr. Ruie B. Doolin, Barbara Moore, and Gene Pratte.

Membership, Russell Stokes, chairman; Dr. Lyle Hensley, Dr. Charles Johnson, Dr. Charles McClain, Mrs. Sharon Tittle, and Dr. Mel Sheehan.

Education Improves In Quality, Supply

"In the College of Education we are trying to keep our product in line with the supply and demand," says Associate Dean Robert L. Burton, "and at the same time improve our quality."

Statistics from recent years show the College is succeeding in this goal.

The College of Education has been producing teachers for 102 years, giving it the distinction of being the oldest state university with a teaching program. In addition, it is the third largest in teacher production among the eight bordering states and the largest within the state.

Some 1144 persons received Missouri life certificates

from the period of January 1969 to August 1970. Of this total, 941 persons received degrees from the College while 203 others received certificates while receiving degrees from other divisions.

Elementary education is the primary area of specialization with 409 persons receiving certificates in this area. According to Burton, 60 per cent of all teachers in the country are in this area.

While elementary education is an area of high demand, the area of social studies is seemingly overproducing teachers. Ninety-two received certification in this area.

On the other hand, Burton feels the sciences are currently "under-producing." Only four persons were recognized in the field of chemistry, two in physics and none in earth science. Eleven received certificates in general science.

It is the hope of the College, Burton explained, that this data will be used to help counsel students in choosing their fields, thus meeting the supply and demand.

While trying to control the supply and demand, the College is also concentrating on the quality of education, as shown through various statistics from the past five years.

As would be expected, the number of graduates has grown from 696 in 1965 to 941 in 1969-70. Along with this increase has come an increase in the quality of students, as indicated in the grade point. The average grade point on the Columbia campus in 1965 was 2.583, while today these College of Education graduates on the average total a 2.770 GPA.

This increasing quality in College of Education graduates is shown also in the 46.3 per cent of upperclass students on the dean's list during the winter semester, 1969. Nearly a 5 per cent increase is shown over earlier statistics with 28.7 per cent of graduates with a 3.0 accumulative grade point average.

There has been a decrease in the number of graduates below a 2.0 accumulative grade point average. In 1965, at least 7 per cent had below a 2.0 GPA while in 1969-70 only 0.2 per cent had below this figure.

Burton, in commenting on the quality of students now in

the College, says this trend in academic performance means that the student body is definitely on the upgrade. It does not show that the College standards are barring those with lower grade points, he says.

Drug Programs Held

Fifteen Missouri teachers, educational counselors and social workers attended drug education training programs administered last summer by the Office of Education, United States Department of Health, Education and Welfare.

Among those attending the programs was Dr. James N. Thompson, assistant professor of education on the Columbia campus. He attended an eight-week course at the national training center at the University of Wisconsin.

State wide teacher training programs in drug abuse education, under a \$66,783 grant, are being developed through institutes at San Francisco State College and the universities of Wisconsin and Texas.

What is left of the stipend will pay for drug education workshops this fall and spring throughout the state.

The federal grant, aimed primarily at drug education for junior and senior high school students, extends for three years, although Missouri's amount after this school year is unspecified.

Placement Eases Budgetary Strain

In these times of tight money in higher education, the Columbia campus finds it can ease its budgetary strains through advanced placement. Entering freshmen may take examination for credit applicable toward graduation.

Through this program, instituted in 1965, faculty can be reduced numerically in those areas where there are fewer students. Less demand, time-wise, is made on the classrooms.

Currently, freshmen have two methods of gaining additional credit hours — 30 hours being the maximum for each student.

The most successful has been the Freshman Placement Tests of the Missouri Colleges Testing Program (MCTP).

Through the statewide examinations each spring, potential freshmen can gain credit in college algebra or honors English.

Credit in algebra is based directly on the placement test results. If the successful student is not a math major, he probably will not have to take another college mathematics course.

If a student scores well in English on the exams, the freshman may take the honors English course for three hours. He then may gain six hours of credit for the three hour course if he passes with a grade of C or better.

A second method is based on examinations constructed by Columbia campus academic advisors. The tests cover several basic freshman courses, and most are administered by the Testing and Counseling Service.

This system has proved feasible thus far. During the 1969-70 academic year, 1845 students each gained three hours' credit in English and math. This is 5535 credit hours that did not have to be taught. It is estimated that advanced placement saved \$53,000 last year.

Job Markets Changing

Reprinted from the
Columbia Missourian
by Warren Barnaro

Good advice for students in the College of Education and other Missouri teachers colleges this fall might be "Forget the city's bright lights" and "Strive for excellence in your studies".

According to State Department of Education officials, Missouri soon may join other states which already report an oversupply of teachers.

Although the new school year finds some Missouri districts still without enough permanent teachers, Jack Roy, state director of education professions development, said recently, "We're becoming part of the national trend."

Roy's office conducted two surveys of statewide teacher vacancies earlier this summer. The second revealed about 1300 vacancies existed as of July 24. But neither Roy nor Warren M. Black, assistant commissioner of education, thought

the figures exceptionally high.

According to Black, "The second survey showed considerable improvement over the same time last year," when more than 1500 vacancies existed. But, he added, students, especially those hoping for urban jobs, should not be misled by an apparently large total at such a late date.

For example, he noted money problems since last spring have slowed, and even curtailed, teacher hiring by some districts. As a result, some vacancies may not be filled.

Also, most available Missouri school jobs are not where students want to go — the cities — but are located in more rural districts. "Some rural areas, out from the colleges and cities, do have some vacancies now filled with substitutes," Black said.

Two reasons for the rural hiring problem, Roy said, are their generally lower salary schedules and the hesitancy of many young people to move into smaller communities far from urban centers.

Even where urban areas were seeking teachers, Roy said superintendents often had several applicants for each position. "They are usually seeking a particular person for a specific job in a specific area. Teachers need to recognize they may not be able to pick their own areas or have their first choice of jobs."

Another indication Missouri's supply of teachers is catching up with the demand is that for the first time in four years emergency one-year certificates are not being issued to persons unprepared as teachers.

Exactly how many vacancies do exist this fall in Missouri should be known within a few months. Roy's office is conducting its third survey to determine the number of openings as of September 18.

"I'll be interested in seeing what the situation looks like," he said, after the complete results are known, perhaps by the end of September.

Although both Roy and Black think students will find the job hunt "very competitive this next year," they agree with placement directors at several Missouri teacher colleges that the problem is not yet critical for students.

In fact, Dr. Robert Reifschneider, University teacher

placement director, termed the trend toward an oversupply of teachers as "a healthy situation" for both Missouri and education in general.

"Public school officials will have a choice of people to assign to their openings. This is much better than having to find a body to fill a space."

Also, when students realize urban jobs are not as plentiful, he believes more will be willing to try the rural districts.

Reifschneider said the University will make a concerted effort to point out to students many opportunities do exist for teachers in smaller communities, such as smaller classes, more personal working atmosphere and even lower living costs.

As another way of preparing for the more intensive job scrambles of the future, Reifschneider advises students to follow programs of study where job opportunities are strong. For example, a student who majors in elementary education — an area of much competition — might also qualify in special education — an area of high demand.

Dr. Irl A. Gladfelter, placement director for Central Missouri State College, Warrensburg, says students need to register earlier, "at least by December," with their college placement offices. The earlier a person begins, the more likely he will be to obtain a top choice.

Gladfelter also points out, "Already much more attention is being paid to personal appearance than ever before."

Dollar Selected For Chairmanship

The department of higher and adult education has a new department chairman and new office space this year.

As of September, Dr. Robert J. Dollar, associate professor of education, became department chairman, a post formerly held by Dr. Ken A. Brunner.

The department is not new in the College of Education, Dollar explained: "In fact, Dean Emeritus Loren Townsend, the first department chairman, has provided course work and field services in higher education for years. However, many alumni are unaware of the department services and how to use them."

As chairman, Dollar hopes to remedy this situation by in-

volving persons both on and off the Columbia campus in a comprehensive review of department goals and means.

"Through self study we hope to clearly define competencies needed for performances in selected positions in higher education," says Dollar. "We also hope to organize resources necessary to develop these competencies." There is no desire, he emphasizes, to develop a large department, but a hope instead to better utilize resources already available.

One present focus is on the preparation of junior college personnel and services to junior colleges through consulting and research. The department has a complementary relationship with the Missouri Association of Junior Colleges (MAJC) and the State Department of Education. A primary focus, Dollar says, is on the needs of our state with secondary emphasis on regional and national needs.



Dr. Robert J. Dollar

The department now offers the doctorate, certificate of specialization and masters degrees in higher education and a masters degree and certificate of specialization in adult education. There are 18 doctoral candidates, two certificate candidates and six masters candidates at the present time, representing a substantial growth in the program.

"We are also a support area for graduate students majoring in other areas," Dollar says. "Presently we are more of a teaching and service department than research."

Dollar is also engaged in research on the social psychology of students. His background of experience points out his interest in this field, for he served as dean of student life for four years at the Uni-

versity of Texas, Arlington, Texas. He was also on the student life staff at Oklahoma State University.

His other experience includes seven years in the public schools of Kansas, three of which were involved in administrative work.

A graduate of Northeast State College in Oklahoma with a BS, Dollar received his MS from George Peabody College in Nashville, Tenn. He received his EdD from Oklahoma State University. He is married and the father of four children.

New Faculty Learn Teaching Methods

New freshmen are not the only ones who face unexpected problems in college classrooms every fall. Many new young teachers also find themselves in uncomfortable situations because they simply have little or no experience with college teaching techniques.

A summer program at the Columbia campus was designed to forestall some of the problems for young faculty and graduate student instructors.

This Symposia on Undergraduate Learning and Teaching was the initial step in a campus-wide effort to prepare new instructors for teaching responsibilities.

The program consisted of three different sessions for three groups. The first deals with the natural and physical sciences and mathematics; the second with social science; and the third with humanities.

The groups (limited to 50 persons) met on Thursday and Friday afternoons with panels of experienced faculty in the specific group area.

The aim of the program was to create an on-going series of seminars devoted to preparing teaching assistants and young faculty members for future teaching, to encourage professional responsibility, to show campus-wide concern about the quality of undergraduate teaching and to consider ways to evaluate and reward outstanding teachers.

The program also attempted to introduce the new teachers to technological resources on the campus. They visited the Office of Instructional Television and Educational Research and Development Laboratory in the School of Medicine.

If the desire is expressed, the provost's office hopes to provide opportunities for a series of conferences, seminars or informal sessions with experienced, distinguished colleagues and others to help provide the needed professional experience.

The outcome may be the development of outstanding, sensitive teachers much earlier in their careers than is usually the case.

New Study Directed On Columbia Campus

The first national program studying the effectiveness of a method of shortening the time of discovery of information in education to its implementation in schools is being directed from the Columbia campus.

The University has received a \$76,790 grant from the U.S. Office of Education for a training program to be directed by Dr. Charles Koelling, professor of education.

Training will be conducted in the general areas of interpersonal relations, communications, change and motivational theory and practice, along with special training in particular roles.

Utah, South Carolina and Oregon have been selected for pilot dissemination programs. Koelling, with his associate director, Dr. Carl Fehrle, associate professor of education, will direct training of personnel from these states.

Participants to be trained include field agents from the departments, information retrieval staff who will work with information systems (such as the Educational Research Information Center) and the program directors within each state department of education.

Although the program is still in formative stages, the training will be set up basically as follows: All personnel will come to the campus for one week of initial training. Later, Koelling and others will visit to note progression in the states. The trainees will then return to the University for another session of training, and a second visit will follow by the Columbia campus staff. A third training session will be held at the University to complete the training.



Dr. Dixie A. Kohn

Lab School Keeps Vital College Role

The new director of the College of Education Laboratory School has declared his "right to make mistakes."

But Dr. Dixie Allen Kohn substantiates this right because "The laboratory school should be active and willing to try new curriculum ideas if it is to be successful in its goals."

Kohn, in his first year as directory of the laboratory school, has several goals for his job. He is not new to this kind of work, however, for he has been around the Columbia campus and lab school prior to his recent appointment.

The 29-year-old director received his EdD in 1967 from the University. He earned his MEd in 1963 and a BS Ed in 1959 on the Columbia campus. He is also a 1957 graduate of Flat River (Missouri) Junior College.

He was one of 12 doctorates throughout the United States selected as a post-doctoral fellow at the University of Washington, Seattle tri-University project.

Before coming to the University, he taught instrumental and vocal music at Elvins Public High School, Elvins, Mo., for three years. He also taught in summer music programs at Esther High School, Esther, Mo. and Southeast Missouri State College.

Kohn has had both teaching and administrative experience at the University. He has held the titles of assistant instructor in music, instructor in music and supervisor of music programs at the laboratory school. He has also been an instructor and assistant professor in the College of Education.

As administrative assistant to the former director of the laboratory school, Kohn conducted a number of projects including team teaching, supervisor-

student teacher seminars and Instructional Television projects. He also acted as assistant director of the laboratory school.

With his experience, it is natural that among his goals for the laboratory school is a hope for greater involvement and a good relationship with the College of Education. He also hopes for an innovative curriculum and dissemination of the school's activities.

Kohn succeeds Dr. Frank Heagerty, who retired after 12 years as director of the school. Heagerty will continue teaching and research at the University where he has been a faculty member since 1957.

Twenty Participate In Personnel Study

Ranging from graduate students and teachers to assistant deans, 20 participants have been selected for the Institute for Advanced Study in Student Personnel Work on the Columbia campus.

Scheduled for September through May of this year, the institute is under the sponsorship of the U. S. Office of Education and authorized under provision of Part E of the Education Professions Development Act (EPDA).

Directed by Dr. Robert Callis, professor of education, the program focuses on improvement of the competencies of teachers and student personnel workers in junior colleges and technical institutes.

Callis is an internationally-recognized authority in counseling and student personnel work. He was elected the first president of the American College Personnel Association and is currently editor of the Journal of College Student Personnel.

Qualified participants in the institute receive a stipend of \$75 a week plus \$15 for a week for each dependent. There is also a waiver of tuition and incidental fees as well as some twenty-eight hours of graduate credit.

Independent Study Has High Enrollment

Nearly 12,000 students are enrolled in the University yet many of these students never set foot inside a classroom.

They are enrolled in the Independent Study Program. The University, the sixth largest

center of independent study in the United States, offers 195 college courses and 45 high school courses by correspondence.

Most of the students are from Missouri, although many come from such places as Brazil, Fiji Islands, Spain, Venezuela, New Zealand and Korea.

Independent Study offers two main advantages. The cost is \$17 per semester unit of college courses, regardless of whether the student is a Missouri resident, and \$20 for each one-half unit of high school course.

Another advantage is the ability to enroll at anytime and to work at an individual pace. Students are given one year to complete their course. They may have two six-month extensions if they need more time.

Some one hundred instructors are involved in the Independent Study Program. They personally grade the assignments and make suggestions to students. There are usually 20 to 24 lessons that the student sends back to the University for grading, plus a mid-term and a final.

Thirty hours of correspondence courses may be applied toward a bachelor's degree. A maximum of eight may be taken toward a master's degree.

TV Classes Popular

Many University students are watching television during their class periods. It's not the kind of programing, however, that parents would object to.

More than 200 courses contain at least a few taped segments, while 15 are taught via television more than 50 per cent of the time.

Columbia Campus instructional television, known as ITV, facilities are as complete as any medium-sized television station — minus the transmitter. Programs are sent to the classrooms from Jesse Hall across the coaxial cables.

The studio contains two black and white cameras and other electronic equipment. In addition, ITV has mobile facilities which make it possible to bring TV to areas not usually served and 43 "Sub-systems" which consist of a portable video tape recorder, camera and TV monitor. These sub-systems are used primarily for practice teacher evaluations and to enable large groups of students

to view minute laboratory experiments.

ITV maintains a video tape library valued at more than \$1 million. Some of the irreplaceable tapes were recorded by professors who are either no longer living or no longer at the University. These tapes are stored in a fireproof vault.

The taped programs are primarily courses in agricultural economics, military science, civil engineering, copyediting, education, literature, general psychology, international relations, physical education, psychology of personality, radio and TV in modern society, great speakers, public speaking, instructional and educational television and other media.

5 Playing Fields Expand Intramurals

By easing the problem of overcrowded classrooms on the Columbia campus, another problem was created. The Mathematical Sciences and the Men's Swimming Pool buildings encroached on physical education grounds.

Dean Elmer Kiehl of the College of Agriculture offered new playing fields in an area on temporary loan from the College.

According to Dr. Ralph Stewart, associate professor of physical education, the new area is on the west bank of Hinkson Creek at the eastern extremity of the Agricultural Research Park. Projected expansion of the Agricultural Research Park will permit use of the grounds for intramurals for at least five years.

Emmett Klinkerman, Columbia campus business officer, said, "During the summer months five 100 x 40 yard fields were graded to offer students an area for touch football, softball and similar activities in the intramural program."

Because of heavy rains, Klinkerman said use was not made of the new fields during the fall season. He predicts that the fields' first use will be during the spring sports season.

The intramural sports program extends from September through May. Last year, 1345 teams played 2543 matches involving 10,819 men. The new playing fields will permit competition only during the day as no lighting is planned.