

MISSOURI ALUMNUS

may-june 1971

EDUCATION SECTION

Director Named For Lab School

The new director of the University Laboratory School, Charles Snethen, has been associated with the Columbia campus as both a teacher and a student. Snethen, formerly coordinator of the elementary division of the Lab School, received his master's degree in 1963 from the University and is nearing completion of his doctorate from the College of Education.

He succeeds Dr. D. A. Kohn, who resigned in March to become superintendent of the Central School District in Flat River, Mo. Koh, who began at the Lab School as instructor in music in 1963 and earned his masters and doctorate degrees from the College of Education, will be supervisor of a district which has an enrollment of 2300 students in three elementary, two junior high and one high school.

Snethen began teaching at the Lab School in 1963 as supervisor of the sixth grade and became coordinator of the elementary division in 1969.

During the past year, he has been involved in implementing a continuing progress program in the elementary school, stressing the non-graded, open-school-system approach. Snethen said he plans to continue with the development of the learning center at the school and the movement of elementary into primary and secondary units, where first, second and third grades will be taught together and fourth, fifth and sixth grades will be combined.

Snethen explained that the newer schools are moving to the openness idea where children work in inner-age

groupings moving along at their own rate. The biggest problem with changing the teaching approach, he said, is combatting adverse attitudes.

Dean of the College Bob G. Woods said of Snethen's appointment, "He is an extremely competent, loyal and dedicated man who has had eight years of experience in the Laboratory School."

Demand Off In Teaching

Dozens of seniors in the College of Education scramble to sign up each morning on the interview sheets at the teacher placement office in A. Ross Hill Hall.

The scramble begins at 9 a. m. each weekday. By 10:30 a. m. the scramble is over--all the time slots on the schedule closed out--at least for another day.

Why the scramble?

For Dr. Robert H.

Reifschneider, director of the teacher placement office, the student scramble to get jobs is the result of one of the worst job markets for teachers in years.

Three years ago, like today, fresh interview sheets were pinned to the placement office sign-up board at 9 a. m. every day. Unlike today, however, there was no scramble--for there were no students. Back then, in fact, the teacher shortage was so severe that, to avoid embarrassment with employers, the placement office sometimes called a sorority or fraternity house to get students at least to talk to recruiters.

Reifschneider says the cause of the change from a teacher shortage to a job shortage is twofold; a general oversupply trend coupled with an unhealthy

economic situation.

Part of the reason for the oversupply is, Reifschneider says, the altruistic function of the teaching profession. Another reason, of course, is lack of demand.

Most University students today are strongly concerned about doing something productive in society, Reifschneider says. "Most of the students I deal with are articulate, well-dressed, and want to go out and provide a service."

The academic fields which face particularly high oversupply may reflect this altruistic factor. Majors in the biological sciences, for example, are "a dime a dozen" on the teacher market, whereas in the physical sciences, there are not enough applicants to fill the vacancies. People majoring in English, history and the languages--those who have a strong service-to-society function--face a "real tight" job market. And with social studies and physical education majors, those who have faced an oversupply for years, the job supply is proportionally worse. PhD's face special job problems. "Unless you're in business and public administration, home economics or sociology, there aren't a great many jobs available," he says.

The economic situation has complicated the problem. Many states, feeling the effects of slashed recruiting budgets, are restricting their recruitment to in-state activity. "Right now nobody is arguing salary--we're just trying to get employers in here to interview."

Aware of these problems, and with no end in sight, Dr. Reifschneider is encouraging his students to get teacher training in vocational and special education fields. These are the areas where

future demand will be.

Another suggestion is for students to compliment their major study field with training in some peripheral field. "English teachers today are abundant, but with some journalism background, that's another thing entirely."

In the face of job shortages, Reifschneider does see a bright side to the situation. "Even though we are vitally interested in the welfare of our students and graduates and are concerned about their achieving satisfying employment situations," he says, "it is encouraging that school administrators in public schools, colleges, and universities now have an ample choice of highly qualified applicants from which to select a staff for their educational programs. Hopefully this will enable the youth of our state and nation to experience the quality of teaching they so richly deserve."

Offer Program For Doctorate

A doctoral fellowship program in the field of vocational and technical education will be offered at the Columbia campus under a grant of \$400,000 from the U.S. Office of Education and the vocational division of the Missouri Department of Education.

Dr. W. R. Miller, chairman of the department of practical arts and vocational-technical education, said that 18 fellowships will be awarded, 10 of them to Missourians, from teachers with three or more years teaching or administrative experience who hold a master's degree.

The training grant is for a three-year period and will provide stipends of \$3800,

Five Honored at Alumni Spring Banquet, Meeting

Some 100 alumni and friends of the College of Education attended the spring alumni banquet and presentation of Alumni Association Citation of Merit Awards. (See News About People Section).

In addition to the awards, a "certificate of appreciation" was presented to Mrs. Eleanor Hines, secretary to Dean Bob Woods. The award was given for her "thoughtful and sympathetic... assistance to students, faculty and alumni."

President of the Education Alumni Association, Dr. Ernest Purkey, Brentwood, Mo., welcomed new members to the board. (see officer and district representative listing on page four).

The next Education alumni meeting will be held November 4 at St. Louis in conjunction with the Missouri State Teachers Association meeting.



AWARD RECIPIENTS ARE ABOVE, DR. LORAN TOWNSEND, RIGHT; TOP, FROM LEFT DR. GLENN E. BARRETT, DR. LOIS KNOWLES AND THRUSTON HILL. OPPOSITE, MRS. ELEANOR HINES RECEIVES AWARD FROM DR. ERNEST PURKEY.



plus dependency and travel allowances, to the fellowship holders. Approximately 60 percent of the grant will be awarded to recipients, and the balance to support the training program.

Miller said that Dr. H. C. Kazanas and Dr. Bob R. Stewart, professors in the department of practical arts and vocational-technical education, will direct the program.

He added that teaching experience in agricultural, business, distributive, home economics, industrial or technical education will be considered in awarding the fellowships. The training is expected to prepare individuals to provide leadership for competence in administrative, supervision, curriculum and research, the total spectrum of vocational education, rather than a high degree of specialization in a single occupational area. The program includes an internship phase for on-the-job experience.

Honor Math Teacher

The first woman to hold the rank of full professor in the College of Education, Dr. Lois Knowles, has been named the outstanding retiring mathematics teacher of 1971 in Missouri.

A teacher in the University Laboratory School, Dr. Knowles received the award from the Missouri Council of Teachers of Mathematics. She was selected from nominations submitted to an affiliated teachers' group, the Missouri Mathematics Association for the Advancement of Teacher Training.

Students Show Pride in College With Brochure

A brief look at the College of Education is presented in a brochure, "Yours, Mine, Ours," written and produced by the undergraduate education student council. "The apparent lack of student pride that they were in the field of education," says Associate Dean Robert L. Burton, "was a shock to me because I know our programs are nationally outstanding."

With Burton's help, the council decided to give the students an honest presentation of the College of Education; what it does and seeks to do.

This "pride brochure" is based upon three points: the rich tradition of the College, evidence that it is a strong

institution, and signs of continued improvement.

The rich tradition of the College is shown through 102 years of maintaining "quality education of the highest standard." The centennial year, celebrated in 1968, symbolized the College's innovations in the field of education.

Evidence that these traditions have been maintained are shown through the accomplishments of the students. Some eighty-seven percent of the 1969-70 student teachers were graduated in the top one-third of their high school classes, while recruiters from all fifty states and several foreign countries expressed an employment interest in these students.

These education students had a high level of student achievement (see March-April Education Newsletter) and numerous undergraduate leaders. Nearly 70 students were named to various campus honoraries during the 1969-70 school year.

The College, the brochure continues, is experiencing growth in curriculum and honors programs as well as student-faculty cooperation. A completely revised curriculum was approved by the faculty in 1966, and the first class of graduates under this program received their

degrees this June. Changes in the honors program and student teaching have also improved the curriculum, the brochure points out.

Of significance to the students is the improvement of student-faculty cooperation and leadership. Student-faculty committees guide College policy, programs, changes and help to plan Education Day. (see article this issue) Considerable detail is given in the booklet to the role of the education student council and student organizations in improving student leadership in the College.

The pride brochure, explained Burton, has served both as an "eye-opener" for education students and a public relations tool for potential students.

"Members of the education alumni board of directors," Burton says, "have also been pleased with the brochure." Some 5000 brochures were mailed to students enrolled in the College at a cost of around \$600. Financial support for the brochure came from the dollar allotment to the council from each education student's activity fee.

Perhaps the most convincing point that, as Burton puts it, the College has an "outstanding student group" is related though a poem written by Mary Lewis, a senior in English and special education.

"Who Teachers?" stresses that teachers comprise the personal qualities of the integrated, the skilled, the artistic and the humanistic.

Health Relevant

Students preparing for teaching careers generally have rated courses dealing with health as uninteresting.

That has been changed on the Columbia campus.

A course, "elements of health education" closed enrollment on the second day of registration. The waiting list climbed to 230. A companion advanced course for graduate students was comfortably filled (25) when offered for the first time this semester.

Increased interest can't be attributed completely to the booming job market in the field, although New York State is seeking 5000 to 10,000 health teachers; Minnesota and Wisconsin are active in the market, and volunteer health associations, state boards of health and industry are seeking students with health education training. Even the Missouri legislature has a bill before it suggesting that dangers of alcohol and drugs be taught in the school system.

The approach to the subject by Dr. Colin Box, assistant professor of health education, is credited with most of the revived interest at the Columbia campus. While a graduate student, he taught at Indiana and during his last year was one of four faculty members selected for a distinguished teacher award. His concept of the course is to consider health and its social issues with prospective teachers.

He discussed drug addiction, drug abuse, sexual behavior, alcohol, and family planning, dealing with those subjects both from the standpoint of student needs and their needs as future parents and teachers.

"I try to avoid moralizing," Box explained. "My objective is to give both sides of the picture. Since I am biased on the conservative side perhaps I subtly push students in that direction. I am interested in students analyzing the goal of

health education which is intelligent self-direction of human behavior."

In his graduate level course, Box tries to relate drug addition, alcohol, smoking and venereal disease to educational problems.

Both the undergraduate and graduate course are informative and educational. Box deals with narcotics, barbiturates, hallucinatory drugs, amphetamines, and their effect on the body, both pharmacologically and behaviorly. All research, particularly that of the last few years, is presented in an effort to straighten out misinformation that students may have obtained.

Box attempts to instruct prospective teachers to recognize visual characteristics and other physical and emotional signs useful in detecting potential and practicing drug users.

The sex education, communicable disease, chronic and degenerative diseases, environmental pollution, mental health, and erosion of mental health may also be covered, depending on student interest.

A side effect of the course is the number of students, some 60 to 70 who aren't enrolled in the class, who have dropped by to ask Box's advice. They usually are concerned about a friend, a boyfriend, or even themselves, over the use of drugs or alcohol.

Box adopts a philosophical basis for discussions, examining the positive and negative consequences--which nearly always show how the negative predominates. He puts responsibility back on the questioner. He does have a library, perhaps 100 or so volumes, on drugs which are constantly available for student use.

Box quotes figures that indicate 10 percent of the high school graduates are habitual users of marijuana. He truthfully tells his students that research on "pot" is spotty, although it is known to have negative characteristics.

What do the students think of the course?

Apparently they love it, if course evaluation reports are any indication.

The classes gave Box a top score on knowledge of his subject, attitude, ability to

explain, attitude toward students, personality, tolerance, organization, opportunity for observations and discussions, and assignments, in a comparative rating to other teachers. He was downgraded only for speaking too fast, some thought his quizzes were too tough, and many objected to the early hour (7:40) of the class.

But a third, approximately 150 students, enrolled during the fall term suggested that the course should be extended from two to three hours; equally as many may have been saying the same thing when they complained that there wasn't enough time to cover the subjects thoroughly. A few suggested more instruction in first aid.

"The most meaningful and useful course I've taken;" "I learned things I'll never forget;" "I didn't agree with him many times, but then doctors don't agree either;" "The only course in which I hated to miss a class;" "I enjoyed taking health and I didn't think I would. Thanks;" "I learned things that I'd never heard of and that I should have learned quite a long time ago;" "I've never learned so much in all my life that has the importance of the subject matter." Those are quotes from student evaluation of the course. The latter quote had a postscript: "I never could fall asleep, which is something for me!"

Administrators Go To Spring Meeting

A host of high level educators--including three university presidents--headlined a Conference on Higher Education held April 19-20 on the Columbia campus.

Designed for college and university administrators, faculty members, state officials and others who help shape higher education policy in Missouri, the meeting focused on "Emerging Problems in Higher Education in Missouri." Participants heard education officials from the state and nation present their views about education beyond the secondary school level and then assembled in small groups to discuss key problem areas in the "Show-Me" state.

Highlighting the program were addresses by Peter P.

Muirhead, executive deputy commissioner of the United States Office of Education; three university presidents: Paul C. Reinert of St. Louis University, Lawrence Walkup of Northern Arizona University, and C. Brice Ratchford, interim president of the University of Missouri; Freeman Beets, director of higher education for the Kansas City Region of the U.S. Office of Education; and L. Dell Reed, president of Crowder College and the Missouri Association of Junior Colleges.

Also on the program were President Emeritus Elmer Ellis of the University; Interim Chancellor of the University's Columbia Campus, Herbert W. Schooling; and former Chancellor John W. Schwada.

Art Education Class Visits Training School

When activities director John Fritzlen recognized an art interest among boys at the State Training School for Boys, a minimum security facility located in Boonville, Mo., he started looking for teachers.

Volunteer teachers were not hard to find. Dr. Marilyn Zurmehlen's Columbia campus class, "Art Experiences in Secondary School Class," hold sessions almost two hours a week in Boonville and an hour in its regular classroom on the Columbia campus.

"I wanted to expose the students to a teaching situation before they begin student teaching," says Dr.

Zurmehlen, "to see if they really want to teach and can motivate art interest."

The volunteer teachers, however, may be learning more than the 30 to 40 high school age boys. Relates one University student: "The boy I was working with tonight on the wire sculpture was so creative I couldn't keep up with him."

Both the University students and the boys divide into four separate groups, depending on their choice. The ratio of volunteers to boys is almost one-to-one.

The largest group is drawing, where the boys work with chalk, charcoal or pencil.

The second class is

painting, usually with water color or tempera. At first the boys experiment with the materials, and then move to freehand or pictures. "Most of the boys are very critical of their own work and ask for suggestions and help," said one coed, "I was surprised at some of their creative energy."

Another group works with crafts, including linoleum and block prints, leather and beads. The last division is sculpture, where the boys learn to use torches and cut metal. Some work on model cars and some attempt wire and metal sculptures.

The boys in the Training School and the University art students have one thing in

common; neither group wants to quit the art sessions.

Study Environment At April Seminar

The environment and how Central Missouri educators should react to environmental problems was the focus of a one-day seminar in April on the Columbia campus.

Public and private school officials in 25 regional counties sent representatives to the meetings which were sponsored by the College of Education and Extension Division in cooperation with the State Department of Education and the United States Office of Education,

Bureau of Educational Professions Development.

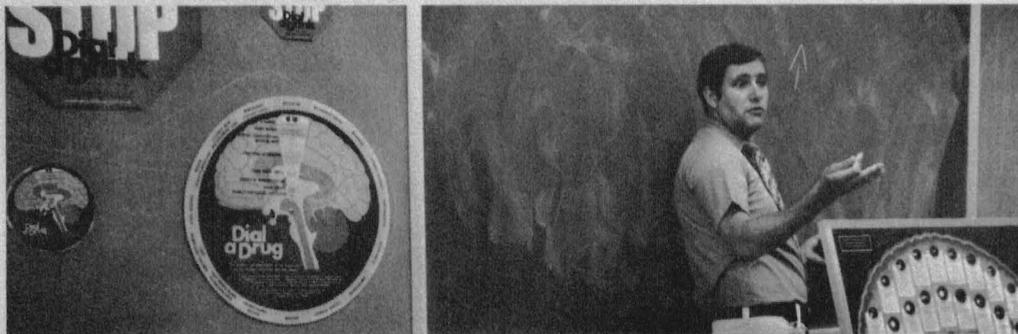
During the seminar, students, teachers and officials looked at environmental problems from several vantage points and considered a variety of possible responses that educators might make. Columbia campus and University of Missouri-Rolla faculty members with diverse backgrounds and specialty areas highlighted some of these problems of the environment from the viewpoint of man, agriculture, municipalities, industry, economics and population.

The science consultant to the State Department of Education, John Hooser, spoke on "The School

Curriculum and Environmental Studies." The seminar concluded with small group discussions based on Hooser's talk. Participants discussed what the schools are doing now, what long range goals should be established, and specific measures that can be taken in the next school year to give the necessary attention to environment in the school curriculum.

Aslin Selected

A Columbia campus professor and member of the College of Education Alumni Board of Directors, Dr. Neil C. Aslin, has been named vice president of the North Central Association of Colleges and Secondary Schools. Aslin was selected a member of the organization's executive committee during the NCA meeting March 31 in Chicago.



DR. COLIN BOX (SEE ARTICLE, PAGE 3) CONDUCTED A SESSION ON DRUG ABUSE.

Education Day Recognizes Students

Education Day was observed April 28 with a film festival, a recognition luncheon and group discussions. The annual observance honored students in the College who have excelled in their preparation for the teaching profession. Distinguished Service Awards were also presented to two retiring faculty members, Dr. Hoyt H. London and Dr. Lois Knowles.

Education Day morning was centered around various educational films. Over twenty titles were selected for the film festival in the Memorial Student Union in the categories of curricular programs, children's literature and elementary education, child development and educational psychology, the film as film, and the use of film as a media tool. Included in the films were the Clio Award Winners of 1968, a film of the best media advertisements in that year.

Most influential teacher citations, faculty service awards, outstanding service awards, honoraries and

academic excellence awards were presented at the Educational Recognition Luncheon. Interim Chancellor Herbert W. Schooling presented Distinguished Service Awards to Dr. Knowle and London.

Miss Ellen Barkovitz of Hayti, Mo. and James Campbell of Weaver, Ala., both seniors, named Dr. Ben Nelms, associate professor of education, and Coach Raymond Odor, instructor in education at the University Laboratory School, respectively, their most influential teachers. The two seniors were selected on the basis of leadership, scholarship and service to the College as well as the field of education.

Nearly 80 students were recognized for their academic excellence in maintaining a 3.5 grade point average. Other students recognized included those selected for "Who's Who in American Colleges and Universities" and other honoraries such as LSV, Mortar Board, Mystical Seven and Fanfare for Fifty. Outstanding service awards

were presented to six students in the National Student Education Association, Phi Delta Kappa, Pi Lambda Theta, Kappa Delta Pi, the undergraduate student council and the graduate education student council.

Approximately nine sessions marked the afternoon segment of Education Day. Included on the agenda were discussions concerning placement, student teaching, relevancy and the on and off-campus work situation. Other topics included scholarships and loans, drugs and drug issues, free school concepts and education legislation. Professional education classes were not held on Education Day so students could attend the morning and afternoon sessions.

Education Day activities closed with a speech and discussion session on "Education in Missouri--Its Prospects and Potentials." Dr. Arthur L. Mallory, MED '57, EDD '59, state commissioner of education, delivered the address.

Education Alumni Board Members

Officers, Dr. Ernest Purkey, EDD '66, Brentwood, Mo., president; 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.

District representatives, #1 Bill Ray McKinney, St. Joseph; #2 William K. Ray, Trenton; #3 Dr. John H. Ross, Edina, Chairman, Awards Committee; #4 Dr. Allan C. Henningsen, Richmond; #5 Elliott Battle, Columbia; #6 Mrs. Marlynn Finley, Manchester; #7 Russell L. Stokes, Lee's Summit, chairman, Membership Committee; #8 Mrs. Beulah McFarland, Clinton; #9 Dr. John Bearden, Camden; #10 Dr. Donald Northington, Washington, Chairman, Nominating Committee; #11 Dr. Mel R. Sheehan, St. Louis; #12 Dr. Charles Johnson, Carthage; #13 Mrs. Julie Austin, West Plains; #14 Mrs. Mary Jo Richmond, Dexter.

Members at large: Sharon Pope, Kansas City; Dr. Neil Aslin, Columbia; Dr. Charles J. McClain, Kirksville; and Dr. Ruie B. Doolin, Kansas City, Missouri.