

The current long-hair. trend among the younger generation is not revolutionary, but a "renaissance," according to a New York labor arbitrator, because "longer hair is the traditional mode for men while short hair has historically been the exception."

As reported in the *New York Times*, the arbitrator, Theodore W. Kheel, made the statement in a decision in which he ruled that New York City bus drivers could wear beards and sideburns.

Among the points made:

"All over the world, flowing beards have stood for wisdom, strength and fatherliness.

"In the early civilizations of the Mediterranean, the great men of the mind were all bearded: Abraham, Moses, Jesus, Aristotle, Plato.

"In fiction and folklore, this tradition has been carried over to such varied characters as King Arthur, Father Time and Santa Claus.

"When artists have drawn the face of God, it has often been with a flowing, white beard. The creator was painted this way by Michelangelo in the Sistine chapel.

"Uncle Sam is always drawn with a mustache and a little goat-like chin beard."

He didn't mention Blackbeard the Pirate. -S. S.

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BETTER TEACHERS THROUGH SELF INSTRUCTION

By Charlotte Astor

One of the newest pieces of equipment, a fully synchronized sound camera, is used in clinical work by Jackie Moecla (left) and Lula Harris.





Students may use the overhead projector to view their work.

Cathy Laws is convinced that the Instructional Media Laboratory will make her a better teacher. And without this exposure, says the senior English major who expects to get her teacher's certificate in August, "I probably would have done routine, rote teaching. But now I'm aware that things such as films, cameras and transparencies can expand my teaching techniques — and my students can use them, too."

Comments such as Miss Laws' are especially gratifying to Dr. Arni Dunathan, assistant professor of education, who directed the formation of the Instructional Media Laboratory and a related facility, the Self-Instruction Center:

"Twenty-seven states require a media course for certification — Missouri doesn't. But we still want to give our education graduates, who number 850-900 per year, a basic minimum proficiency in the use of media. So we've devised a self-instruction program, using the laboratory in conjunction with the center."

The Instructional Media Laboratory was formed in 1967 as a classroom for teaching media courses D371 (production of instructional media materials) and D372 (selection, utilization and evaluation of media resources). Located in the basement of the Industrial Education Building, it offers facilities for practice in media skills



A student has access to various media options in the Self Instruction Center carrels.

and production of graphic, photographic and auditory materials. Supplies available to the student include photocopiers, thermocopiers, motion picture equipment, slides and tapes. In addition to functioning as a classroom, it is used as an open laboratory for students and faculty.

While the laboratory is a practice facility, the Self-Instruction Center, opened in April, 1969, actually teaches. It was begun to provide undergraduate teacher candidates with a basic knowledge of educational media. This knowledge was to include production skills, equipment operation skills, and examples of successful media use in the classroom.

The Self-Instruction Center, located in the University Laboratory school, contains six carrels equipped with loop film and slide projectors. Students may check out any of 20 "programs," each consisting of a film and/or tape, visual aids, media samples and a notebook with quizzes and study sheets for the student to keep.

"By June, 1970, we'll have run about 900 students through nearly 10,000 programs," Dunathan says. He adds that the Self-Instruction Center is not solely a media teaching facility: "It is turning into a resource center for the whole college. Materials at all levels of programming design — slides, video tapes, films — are lodged here by faculty members for use by their students."

The Instructional Media Laboratory and Self-Instruction Center have, to date, operated chiefly as adjuncts to courses in the College of Education. But by autumn, 1970, students will be able to use both facilities as a non-classroom route to achieving media proficiency:

"In the past, our education students achieved media proficiency through course work. But we now have too many students to provide adequate classroom instruction for all of them. We hope to make them aware that use of the center, in conjunction with laboratory practice, will give them the basic media skills we want for our teacher candidates."

Dunathan says there will be no time limit on the student establishing proficiency through use of laboratory and center, but he should use both facilities: "For all films shown in the center, there's corresponding equipment in the laboratory. The center and laboratory are separate, but for the student who wants media proficiency, one facility can't exist without the other — it would be like taking biology without a laboratory."

Students taking the laboratory and center route to media proficiency will be coded "A" (audio-tutorial) by the College of Education. Students gaining proficiency through courses will be coded "C" and the occasional student who doesn't need the facilities or courses will be coded "S" (self-directed):

"All these students will take a proficiency test in media before certification. We're going to follow up their test performance and student teaching, to see if there are any differences in the performance of A, B and C-route students. It would be heartening to discover that students in the audio-tutorial group used media more intelligently."

Why does the College of Education want its graduates to be able to use media? "You don't create a whole teacher if he's unaware of what media can contribute. If you want to do other than standup teaching — and neither student nor teacher can survive day after day of this type of instruction — media will help you.

"We regard the teacher as a decision-maker for learning: He must decide what the child needs and which resources are to be brought to bear on his learning task. Here's where media comes in — it's not a method, but a set of devices that make possible a greater variety of methods than ever before."

Dunathan says media frees the teacher from rigid types of presentation such as spelling lists and vocabulary drills, and gives teachers a variety of symbol forms geared to differing rates of learning.

"It's also possible for students to report to the class through media such as models, art, slides or tapes. And the student with low verbal skills may be better able to express himself in a media situation, where attention is focused less on him and more on his visual data.

Dunathan stresses that the College of Education does not aim to graduate media technicians: "We don't try to teach our students to thread projectors. But whether a student uses the laboratory and center, classroom or self-direction, we want him to graduate with a knowledge of what media can and cannot do for him and the learner."

Dunathan believes the laboratory-center route may prove the best way to teach media skills: "What better way is there to show our students media's capabilities and limits than by using media itself as the teacher." □