
American Educators' Encyclopedia

Edward L. Dejnozka and David E. Kapel

Arctic Slope Ecology

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Preface

American Educators' Encyclopedia has been written to provide school administrators, teachers, teacher educators, school board members, graduate students, librarians, parents, and others interested in American education with a ready (one-volume) reference book. The principal portion of this work consists of almost 2,000 entries (short articles) that are based on the names and terms frequently found in the literature of professional education. Another section, Appendixes, contains selected factual information that is presented largely in tabular form. We earnestly believe that the combination of entries and Appendix items will provide the reader, professional or lay person, with the basic information needed to understand each subject included.

The *Encyclopedia* is unique in at least one respect. Traditionally, encyclopedias, whether general or specific, are compiled by one or two editors whose job it is to review and compile articles that have been written by dozens of individuals. *American Educators' Encyclopedia* was not prepared in that fashion. In our case, we compiled a preliminary list of educational topics and, from it, selected those that we felt merited inclusion. We then authored entries, each averaging 100-200 words, covering the selected topics, this after referring to several related sources. In only a few instances did we prepare an entry based on but a single source.

Topical analysis of the entries indicated that they could be divided into 22 broad areas: Administration and Supervision; Art and Music Education; Audio-Visual Education and Library Science; Biographies (20th century); Business and Vocational Education; Child Growth and Development; Counseling and Guidance; Educational Measurement; Educational Organizations; Federal Programs and Legislation; Health, Physical Education, Recreation, and Dance; Higher Education; History and Philosophy of Education (including pre-20th century biographies); Mathematics and Science Education; Minority Education; Reading and Language Arts; School Finance and Business Administration; School Law; Social Studies; Special Education; Teaching and Learning; and Miscellaneous (a general category for topics that did not fit into any of the foregoing).

It was at this stage that we invited 22 authorities, one representing each of the 22 broad areas listed

above, to review and validate our entries in their respective areas of expertise. This group of experts is identified elsewhere in this volume's front matter as the Board of Consulting Editors.

Consulting editors were asked to validate each entry assigned to them on the basis of three separate yet interrelated criteria. We posed the criteria in the interrogative:

1. Is the content factually correct?
2. Does the article cover the subject comprehensively?
3. Are the references relevant, well-chosen, and reasonably current?

Additionally, our reviewers were invited to suggest other subjects that had not been included in our original list of topics.

Suggestions and criticisms received from the Board of Consulting Editors were studied. In most instances, modifications of our original entries were made to accommodate the advice of the experts.

The scope of *American Educators' Encyclopedia* is relatively broad, encompassing elementary, secondary, and higher education. In most instances, the entries have been prepared in the context of American education.

As indicated above, we prepared this book as a ready reference. We do not represent our entries to be definitive works. This would hardly have been possible given the fact that we were obliged to confine our material to one volume. Instead, the concise entries are intended to provide the professional and lay reader with enough basic information to be able to understand a given subject and, by using the references that follow each article, to know what additional sources to pursue to acquire further information.

We acknowledge our reliance upon and appreciation for the contributions of the authors cited in each article's reference section. Much of what we wrote is based on the works of these scholars and constitutes a distillation of what we perceived to be each subject's salient elements as presented by them. Without the original contributions made by these authors, preparation of *American Educators' Encyclopedia* would not have been possible.

E. L. D.
D. E. K.

Acknowledgments

Hundreds of individuals assisted with the preparation of this reference work. They include the 22 consulting editors, identified elsewhere in this volume's front matter, whose willingness to contribute time and expertise we gratefully acknowledge. We are also indebted to the scores of nongovernmental and governmental representatives who willingly furnished us with current and voluminous information about their respective organizations. In addition, we want to express our appreciation to the authors and organizations who either helped us prepare or granted us permission to reprint several of the tables appearing in the Appendix section.

A number of reference librarians at Florida Atlantic University, the University of Louisville, and the University of Nebraska at Omaha provided us with invaluable assistance, frequently locating information that we had concluded was either unavailable or nonexistent. William Hafner, Sandra Mohl, Margaret Stone, and Linda Wiler, Reference Librarians of Florida Atlantic University, were of great help. Although all offered assistance, we especially want to recognize the many contributions provided by the tireless Margaret (Peggy) Stone of the Florida Atlantic University library staff. Her skills and generous contributions of time saved us countless hours of work and frequently unearthed invaluable reference leads.

Alice R. Morton, Archivist for the National Education Association, was equally generous with time, information, and documents. We quickly came to

respect her enthusiasm for educational history, her encyclopedic memory, and the extensive library of educational documents that she has collected and organized during her lengthy tenure with NEA.

Cynthia Harris, Reference Editor for Greenwood Press, monitored the preparation of our manuscript. We acknowledge her timely suggestions and are especially appreciative of the decision-making latitude she extended to us.

Preliminary drafts of our numerous entries were typed by Barbara Case, Omaha; May Dejnozka, Boca Raton, Florida; Mary McCulloch, Louisville; and Deborah Schwab, also of Louisville. Final copies of the manuscript were typed by Barbara Ludt, Kathleen Meyer, Lorraine Murphy, and Kay Beach, all of southern Florida. We gratefully acknowledge this technical assistance.

May Dejnozka, above all others, devoted countless hours to varied tasks such as preliminary typing, assistance with correspondence, critical suggestions, and proofreading. Because of her contributions, we were spared much extra work; furthermore, her suggestions often served as well to improve the editorial quality of this volume.

Finally, we want to say thank you to the members of our two families for their encouragement and patience during the years that *American Educators' Encyclopedia* was in preparation.

E.L.D. and D.E.K.
May 1981.

Board of Consulting Editors

ROBERT CLAUSEN (Child Growth and Development), Professor of Education, New York University. Dr. Clausen holds three degrees: B.S., New Jersey State Teachers College at Newark; M.S., Indiana State Teachers College, Terre Haute; and Ed.D., Teachers College, Columbia University. Before joining the NYU faculty, he taught in the public schools of New Jersey; served on the faculties of the Agnes Russell Center, Teachers College, Columbia University, and the Laboratory School, Indiana State Teachers College; taught in the Scarsdale (N.Y.) Public Schools; and was Lecturer at Queens College (N.Y.). He was a contributor to the 1963 Yearbook of the Association for Student Teaching, *Curriculum for Today's Boys and Girls*, and is Past President of the New York State Association for Student Teaching. Professor Clausen directed NYU's Residence Center in Puerto Rico from 1963 to 1977.

VIRGIL A. CLIFT (Minority Education), Professor Emeritus of Education, New York University. Professor Clift earned the B.A. degree at Indiana University, the M.A. at Indiana State University, and the Ph.D. at Ohio State University. The Doctor of Humanities (Hon.) was conferred upon him by Indiana State University (1977). He received Indiana State University's Distinguished Alumni Award in 1976. Dr. Clift's professional background includes service as AID education advisor to the Kingdom of Libya; chairmanship of education departments at North Carolina Agricultural and Technical State University and Morgan State University; Fulbright Lecturer in Pakistan; and service as Distinguished Visiting Professor of Education, the University of Nebraska at Omaha. He was Senior Editor of the John Dewey Society's 16th Yearbook, *Negro Education in America* (1962), and Coeditor of the *Encyclopedia of Black America* (1981). The approximately 50 professional articles he has authored include annual contributions to the *World Topics Yearbook* since 1971.

WILLIAM W. COOLEY (Educational Measurement), Professor of Education, University of Pittsburgh, and Director of Evaluation Research, Learning Research and Development Center. Pro-

fessor Cooley earned the B.S. degree at Lawrence University, the M.A. at the University of Minnesota, and the Ed.D. at Harvard University. Before assuming his present position, he directed Project TALENT for the American Institutes for Research. Dr. Cooley's principal publications are: coauthor, *Project TALENT One-Year Follow-Up Studies* (1966); coauthor, *Introduction to Statistical Procedures: With Computer Exercises* (1968); coauthor, *Multivariate Data Analysis* (1971); and coauthor, *Evaluation Research in Education* (1976). Articles authored by him have appeared in *Educational Research*, *Educational Psychologist*, and the *Journal of Applied Psychology Monograph*. Dr. Cooley serves on the AERA Council and Executive Board. In 1981, he was elected to the presidency of AERA. He is a fellow, American Association for the Advancement of Science; fellow, American Psychological Association; and fellow, Center for Advanced Study in Behavioral Sciences.

ROGER E. CROOKS (Audio-Visual Education and Library Science), Educational Specialist, U.S. Army Missile and Munitions School, Huntsville, Alabama. Before that he was Director, Educational Technology Center, University of Nebraska at Omaha. Degrees earned by Professor Crooks include the B.A., University of Texas at Austin; M.Ed., West Texas State University; and Ed.D., East Texas State University. He previously served on the staff of the Center for Educational Media and Technology, East Texas State University. An authority on Crowderian techniques of programmed instruction, his publication record includes articles concerned with subjects such as instructional media and information retrieval systems.

DONALD C. CUSHENBERY (Reading and Language Arts), Foundation Professor of Education, University of Nebraska at Omaha. Professor Cushenbery earned the B.S. degree at Fort Hays Kansas State College, the M.S. at Kansas State Teachers College (Emporia), and the Ed.D. at the University of Missouri-Columbia. Before joining the UNO faculty, he taught elementary school, held principalships in Kansas, and served as an instructor at the University of Missouri. Dr. Cushen-

bery has worked as Visiting Professor of Reading at Ball State University, Sioux Falls College, and Augustana College. Reading texts that he has authored are: *Reading Improvement in the Elementary School* (1969); *Remedial Reading in the Secondary School* (1972); *Reading Improvement through Diagnosis, Remediation and Individualized Instruction* (1977); and *Guide to Meeting Reading Competency Requirements: Diagnosis and Correction of Reading Difficulties* (1981). He coauthored three additional books on reading: *Effective Reading Skills for the Slow Learners* (1972); *Reading and the Gifted Child* (1974); and *Reading Comprehension Skill Kits* (1980). Dr. Cushenbery has also written approximately 25 journal articles on various facets of reading instruction. In 1971, he was winner of the Great Teacher Award at the University of Nebraska at Omaha. In that same year, and again in 1975, he was elected one of the Outstanding Educators of America. In 1972, he served as one of 20 reading consultants to the U.S. Office of Education's Right to Read Program. Professor Cushenbery was elected to the presidency of the Nebraska Reading Council for academic year 1976-1977.

DONALD D. GEHRING (Higher Education), Associate Professor of Higher Education, University of Louisville. Professor Gehring earned the Bachelor of Science in Industrial Management at Georgia Institute of Technology; the M.Ed. at Emory University; and the Ed.D. at the University of Georgia. Before joining the UL faculty, he held several higher education positions including Director of Student Activities, Emory University, and Dean of Student Development, Mars Hill College. His major publications include *The College Student and the Court: Briefs of Selected Court Cases Involving Student/Institutional Relationships in Higher Education* (1977) and *The Schools and the Courts: Briefs of Selected Court Cases Involving Secondary and Elementary Schools* (1975). Dr. Gehring was elected 1980-81 President, Southern College Personnel Association, and has served on two committees of the Association of College and University Housing Officers.

SAMUEL GOLDMAN (Administration and Supervision), Dean, College of Human Resources and Professor of Rehabilitation Administration, Southern Illinois University-Carbondale. Before assuming his present post, Dean Goldman taught educational administration courses at the University of Chicago, Oklahoma State University, New York University, Syracuse University, and Ohio University. He held

leadership positions at two of the aforementioned institutions: Chairman, Department of Educational Administration and Supervision, Syracuse University, and Dean, College of Education, Ohio University. Dr. Goldman has authored and coedited several books and monographs, including *Politics of Educational Administration* (Editor, 1963); *The School Principal* (1966) and *Integration and Separatism in Education* (Coeditor, 1970). In addition, he has authored numerous articles and research papers, most related to school leadership. Since 1965, he has served on approximately 20 boards and councils, including: Chairman, Executive Committee, National Conference of Professors of Educational Administration (1968-69); member, National Advisory Board, ERIC Clearinghouse in Management and Facilities (1970-72); President, University Council for Educational Administration (1971-72); member, Board of Directors, Appalachia Educational Laboratory (1972-79); and Vice-President, The Research and Development Association for Education (1977-78). Dr. Goldman has taught numerous seminars sponsored by the National Academy for School Executives and, in 1973, was cited as a Distinguished Professor by the National Academy. In 1980, he was awarded a citation by the Ohio Legislature for outstanding service to community.

ESIN KAYA-CARTON (Teaching and Learning), Professor of Educational Research, Hofstra University. A New York State certified psychologist, Professor Kaya-Carton holds the B.A. in Psychology, conferred by Barnard College, Columbia University; the M.A. in Educational Psychology, earned at Teachers College, Columbia University; and the Ph.D. in Psychology and Education, awarded by New York University. At Hofstra University, Professor Kaya-Carton heads the Ph.D. program in educational research and directs that institution's Bureau of Educational Evaluation. She was previously Chairperson of the Department of Educational Psychology at Hofstra. Before joining the Hofstra University faculty, Professor Kaya-Carton was affiliated with New York University's School of Education as Research Associate in the Experimental Teaching Center, later as Associate Professor of Educational Psychology. Since 1962, she has participated in research and evaluation projects for and with numerous agencies such as school districts, the U.S. Office of Education, Educational Testing Service, New York Urban League, and the Ford Foundation. Dr. Kaya-Carton has

been an active consultant to school districts, a frequent leader of inservice programs, and has authored approximately 30 journal articles and papers on subjects such as the Dual Progress Plan, creativity, humor, attitudes toward education, and pupil evaluation.

LOU KLEINMAN (Miscellaneous), Professor of Education and Dean, School of Education and Allied Professions, University of Miami. Dean Kleinman earned the B.S. degree at New York University, the M.A. at Harvard University, and the Ed.D. at New York University. His professional experience includes teaching in New York and New Jersey schools, service as a Rutgers University Division Director, and an extensive tenure at New York University during which time he held several titles in the School of Education: Director of Educational Placement Services; Head of Teacher Education Section, Experimental Teaching Center; Director, Center for Field Research and School Services; Professor of Educational Administration; and Associate Dean. Articles authored by Dean Kleinman have appeared in *The Journal of Educational Sociology* and *The Journal of Teacher Education*. He is coauthor of *Grievances and their Resolution: Problems in School Personnel Administration* (1967). Dean Kleinman received the Distinguished Alumni Achievement Award, conferred by NYU's Education Alumni Association, and was recently elected to the presidency of the Florida Association of Colleges for Teacher Education.

GERARD L. KNIETER (Art and Music Education), Dean and Professor of Music, College of Fine and Applied Arts, The University of Akron. Dean Knieter earned the B.S. and M.A. degrees at New York University and the Ed.D. at Columbia University. He served on the music education faculties of San Jose State University (California), Duquesne University, and Temple University (where he was chairman of the department and head of the doctoral program) before assuming his present post. Dr. Knieter's most recent publications include: *The Teaching Process and Arts and Aesthetics* (1979); "Current Issues and Future Directions in Music Education" in Estelle R. Jorgensen (Editor), *McGill Symposium in School Music Administration and Supervision* (1979); and "Humanistic Dimensions of Aesthetic Education" in Arthur Motycka (Editor), *Music Education for Tomorrow's Society* (1976). He serves on the Board of Directors of the Theodore Presser Company and is Vice-President of the Initial

Teaching Alphabet Foundation. He has been a member of the Editorial Committee of the *Journal of Research in Music Education* and also served as editorial consultant to the *Journal of Aesthetic Education*. His previous service activities include service as advisor and consultant to school systems, state departments of education, universities, and professional associations.

RICHARD F. NEWTON (Social Studies), Associate Professor of Education and Director of Field Experiences (Secondary Education), Temple University. Dr. Newton holds the B.A., M.A., and Ph.D. degrees, each earned at Michigan State University. He taught in the elementary and secondary schools of Michigan and worked as Instructor at Michigan State University before assuming his present position. Books that Dr. Newton authored or edited are: *The Daily Newspaper in the American Classroom* (coauthor, 1974); *The Market System: Does It Work?* (Contributing Editor, 1974); and *Handbook of Teaching Materials in Family Finance Education* (1977). In addition, his several articles dealing with various facets of social studies have appeared in journals such as *School and Society*, *The Journal of Economic Education*, *Theory and Research in the Social Studies*, and *Teachers College Record*. Dr. Newton has served on the Board of Directors of the National Council for the Social Studies and numerous committees of that organization. He has been employed as a consultant to the U.S. Department of Education (Fulbright-Hays Program), the New York State Department of Education, colleges and universities, and school systems.

JOSEPH B. OXENDINE (Health, Physical Education, Recreation, and Dance), Professor and Dean, College of Health, Physical Education, Recreation, and Dance, Temple University. Dean Oxendine earned the A.B. at Catawba College and the Ed.M. and Ed.D. degrees at Boston University. In addition, he holds a (Hon.) Doctor of Science degree conferred by Catawba College. He taught in the public schools of Virginia before joining the Temple University faculty. Dr. Oxendine's publication record includes *Psychology of Motor Learning* (1968) and approximately 25 professional articles, published reports, and book chapters. In 1977, at the invitation of AAHPER, he conducted a nationwide study of general instruction programs (physical education) in all four-year U.S. institutions of higher education. His professional service record, dating to 1964, includes membership on the AAHPER

panel that developed and published "Standards for College Physical Education Programs"; member, Recreation Committee, National Association for Retarded Children; Reviewer, Psychological and Social Sciences section, *The Journal of Gerontology*; member, Executive Committee, College Physical Education Council of the National Association for Sport and Physical Education; and President, Indian Rights Association.

FRANKLIN PARKER (History and Philosophy of Education; Selected Biographies), Benedum Professor of Education, West Virginia University. Professor Parker earned the A.B. degree at Berea College, Kentucky, the M.S. at the University of Illinois, and the Ed.D. at George Peabody College for Teachers of Vanderbilt University. Before coming to WVU in 1968, he taught at SUNY New Platz, University of Texas (Austin), and the University of Oklahoma. A prolific writer, bibliographer, and researcher, Professor Parker has authored an extensive number of books, published bibliographies, Phi Delta Kappa "fastbacks," pamphlets, book chapters, and journal articles. They include: *George Peabody: A Biography* (1971); *African Development and Education in Southern Rhodesia* (reprinted 1974); Coeditor, *American Dissertations on Foreign Education: A Bibliography with Abstracts* (15 volumes, 1971-81); Editor, *U.S. Higher Education: A Guide to Information Sources* (1980); and *Women's Education: A World View*, 2 volumes (1979 and 1981). Three PDK "fastbacks" that he has authored are: *The Battle of the Books: Kanawha County* (1975); *What Can We Learn From the Schools of China?* (1977); and *British Schools and Ours* (1979). He has also contributed on a fairly regular basis to encyclopedia yearbooks (e.g. *Americana*, *Collier's*, *Compton's*, and the *Reader's Digest Almanac and Yearbook*) and encyclopedias (e.g., *Academic American Encyclopedia*, *Encyclopedia of Education*, and *Encyclopedia of World Biography*). His articles have appeared as regular features in *School and Society*, *Comparative Education Review*, and the *Comparative and International Education Society Newsletter*. Professor Parker has studied and lectured widely abroad.

H. VAUGHN PHELPS (Educational Organizations), Superintendent of Schools, Westside Community Schools, Omaha, Nebraska. Superintendent Phelps holds a B.E. (Mechanical Engineering) degree from the University of Southern California and B.S., M.Ed., and Ed.D. degrees earned at the

University of Nebraska. He served as Superintendent of Schools, Pleasanton, Nebraska, and Coordinator of Community Services, University of Nebraska, before assuming his present position. His organizational experience includes the presidency of the American Association of School Administrators and membership on several of its committees and commissions; presidency of the Associated Public School System; membership on the Science Education Advisory Board, National Science Foundation; and presidency of the Suburban School Superintendents. In his own state, he has been President of the Nebraska Association of School Administrators; Chairman, Nebraska Council of School Administrators; and Chairman, Nebraska Educational Television Council. He has twice been invited by the North Central Association to serve on school evaluation teams evaluating Department of Defense Dependent Schools in the European Theatre.

HAROLD S. RESNICK (Business and Vocational Education), Associate Professor, Career Development/Human Resource Development, Boston University. Dr. Resnick earned the B.S. degree at City College of the City of New York and the M.Ed. and Ed.D. degrees at Wayne State University. Before his appointment to the Boston University faculty, he taught industrial education subjects in the New York City and Detroit Public Schools, served as Associate Director of the Experienced Teacher Fellowship Program at Wayne State University, taught vocational and industrial education at Temple University, and was Associate Superintendent of the Minutemen Regional Technical School District, Lexington, Massachusetts. Professor Resnick has coauthored two books: *Metric Measure Simplified* (1974) and *Exploring Careers in Engineering and Manufacturing* (1976). Articles he has written have appeared in the *Journal of Industrial Teacher Education*, *Journal of Career Education*, *Journal of Vocational Education Research*, and other vocationally related publications. Dr. Resnick has provided training development and human resource consultant services to numerous agencies and organizations including the U.S. Department of Defense, Raytheon Data Systems Company, American Management Corporation, Philco-Ford Corporation, school systems, colleges, and universities. He recently completed a project for the Department of Defense Dependent Schools, the Vocational Development Training Program for School District Personnel (conducted in North and South Germany).

JEFFREY SCHILIT (Special Education), Professor and Chairperson, Department of Exceptional Student Education, Florida Atlantic University. Dr. Schilit earned the B.S. degree at California State College (Pa.); the M.Ed. at Pennsylvania State University; and the Ph.D. at Ohio State University. Before assuming his present position, he taught in the public schools of Ohio and served on the faculties of Duquesne University, the University of Alabama, and SUNY Buffalo. He has published approximately 35 papers, articles, curriculum guides, and bibliographies relating to various aspects of special education. His personal research has included investigations such as recreational skills of the mentally retarded; analysis of criminal justice personnel's understanding of the mentally retarded offender; and analysis of a transitional facility for preparing institutionalized retardates for community life.

JOHN SOKOL (Federal Legislation and Programs), Executive Director of Doctoral Studies, Seton Hall University. Dr. Sokol earned the B.S. in Engineering at the U.S. Naval Academy, and the M.A. and Ph.D. degrees at the University of California, Berkeley. Immediately before assuming his present position, he was Regional Commissioner of Education (Region 2) in the U.S. Office of Education. Dr. Sokol's professional experience also includes teaching service in the Berkeley, California Public Schools; Supervisor of Student Teachers, U.C. Berkeley; and, Professor of Education, Teachers College, Columbia University. In the U.S. Office of Education, he was Director of Educational Research and Assistant Regional Commissioner, Region 2, before becoming Regional Commissioner. He is author of *Computational Exercises in School Finance* (1966), *Developing A School District Budget* (1981), and various articles.

BETTE J. SOLDWEDEL (Counseling and Guidance), Interim Dean and Professor of Education, University of North Florida. Dr. Soldwedel holds the B.S. and M.S. degrees earned at Illinois State University, the Ed.D., earned at New York University, and the (Hon.) LL.D., conferred by Illinois State University. Before accepting appointment at the University of North Florida, she held a variety of educational positions: Instructor and Dean of Women, Eureka College; Assistant Professor and Director of Women's Residence Halls, Illinois State University; Associate Professor and Associate Dean of Students, Trenton State College; Professor and

Department Chair, Guidance and Personnel Administration, NYU; and Director of Program Development for the U.S. Department of Labor's Job Corps. Among her major publications are the following: *Mastering the College Challenge* (1964); *Preparing for College: A Macmillan Guide for Parents* (1966); *Where Do I Go From Here?* (career guidance books for out-of-school youth, 1979); and, *Erasing Sex Bias* (1980). She edited the *National Quarterly Journal of the National Association for Women Deans, Administrators, and Counselors* (1968-72) and prepared 35 commercial filmstrips and teachers' guides on various counseling and guidance topics. She presently serves on the Editorial Board of the *Journal of College Personnel*.

FRANK X. SUTMAN (Mathematics and Science Education), Director of the Merit Center and Professor of Education, Temple University. Professor Sutman holds A.B. and A.M. degrees from Montclair State College and the Ed.D., earned at Teachers College, Columbia University. Before joining the Temple University faculty, he held teaching posts at SUNY Buffalo, Interamerican University of Puerto Rico, and William Patterson College. He has also served as Visiting Professor at Rutgers University, Hebrew University of Jerusalem, University of Mysore (India), and Huagzhou Institute of Science (People's Republic of China). Included among his more than 60 publications are: *Concepts in Chemistry* (Second Edition, 1967); "Hiding Behind Course Titles," *Journal of Research in Science Teaching* (1966); *A Darwinian Look at Science Education* (1972); and *Educating Personnel for Bilingual Settings* (1979).

FERDY J. TAGLE, JR. (School Finance and Business Administration), Deputy Superintendent of Schools, Brookline Public Schools, Massachusetts. Dr. Tagle earned the B.S. degree at State University of New York, Oswego, and had both the M.A. and Ed.D. degrees conferred by New York University. Previous leadership titles that he held before becoming Deputy Superintendent were Assistant Superintendent of Schools, North Rockland Central Schools, Stony Point, N.Y., and Assistant Superintendent for Administration and Finance, Brookline, Massachusetts. A widely recognized authority on school finance and business, Dr. Tagle has held important organizational leadership positions at the state, national, and international levels. In 1969-70, he served as President of the Massachusetts Association of School Business Officials.

In 1974-75, he was elected to the presidency of the Massachusetts Association of School Administrators. He served as International President, Association of School Business Officials of the U.S. and Canada in 1978. During the 1979-80 academic year, Dr. Tagle chaired the Fringe Benefits Committee of the American Association of School Administrators.

WILLIAM VAN TIL (Selected 20th Century Biographies), Coffman Distinguished Professor Emeritus of Education, Indiana State University. Professor Van Til holds the B.A. degree, earned at Columbia University; the M.A., conferred by Teachers College, Columbia University; and an Ohio State University Ph.D. Before winning appointment to ISU's Coffman Distinguished Professorship, he taught at the New York State Training School for Boys (Warwick), Ohio State University, the University of Illinois, George Peabody College for Teachers of Vanderbilt University, and New York University. In addition to his teaching duties, Dr. Van Til was Chairman of the Curriculum Division while at George Peabody College and chaired the Department of Secondary Education while at NYU. A prolific writer, his publications now number more than 250. These include: *Economic Roads for American Democracy* (1947); *The Making of a Modern Educator* (1961); *Modern Education for the Junior High School Years* (coauthor, 1961, revised 1967); *Education: A Beginning* (1971, revised 1974); *Secondary Education: School and Community* (1978); and *Writing for Professional Publication* (1981). He has also contributed to numbers of books, yearbooks, and encyclopedias (e.g., *Encyclopedia of Educational Research*); additionally, he has either authored or coauthored 27 educational pamphlets. Professor Van Til has edited or coedited yearbooks for professional organizations such as the John Dewey Society, the National Council for the Social

Studies, the Association for Supervision and Curriculum Development, and the National Society for the Study of Education. Educators recognized his leadership by electing him President of three significant educational organizations: the Association for Supervision and Curriculum Development, the John Dewey Society for the Study of Education and Culture, and the National Society of College Teachers of Education.

MARLIN M. VOLZ (School Law), Professor of Law, University of Louisville. Professor Volz earned the B.A., LL.B. (now J.D.), and S.J.D. degrees at the University of Wisconsin. He also holds an (Hon.) LL.D. conferred by the San Juan School of Law, University of Puerto Rico. Before assuming his present position, Dr. Volz served as Assistant Professor, University of Wisconsin Law School; Attorney, War Production Board; Dean and Professor of Law, University of Kansas City (now University of Missouri at Kansas City) School of Law; and Dean, University of Louisville School of Law. He was general editor and principal author of the 13-volume *West's Federal Practice Manual*, 2nd Edition (1970); coauthor, *The Law and Public School Operation*, 2nd Edition (1978); Coauthor, *Wisconsin Practice Methods*, *Iowa Practice Methods*, *Missouri Practice Methods* (3 volumes), and *Kansas Practice Methods* (2 volumes); coauthor, *Drafting Partnership Agreements* (1976) and *Kentucky Probate Practice* (1979). Professor Volz's record of leadership positions held in professional organizations includes Past President, National Organization on Legal Problems of Education; member, Council on Legal Education for Professional Responsibility, Inc.; and member, Board of Directors, American Judicature Society. He is the first faculty member to have served as a member of the University of Louisville Board of Trustees.

User's Guide

The topics, or entries, in the *American Educators' Encyclopedia* are presented in strict alphabetical order. When entries contain two or more words, they are alphabetized as if they are one word. Biographical entries are alphabetized by family name and by given name when two or more individuals have the same last name (e.g. *Dewey, John* precedes *Dewey, Melvil*).

Several entries provide only cross-references to other entries. They appear in alphabetical order and are in the same bold-faced type as other entry titles. These cross-references are provided to help the reader locate information appearing under headings that do not accord exactly with the heading he or she has in mind. For example, a reader seeking information about "defamation of character" will not find a discussion under that heading but will be directed to the entries *Libel* and *Slander*. Each of the separate topics *Libel* and *Slander* contains information relating to character defamation.

A listing of "Abbreviations and Acronyms" is included in the front matter to facilitate location of topics when the reader knows only an abbreviation or acronym. For example, the list includes *MBO*, which is an abbreviation for *Management by Objectives*, and *PERT*, an acronym for *Program Evaluation and Review Technique*. Since abbreviations and acronyms are not usually used in topic headings, the list of "Abbreviations and Acronyms" should be consulted first. The list is limited to principal abbreviations and acronyms for items contained in the *American Educators' Encyclopedia*.

Additional cross-references appear at the end of several, although not all, entries. These direct the reader to other entries that overlap or are closely related to the topic under study. In some instances,

these additional cross-references also direct the reader to related appendixes. For example, at the close of the entry *National Education Association*, the reader is advised to see *American Teachers Association and National Teachers Association*; also, to see *Appendix XX: The Teacher of the Year*.

References listed at the end of each entry are short bibliographies. They are presented in alphabetical order, by author. When a work has two authors, both names are given, but due to space limitations, only the senior author's name is given, followed by "et al.," when there are three or more authors. The Post Office's abbreviations are used for states (e.g., *FL* for "Florida").

Biographical entries are limited to nonliving subjects. Dates of an individual's birth and death appear in parentheses following his or her name, for example, *Mort, Paul R.* (February 21, 1894-May 12, 1962).

Appendixes appear at the back of the book.

Much of the information describing organizations was gleaned from materials sent to us, at our request, by these groups. In many instances, these source materials consisted of promotion brochures and/or booklets that, although current, contained no publication date. The absence of publication date information is noted in each such instance.

Finally, several entries deal with specific legislation enacted by the federal government. References accompanying these entries usually include the original public law as reported in the *United States Statutes at Large*. The reader interested in amendments to the original laws is advised to check the annual legislative updates ("pocket parts") appearing in *U.S. Code Annotated*, published by West Publishing Company of St. Paul, Minnesota.

