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ABSTRACT

In reviewing Herbert J. Klausmeier's academic career, this paper discusses four major areas of his contributions: (1) cognitive learning and development (CLD); (2) individual differences and related educational provisions; (3) educational research as a field of scientific inquiry; and (4) teacher education. CLD, Klausmeier's major contribution, was centered around teaching and learning of concepts. A significant portion of research supporting his theory was conducted in schools and classrooms. Individual differences and related educational provisions concentrated on individual learners' differences and their learning and development. Important attributes of what Klausmeier called the "improvement-oriented" research method are: (1) a problem experienced by practitioners initiates the process; (2) research is planned to solve the problem; (3) research is planned using available knowledge; (4) solutions are tested for effectiveness; (5) practitioners develop skills for conducting research; (6) knowledge about the enterprise is generated; and (7) results are tested for generalizability. In the area of teacher education, Klausmeier recognized the need to prepare teachers to implement programs effectively and to know and apply principles derived from educational psychology. (JAZ)

THE ACADEMIC CAREER OF HERBERT J. KLAUSMEIER AS REFLECTED IN HIS WRITINGS

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To prepare this presentation, I budgeted what seemed to be a reasonable amount of time. Then, as it turned out, I spent nearly half of the time originally set aside simply in reading and marveling at Herbert Klausmeier's vita. Several major outcomes resulted from that exercise:

(1) It became clear that the title of this segment would have been more accurate if "writings" had been expanded to "writings and other scholarly products" as his vita also included such products as films, filmstrips, audiocassettes and videotapes.

(2) The career of Herbert Klausmeier has been richly diverse, spanning several major areas and, within each area, numerous different topics.

(3) His scholarship and productivity deserve accoladed descriptors in the range from "remarkable" to unbelievable." In the three and one-half decades since earning the doctorate at Stanford in 1949, he has been most prolific. Based on my admittedly imperfect analysis of his vita, his scholarly production involved (and these figures are likely underestimates):

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- Writing over 40 books, most of them text or trade books and some of them implementation manuals.
- Writing nearly 100 articles for publication in refereed journals.
- Writing about 30 chapters for edited books.
- Writing some 75 reports and papers of various kinds: about three-quarters of these were papers (theoretical, practical, working and technical reports) for the Wisconsin Center for Education Research, while the others included program reports, cooperative research project final reports, and the like.
- Obtaining research grants from various sources -- the Federal Government, the Sears-Roebuck Foundation, the Faye McBeath Foundation, Wisconsin University grants, the Ford Foundation, and others -- in all exceeding $30,000,000; about one-quarter of this supported some 25 separate research projects on which he was the principal investigator, while the remainder financed other researchers and their activities (again, principally at the Wisconsin R&D Center for Education Research).
- Presenting some 130 invited addresses and papers at professional and other meetings.
- Serving about 50 times as an officer or on special committees for professional organizations.
- Supervising the development of an assortment of media -- over 30 books, instructors guides, and implementation manuals, over 10 films, about 15 videotapes, over 30 filmstrips, and about 10 videocasettes -- to support two projects: Individually Guided

Education and the Wisconsin Program for the Renewal and Improvement of Secondary Education.

Organizing this vast arsenal of products -- in order to succinctly review for you Herb Klausmeier's academic career -- represented a major challenge to me. Fortunately -- very fortunately -- I obtained a paper "A Summary of Accomplishments" prepared by Herb Klausmeier (1985 b) and his local Phi Delta Kappa chapter. This document considered four major areas of production: cognitive learning and development, individual differences and related educational provisions, educational research as a field of scientific inquiry, and teacher education. While my colleagues speaking before me today have already developed important aspects of these topics, especially the first two, let me attempt a broad-brush approach to sketch the Gestalt of each area, with an occasional splash of color in the form of what might be called -- for want of a better term -- "Klausmeierisms" (that sounds better than "Herb's Klauses," doesn't it?).

Cognitive Learning and Development

As pointed out in this symposium's opening paper, a major contribution of Herb Klausmeier was a theoretical network of ideas incorporated under the label of Cognitive Learning and Development or CLD. This theory is noteworthy for several interesting features not yet detailed; let me elaborate on a few of them.

First, it might be noted that Cognitive Learning and Development theory was explicated rather late in life, by ordinary standards. While he obviously had been conceptualizing the area for many years, Herb did not begin explicitly writing about CLD until his mid-50's (Klausmeier, 1971). After this introductory work, the central ideas and elements

in CLD appeared and were refined with machine-gun rapidity (e.g., Klausmeier, Ghatala, & Frayer, 1974; Klausmeier & Allen, 1978, Klausmeier & Associates, 1979; and Klausmeier, 1980 b). I note this to suggest that this tremendous outpouring of theoretic and conceptual work occurred at a time of life when most of us are commencing on our "twilight cruises." In Herb's case, I have seen no evidence to date that he has even thought about booking such a cruise, let alone sailing on one.

Second, his work on Cognitive Learning and Development theory was rich in its integration of important phenomenon. It integrated vast amounts of research done by Herb and his associates. It integrated powerful notions on human learning and human development. It integrated the often isolated domains of theory, research, and applications; still other integrations manifested in CLD will be noted subsequently.

Third, the theory on Cognitive Learning and Development was rich in its generalizability. Its implications were far-reaching in that it concerned what is probably the principal component of all educational enterprise, that is, the teaching and learning of concepts. It generalized handily to a multitude of "real" settings, such as public schools and their classrooms, because significant portions of the research providing the theory's underpinnings had been conducted in schools in the first place.

Individual Differences and Related Educational Provisions

We have already heard today about Individually Guided Education (IGE) via Bill Wiersma's presentation. IGE is imbedded within a larger framework -- one that documents how individual learners are different and then searches for the best ways to promote their learning and nurture their

development. Herb Klausmeier has been extensively active in this general area and views it as encompassing four components.

(1) Individual Differences and Unidimensional Education: Addressed with typical Klausmeier diligence and persistence early in his career, this work yielded principles for identifying gifted children and providing for them instructionally -- principles needing no or only minor refinements to attain full-scale credibility today.

(2) Individual Differences and Motivation: Work in this province generated principles that in turn resulted in the development of four motivational/instructional procedures, ready-for-use in schools, and referred to as a system of Individually Guided Motivation (or IGM).

(3) Individual Differences and Responsive Elementary Education: This component had ambitious goals: extending the knowledge about individual differences and effectively providing for such differences at the elementary school level. An extensive number of research and development activities were undertaken to design, implement, and refine Individually Guided Education (IGE). This major product has been favorably received internationally and has had, and continues to have, far-reaching effects and implications.

(4) Individual Differences and Responsive Secondary Education: This component, with several of its features under development for several decades, was integrated and presented as a model quite recently (e.g., Klausmeier, 1980 a; Klausmeier, 1985 c; and Klausmeier, Lipham & Daresh, 1983). It provides improvement

strategies for secondary schools, including organizational structures and related processes to facilitate the implementation of the strategies.

I was pleased to have been at the Wisconsin R&D Center during the inception of several of these components. For example, in Summer, 1965, Herb Klausmeier took a long international vacation, to Russia with Iyla, as I recall. My expectation was that he would return with excited tales about cross-cultural differences, Russian life, education, architecture, and the like. Indeed he returned very excited, but not about his travels. Rather, he had a new idea about organizing schools in order to facilitate research, strengthen teacher development, improve learning, and so forth -- I wondered if most of his trip had served as an incubator or hot house rather than the get-away that it had been designed to be. In any event, Project Models with its Research and Instruction or R&I Units (Klausmeier, Goodwin, Prasch, & Goodson, 1966) was born that Fall. The following year, the R&I Units became I&R Units to denote more emphasis on instruction, and subsequently they were simply termed Instructional Units ... principal forerunners of what became Individually Guided Education.

Major attributes of Herb Klausmeier's work with regard to individual differences can be noted. First, and again, it was richly integrative. In this case, it integrated the "big picture" of what major conditions had to be established to provide for individual differences in elementary and secondary schools with detailed operating procedures on how to establish such conditions, replete with implementation manuals, orienting films and filmstrips, inservice guides, and the like. Second, and again again, it was rich in its generalizability with its major impact on instruction. Third, this line of activity was rich in principles, specific dictums on

how to identify and provide for gifted, how to motivate, how to individualize instruction, and on and on. Fourth, this work was rich in innovativeness -- novel ideas and research being used to meticulously design and implement new school procedures that would work, and work effectively.

Educational Research as a Field of Scientific Inquiry

This third area of Herbert Klausmeier's phenomenal activity has also been particularized recently (Klausmeier, 1982), but important precursors easily can be noted (e.g., Klausmeier & O'Hearn, 1968). Many of the ideas involved likely grew out of his extensive research in school settings and his role as Co-Director and then Director of the Wisconsin Research and Development Center from 1964 to 1972. He was the prime mover in developing the R&D Center and its mission; and the Wisconsin Center dramatically influenced the federal government's ideas about what a center should be.

I can recall the early R&D Center days; we were housed in a warehouse-type of building, possibly an old grocery store, with an air conditioning system that had two operating statuses -- either broken or about-to-break. Dr. Klausmeier was busy trying to attract other first-rate researchers to the Center, especially those who shared his dedication to doing research directly in educational settings. At one staff meeting, he announced that negotiations had been completed to bring a very able behavioral researcher into the Center's fold. One of the staff, knowing that the new researcher's wife was accompanying him to Madison and that she also was a highly competent professor, exclaimed, "That's great, with his wife it means we'll be getting two for the price of one." Herb replied, "Actually, I think we're getting one for the price of two."

Important attributes of what Klausmeier (1985 b) termed the "improvement-oriented research method" are:

(1) A problem being experienced by practitioners initiates the process.

(2) Research is planned targeted on aiding the practitioners to solve their local problem.

(3) Available knowledge (on the problem, appropriate research designs, applicable improvement strategies, etc.) is used to plan the research.

(4) The potential solution(s) are implemented immediately and tested for effectiveness by the participating schools.

(5) The participating practitioners develop skills and gain experience in conducting improvement-oriented research.

(6) Knowledge about the enterprise -- the problem, research design, improvement strategies -- is generated and disseminated.

(7) The results are tested for generalizability when other similar schools experience the same problem.

Obviously, this work of his is likewise rich in innovativeness and generalizability. Another of its features, found in so much of Herb Klausmeier's work, is its integrative nature. It blends important interests of the University with those of the schools (in this regard, also see Klausmeier, 1985 a). This approach to educational inquiry -- and indeed his research approach across three decades -- is highlighted by its integration of many types of research (experimental, correlational, developmental, etc.), different research settings (laboratory and field or classroom), different developmental research approaches (longitudinal, cross-sectional, and accelerated longitudinal), and so forth.

Teacher Education

In this fourth major area of activity, Herb Klausmeier has long recognized the need to prepare teachers to implement programs effectively and, particularly, to know and apply principles derived from educational psychology. As a professor and teacher of educational psychology, he has endeavored to develop functional courses that provide for individual differences among students in terms of their varying experiences and career interests. I took several courses in educational psychology from him and also observed him teach the pre-service course in educational psychology. He stayed pretty close, I always thought, to the assigned lesson and to the basic, principal messages therein and delivered them with little fanfare. Subsequently, in preparing experienced teachers to conduct a research project involving motivation in an R&I Unit, he made a somewhat impromptu talk of 30 minutes or so on classroom motivation. It was animated, lively, colorful, and went far beyond what he had written on motivation in texts to that point in time. When I asked him why the difference between the information in his text chapter on motivation and that in his informal talk, he said something like, "One has to be more cautious about what one puts into print."

In this area, Herb quite possibly is best known for his texts, especially the one on educational psychology that appeared in its fifth edition just last year. Examining the five texts, one is immediately impressed by the rich use of applications therein; these take the form of principles (often based on Klausmeier's own research) that teachers and other educators can apply. In each of the five books, over 50 such

principles are highlighted, and the additions, deletions, and refinements across the first (1961) to fifth (1985) editions are substantial.

An aside. When I was working with Herb on the second edition of the educational psychology text, he edited out of my writing some jokes or near-jokes. He advised me then to leave humor out of one's writings, as he did, because of its illusive, fickle quality -- that is, what seems funny to the writer might not be perceived as humorous by many of the readers. I guess I never learned that lesson, and I continue to try to insert humor into much of what I write. It seems of some significance to me that Herb Klausmeier's fifth edition of Educational Psychology (1985 d) for the first time begins each chapter with a cartoon: eight from Peanuts, three from Dennis the Menace, two each from Garfield and Sally Forth, and one from Hi & Lois. Maybe humor is finally "in" (although I note no cartoon preceeds the appendix on statistics).

Summary and Conclusion

Dr. Herbert Klausmeier's career has indeed been remarkable. His work has most recently earned him recognition from Division 15 of the American Psychological Association and also the Phi Delta Kappa Biennial Award for Outstanding Contributions to Education Through Research. Other awards of many types appear in his vita.

There has been a pervasive richness to his career and in his products. The descriptors that come to mind again and again -- and I have used them repeatedly throughout this presentation -- are highly innovative, skillful integration, highly generalizable, dedicated commitment, focused principles, and so on. He has pursued theory, research, and applications with an

uncommon vigor and persistence. Note, too, that he has had a salient effect on fostering the research of others -- his colleagues across the years and scores of former students (including all of us in this symposium).

Also of great importance is the unmistakable positivism reflected in his career, in his writings, and in all the other contributions that he has made. This positivism takes the form of a highly optimistic orientation that teachers and educators can and have made a difference, and that the American education system has made steady and significant contributions to our way of life. That is a nice outlook to have!

I searched for a word or phrase to summarize all that Herb Klausmeier has given to educational psychology, to educational research, to education, in fact, to all of us. It is extremely difficult to encapsulate such a vital and dynamic career into a word or two. The best that I could do was "No Nonsense Responsive Humanism." By this I mean that he gave us much more than just words like "respect," "love," "empathy," and "care." Rather, his humanism took the form of a career that has been rich in ideas, responsive to actual needs, dedicated to making real improvements in education, and distinguished in both the quality and number of products that he developed. No Nonsense Responsive Humanism -- he has lived by this philosophy his entire career, has reflected it, and each of us is undoubtedly richer because of his persistent efforts on behalf of all of us.

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