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A Historical Review of the University of Nebraska at Omaha Phi Delta Kappa Chapter

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A Historical Review
of the
University of Nebraska at Omaha
Phi Delta Kappa Chapter

A Field Project

In Partial Fulfillment
of the Requirements for the Specialist Degree
at the
University of Nebraska at Omaha

by
Dee W. Rosekrans

July, 1993

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of the requirements for the degree Specialist in Education, University of Nebraska at
Omaha.

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A Historical Review
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Running head: HISTORICAL TRACING--UNO PHI DELTA KAPPA CHAPTER

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CHAPTER ONE

Introduction

"History is the witness that testifies to the passing of time; it illuminates reality, vitalizes memory, provides guidance in daily life, and brings us tidings of antiquity" (Marcus Tullius Cicero, 106-43 B.C.). Historical research reconstructs the past, objectively, accurately, and systematically by collecting, evaluating, verifying, and synthesizing evidence to establish facts and reach defensible conclusions.

The purpose of Phi Delta Kappa is to promote quality education, with particular emphasis on publicly supported education as essential to the development and maintenance of a democratic way of life. This purpose is accomplished through the genuine acceptance, continuing interpretation, and appropriate implementation of the ideal of high-quality leadership through research, teaching, and other professional services concerned with and directed to the improvement of education, especially of publicly supported and universally available education.

Phi Delta Kappa traces its origins to professional education fraternities on the campuses of Indiana University, Teachers College of Columbia University, and the University of Missouri. In the three-year period, 1906-1909, the three fraternities merged to become Phi Delta Kappa and since then national membership and the number of chapters have steadily grown. It has become one of the largest professional organizations in the world with a membership of over 133,000.

The local Phi Delta Kappa chapter at the University of Nebraska at Omaha has

grown similarly. Chapter 0116 was chartered on June 20, 1959. Thirty-three men comprised the charter initiate group. The early years of the chapter focused on organizational functions such as identifying potential chapter members in the metropolitan area. Over the years, the chapter has grown. As of October 1992, total membership numbered 1,024 with 886 of the total classified as members in good standing. Most recently, forty-four additional educators were initiated into Phi Delta Kappa on February 21, 1993. Chapter 0116 has become one of the largest and most active chapters in the nation.

The Code and Creed of Phi Delta Kappa and the Phi Delta Kappa Initiation Handbook (1986) are explicit in the descriptions of the three ideals upon which Phi Delta Kappa is founded.

Research - to seek accurate knowledge in the art and science of education; to utilize such knowledge for the improvement of teaching; to share new truths with fellow workers.

Through research our knowledge increases and the practice of education improves. Without it our profession will neither grow nor flourish. You have a part in this important task. It may not be large, but by the gradual accumulation of small discoveries and insights, great results can be achieved. Maintain in your daily endeavors a mind receptive to new information. Be eager to observe the results of all worthwhile experimentation. Be ever ready to share with your fellow workers whatever new truths you may discover

(PDK Initiation Handbook, 1986).

Service - to help children and adults become more effective members of our society; to perpetuate and to improve educational standards; to foster free and equal educational opportunity for all.

One of the lasting satisfactions which comes to an individual grows out of the good which can be done for others. We are engaged in important work. Ours is an unselfish offering. The ideal of service is realized by our willingness to assist others in need. It is a spirit of giving and sacrifice in order to improve our community and our nation (PDK Initiation Handbook, 1986).

Leadership - to assume an influential role in education; to stimulate in others the qualities of leadership; to guide learners toward worthy academic, economic, moral, social, and spiritual competence.

Leadership is both learned and earned. It can be exercised at any level of our education system. Among its attributes are the continuing pursuit of professional growth, the capacity to view education in a broad perspective, the ability to inspire others, the willingness to grapple with difficult problems, the sensitivity to recognize the talents of one's co-workers, and having a realistic assessment of what is, but a vision of what could be (PDK Initiation Handbook, 1986).

Statement of the Problem

- * The University of Nebraska at Omaha chapter of Phi Delta Kappa has become

one of the most active chapters in the nation. International Phi Delta Kappa's objectives of research, service, and leadership have provided the scope of this local chapter's growth.

The purpose of this study was to describe the development of the Phi Delta Kappa Chapter No. 0116 at the University of Nebraska at Omaha. A description of the extent to which a local chapter has been engaged in research, service, and leadership may serve as the basis for informing and understanding the dynamics of professional associations.

Delimitations

Only a sampling of the chapter officers were interviewed and taped. Eight of the fifteen interviews were conducted over the telephone. This sampling included past presidents only.

A significant portion of the chapter's documents no longer exist. Photocopies of all available executive committee minutes (June, 1972 through September, 1990) were gathered. Conclusions reached in this study were limited to the local Phi Delta Kappa chapter of the University of Nebraska at Omaha campus.

Methodology Employed

The primary data source for this study was a series of taped interviews with key Phi Delta Kappa members of the local chapter. This mainly included past presidents of the fraternity. Another source of investigative data was the available written documents provided by the immediate past Executive Secretary, Sonia Green

and the current Executive Secretary, Michael Stewart.

These primary and secondary sources of information were analyzed. The researcher was guided in the examination of the data by the major concerns related to the development of the Phi Delta Kappa Chapter No. 0116 during the period of this study. Among those concerns were (a) analyzing the effectiveness of the local chapter in realizing the goals set forth by Phi Delta Kappa, (b) identifying and analyzing the impact of pivotal issues that shaped the local and national fraternity, and (c) identifying and analyzing the impact of key individuals throughout the history of the local chapter.

Significance of the Study

Nationally, Phi Delta Kappa's first fifty years were characterized by steady growth in membership and number of chapters. During that period, the primary binding instrument among those members and chapters was the professional journal Kappan. Preliminary review of publications suggest that little by little a different concept in growth and program development has emerged. Chapters have begun to be regarded as the centers of activity. The goals of Phi Delta Kappa--research, service, and leadership--are being emphasized and implemented at the chapter level.

It is conjectured that a study of one local Phi Delta Kappa chapter whose beginnings and growth have taken place in approximately the same time frame as the change in the national fraternity would be informative to the profession. This study chronicled the change at the local level.

Definition of Terms

Chapter: A local branch of a fraternity.

Chapter Officers: The officers of each Phi Delta Kappa chapter include the president, at least one vice president, secretary, treasurer, historian, chapter delegate and alternates, research representative, foundation representative, and such other officers as the chapter cares to elect. Many chapters find it advantageous to have separate vice presidents in charge of program, membership, and projects. Chapters are also urged to designate one or more senior members as advisors.

Executive Committee: Each chapter must have an executive committee that consists of the elected officers of the chapter, including the editor of the newsletter, and such other members as the chapter may determine. Chapter bylaws spell out the extent of authority granted by the chapter to its executive committee. The executive committee manages all of the "housekeeping" details of routine business.

Fraternity: A group of people associated or formally organized for a common purpose, interest, or pleasure.

Leadership: One of three ideals upon which Phi Delta Kappa was founded. Its attributes include the continuing pursuit of professional growth, the capacity to view education in a broad perspective, the ability to inspire others, the willingness to grapple with difficult problems, the sensitivity to recognize the talents of one's co-workers, and having not only a realistic assessment of what is, but a vision of what could be.

Research: This is another guiding principle of Phi Delta Kappa. Research is described in the initiation ritual as "the gradual accumulation of small discoveries and insights resulting in great achievements" (PDK Initiation Handbook, 1986). Research increases knowledge and improves the practice of education.

Service: The third ideal of Phi Delta Kappa, is the good which can be done for others. Service is realized by the willingness to assist others in need. "It is a spirit of giving and sacrifice in order to improve the community and nation" (PDK Initiation Handbook, 1986).

CHAPTER TWO

Review of Related Research

Individual Needs

Every person has a variety of needs. Some of these needs are physical and some are psychological. Relationships exist between them, however, and there are difficulties involved in the enumeration because they overlap and are closely related. Maslow (1954), for example, arranged the needs on a continuum which ranged from what he viewed as the lowest or most basic level to the highest. These include (a) physiological (or physical needs); (b) the safety needs (avoiding physical danger, pain, extreme temperature, the discord and uncertainty that affect security, etc.); (c) the "belongingness and love needs"; (d) the "esteem needs" (self-respect, self-esteem, and esteem of others); (e) and the "need for self-actualization" (Maslow, 1954). This involves what an individual is capable of doing.

Maslow (1954) theorized that as one level of needs was fulfilled a person sought to fulfill those of the next level. He believed that a person seeks to fulfill needs necessary to sustain life before the "safety needs" become important. Maslow admitted, however, that this same hierarchy was not applicable to all people and all situations. For example, the need for self-esteem may be stronger for some individuals than the need for love. A martyr's "self-esteem" needs may become much more significant to him than safety.

Each person has physical ("tissue") needs. An enumeration of them is not

relevant for this discourse, however. The psychological needs of individuals have been described in various terms. The list that follows is pertinent for this study (Gates, Jersild, McConnell, and Challman, 1948):

1. The need for affection. This should not be interpreted as only a physical matter. The affection that friends have for a person whom they understand, admire, and respect can fulfill this need. When a person feels important to someone and/or some group who like him very much as a friend and not because of a position he holds or some possession but because he is himself then this need's demands are met.

2. The need for a sense of belongingness is the feeling of having a very real place in some group. The type of group can range from a family to a select social club to a street gang, depending on the individual and various social factors.

3. The need for achievement. Each person seeks to excel in something. He may fulfill some of the need in his profession or employment.

4. The need for social approval. This is related to the sense of belongingness but also refers to society in a larger context. This need includes acceptance and status in the society of which the individual is a part and is earned through some form of achievement. Sometimes a person gains social approval because he is admired or well thought of by those with whom he is associated. The need implies acceptance by that segment of society with which the person has contact and the acquisition of some form of status in the segment.

5. The need for independence. Giving the person responsibility and the

opportunity to make choices that are his own fulfills this need. No individual is completely independent in any situation, however.

6. The need to associate with other people. This need is implied in the previously mentioned needs because only in association with others can most of them be fulfilled. People must have contact with others.

Affiliation and Belonging

Belonging to professional organizations is one vehicle for meeting many of these needs. The purpose of this chapter is to examine some of these organizations, why they were founded, and what they are supposed to do for their members.

The National Association for Core Curriculum, Incorporated, (NACC)

A membership corporation designed to promote the development by secondary school programs variously known as core, common learnings, unified studies, block-time, etc. Members of NACC include teachers, administrators, curriculum specialists, and college professors. At annual conventions NACC members share ideas and discuss problems relating to curriculum, methods, and teacher preparation for core and other types of humanistic interdisciplinary programs. A quarterly newsletter, The Core Teacher, keeps members informed of research and developments in the field.

In October, 1953, the College of Education of West Virginia University held an invitational Conference to consider the establishment of a national council of core teachers. Many leading proponents of the core curriculum were among the

participants. They could not agree on the desirability of beginning a formal organization, but they appointed an interim committee to plan another conference for the following fall in Battle Creek, Michigan. Since then conferences have been held at twenty-six different cities across the United States.

Formal organization as a membership organization occurred in 1964. The NACC's first president was elected more than a decade after the first gathering in West Virginia.

Since 1964 a number of local, state, and regional core associations have been organized. These affiliates send delegates to the NACC Board of Directors. Some of them publish newsletters and occasional bulletins to communicate to their members.

The Executive Secretary-Treasurer of the NACC provides a clearing house for information about core programs throughout the world and also publishes The Core Teacher. Available from the NACC are audio-visual materials on block-time and core teaching, tapes of major addresses at some of the annual conferences, bibliographies, books, pamphlets, reprints, etc.

The Speech Communication Association (SCA)

This association originated and has continued to thrive because of a felt need for independence to develop "...in our own way and promote our own projects" (Braden, 1986). Braden states that the great advantage in having a strong national organization helps provide strength in numbers when there is unity of purpose. "The speech communication movement has meant the assembly of a strong community of

teachers, researchers, administrators, and other specialists who have worked to achieve a common goal" (Braden, 1986).

SCA meetings provide its members with a forum where frustrations are expressed and objectives, practices, and concerns are discussed and debated. The quest for a phrase to cover the Association's inclusiveness has continued to move through the following sequence: National Association of Public Speaking (1915-1918), National Association of Teachers of Speech (1918-1948), Speech Association of America (1948-1970), and Speech Communication Association (1970-present).

On two occasions, 1954 and 1970, constitutional conventions met and altered the structure of the association. Along the way "when displeasure with the old or pressure for innovation have become too great, ad hoc committees have studied the confusion, conducted surveys, and made recommendations" (Braden, 1986).

SCA has provided a place for the exchange of ideas and philosophy. "Because of good will and mutual concern of large numbers of the membership, the plan of movement continues" (Braden, 1986). An extensive publication program exists. The Quarterly Journal of Speech, Speech Bulletins, monographs, and journals are examples. A major portion of income from dues goes for printing.

From a shaky start in 1915, the Association has grown into an influential educational force. The national office is located in the Washington, D. C. area and has access to government granting agencies and other professional societies. SCA operates a yearly budget of over five hundred thousand dollars.

Delta Pi Epsilon

This organization was founded as an honorary graduate fraternity in business teacher education. Its purpose is to develop cooperative leadership among high-achieving graduate students of business teacher education institutions. Business education and business teacher education can be improved primarily on the basis of scholarly endeavor in research.

Delta Pi Epsilon was organized in 1936 at New York University. Its purpose was to give recognition and service to outstanding teachers and leaders in the business education field. The fraternity's beginnings were simple. Most business teachers in the 1930s did not have degrees. They came to urban universities such as New York University to be upgraded. Paul Lomax, Chairman of the Department at NYU, frequently held weekend luncheons for students. The Business Education Club of New York University was soon developed. Over time, officers were elected and a newsletter published. Members thought that the Business Education Club of New York University might be the basis for a fraternity--first local and then national.

The charter meeting was in the spring of 1936. Officers were elected for 1936-1937 and a constitution was formally adopted. The first-year program was planned by the officers and the Executive Committee. An initiation ritual was written and plans were made for the publication of a newsletter and a handbook.

During the second year, Delta Pi Epsilon completed plans to expand into a national organization. On December 3, 1937, the fraternity was incorporated as a

national organization under the laws of New York state (Crank, 1986). Revisions were made on the constitution, bylaws were formulated and published, and the first chapter was officially designated to be at New York University. The Delta Pi Epsilon News Letter and a handbook were published during the year of 1937.

The National Association of College Admission Counselors (NACAC)

The association was founded in 1937, a time when full-time admission counselors were practically nonexistent. Many college representatives made unannounced visits to high schools. "High school guidance did not really exist and cooperation among colleges was scarce" (Yeagle and Dickason, 1987). Competition for students was fierce among colleges. High schools were demanding more scholarships and grants from colleges and "... colleges were beginning to realize that they were becoming the victims of their own eagerness to attract students" (Yeagle and Dickason, 1987).

On March 23, 1937, the Conference of College Field workers convened. Representatives from thirteen colleges attended to determine if forces could be joined to protect their institution and stop abuses of the scholarship system. One significant result of this meeting was the formulation of two new definitions of scholarship and grants-in-aid. These definitions were intended to clarify the thinking of teachers, students, and parents.

A second conference was held on May 16th and 17th, 1937, in Chicago. The theme "An Appraisal of Scholarship and Recruiting Practices" was discussed. From

this meeting it was recommended that a permanent organization be formed "... to study and promote efficient means of raising and maintaining standards of admission practices; to disseminate information regarding actual education opportunities; and to cooperate with the American Publicity Association in publicizing acceptable admission practices" (Yeagle and Dickason, 1987).

NACAC has grown steadily during the fifty years of its existence. Membership has risen from 31 in 1937 to more than 3,400 in 1987. The association's influence also has grown through the years. By the end of the 1960s the association's sphere had spread well beyond the Midwest, the word National was added to its name, and a delegate Assembly which represented the states and region began to govern NACAC's work. The first national conference was held in Chicago in 1969. The National Association of College Admission Counselors continues to serve its members today from its offices in Washington, D.C. Members of this organization "... always have been, and certainly still are, actively involved to make certain that students' needs are understood, and that that point of transition from school to college is understood, anticipated properly, and accomplished in an ethical fashion" (Muir, 1987).

The American Vocational Association (AVA)

The association officially began in 1926 when a regional and a national vocational association merged. The AVA "... has been a strong (sometimes the only) voice for unity in vocational education" (Evans, 1986). It has been an advocate for

the right of youth and adults who choose careers in non-professional occupations to be better fitted for work. AVA's programs have been dedicated to helping to achieve this purpose. The objectives of the American Vocational Association, as stated in its constitution, include:

To assume and maintain active national leadership in the promotion of vocational education.

To render service to state or local communities in stabilizing and promoting vocational education.

To provide a national open forum for the discussion of all questions involved in vocational education.

To unite all the vocational education interests of the country through membership representative of the entire country (Evans, 1986).

At the turn of the twentieth century there was much controversy about education. The high school curriculum was designed solely for the college-bound student, and the arguments according to Evans (1986) were about how to broaden access to education. Around 1905, several national organizations argued that a broader curriculum was needed to prepare people for the new industrial age. Eventually, representatives of farms, homes, businesses, industries, labor unions, education, and government were brought together by the advocates of vocational education to press for legislation. In 1917, they succeeded in obtaining passage of the Smith-Hughes act which provided federal support for agricultural education, home

economics education, and industrial education.

In the mid-1920s, serious planning began for the merging of the National Society for Vocational Education with the Vocational Education Association of the mid-west to form the American Vocational Association. The main purpose of this union was "one voice could be heard more readily by the congress than two voices" (Evans, 1986).

As vocational education has expanded over the years, an enduring theme of the American Vocational Association has become unity. Today, more than one hundred organizations are associated with the American Vocational Association. All fifty states have at least one AVA organization. "Teachers, administrators, teacher educators, curriculum developers, and other specialists have their own groups" (Evans, 1986).

The American Vocational Association grew out of a movement to obtain federal vocational education legislation. It was one of the first organizations to move its national office to Washington, D.C. A great deal of effort is required "...to present an external picture of unity in vocational education, but AVA has been very successful in this endeavor" (Evans, 1986). It has established a tradition of service to youth and adults who choose careers which do not require a college degree.

Phi Delta Kappa (PDK)

During the early twentieth century American schools assumed more responsibilities than ever before in their history. America's schoolmen (women were

considered teachers not educators; men were the policy makers and power wielders) "...were faced with the need to educate to America's specifications a seemingly ceaseless wave of immigrants totally unschooled in American language and cultures and values" (Cole, 1981). Educators were needed who could process the would-be Americans. Additionally a higher education was needed for those educators who would be called upon to perform this task of educating and training.

The time was right for forming a brotherhood to honor the educators' best. Phi Delta Kappa was that brotherhood. "Its major purpose was fellowship and entertainment; research and pursuit of scholarly endeavor were lesser but important aims" (Cole, 1981).

J.W. Lee (1954) presented more detailed information about Phi Delta Kappa: Phi Delta Kappa is a professional fraternity for men in education, an association for fellowship and the achievement of common goals. The chief purpose of Phi Delta Kappa is to promote free public education as an essential to the development and maintenance of a democracy through the continuing interpretation of the ideals of research, service, and leadership. It is the fraternity's purpose to translate these ideals into a program of action to meet the needs of public education.

Between 1906 and 1909, three independent professional fraternities for male students of education were founded on the campuses of Indiana University, Teachers College of Columbia University; and the University of Missouri. By March of 1910 the three organizations and their seven chapters were amalgamated. Through

compromise, Columbia gave the new organization its name, and Indiana was designated as Alpha Chapter. In March of 1911, Phi Delta Kappa was incorporated in the state of Indiana as a non-profit, voluntary association. The members of Phi Delta Kappa were considered to be the *creme de la creme*, the chosen few, the ones who knew they would make a mark on American schools. Thus Phi Delta Kappa began its existence as an all-male group; it would not admit women until 1974.

National council meetings of fraternity officers and chapter delegates were held annually through 1916. These early sessions were largely devoted to the necessary organizational tasks: adoption and modification of the constitution, the formulation of an acceptable ritual, the preparation of forms and procedures, and the criteria to be met by institutions desiring the installation of new chapters.

Other selected historical highlights include:

Race. Delegates to the Sixth Council (1915) passed an amendment to limit membership in Phi Delta Kappa to "white males," thereby starting a controversy which lasted until 1942.

The summer following the 18th Council (1939) Sigma chapter, Ohio State University, initiated a Negro and a Chinese.

In 1941 the memberships by popular vote, removed the "white clause".

Phi Delta Kappan. The Sixth Council accepted the offer of Abel J. McAllister to publish a quarterly newsletter. A year later this became the national magazine and was named the Phi Delta Kappan.

Biennial Councils. The Seventh Council (1916) decided that all succeeding councils would be held near the geographic center of the fraternity. It was also determined that biennial sessions would reduce the budget.

Executive Secretary. The 12th Council (1927) authorized the position of executive secretary.

Permanent Headquarters. Permanent headquarters were completed on the Indiana University campus in time for a dedication ceremony in conjunction with the 25th Council and the celebration of the 50th anniversary in 1956.

International Chapters. International Federated Chapters in countries other than the United States and Canada were authorized in 1969.

Women. The 34th Biennial Council (1973) approved an amendment calling for the membership of women. This action subsequently was ratified by the chapters.

Education's Problems. The 37th Biennial Council (1979) heard a presentation by George Gallup. The top ten problems identified by council members, in priority of importance, were (a) communication, (b) lack of discipline, (c) lack of proper financial support, (d) parents' lack of interest, (e) pupils' lack of interest/truancy, (f) teachers' lack of interest, (g) difficulty in getting good teachers, (h) government interference, (i) crime/vandalism, and (j) parents' involvement in school activities.

First Biennial Council Outside U.S. The 40th Biennial Council (1985) met in Toronto, Ontario, Canada. This marked the first time that Phi Delta Kappa's governing body had met outside the United States.

Future Directions. The 41st Biennial Council (1987) adopted a statement of purpose and future directions entitled "Phi Delta Kappa: 2000 and Beyond." This document outlined eight items needed for Phi Delta Kappa to realize its potential to become the best organization in education:

1. A "quantum leap" forward is required. Those of us in Phi Delta Kappa must assert ourselves--positively and forcefully. We must exercise dynamic leadership--creatively and effectively. We must help the organization move.

2. We must expect more of ourselves and give more of ourselves. Leadership is a primary responsibility of every person within Phi Delta Kappa; that is what membership means. Rather than seeing ourselves as "receivers of benefits" from the organization, we must define our own role as giving: ideas, insights, information, intelligence, creativity, support, enthusiasm, and time.

3. Future program activities in Phi Delta Kappa should be rooted in past and present strengths of the organization: commitment to honorable purpose, outstanding people, premier publications, excellent governance procedures, and the best in workshops, scholarship programs, lectures, overseas travel seminars, and materials for use in schools.

4. The basic mission of Phi Delta Kappa has been and must continue to be the enhancement and betterment of public education as essential to the development and maintenance of a democratic way of life. We in Phi Delta Kappa work in public, private, and parochial schools. We support private education as a manifestation of

diversity, but we are convinced that the public welfare demands the best in public education.

5. Our diverse membership represents every level and every specialty in the field of education. The key to success in the years ahead requires us to attract to membership the many superb professionals who are not presently members of Phi Delta Kappa, to involve all members in the activities of the organization, and to maintain balance and diversity among the membership in the years ahead. All of us must help Phi Delta Kappa expand its influence and strengthen its resolve by inviting the best and brightest men and women in the profession to join the organization and join in the work of promoting quality education.

6. Specific program areas emphasized in the years ahead should be these:

- a. school and professional improvement;
- b. public policy about education;
- c. public understanding and awareness;
- d. educational research; and
- e. international understanding.

7. Phi Delta Kappa is an international organization committed to programs that promote international understanding. Its primary strength and base, however, are in the United States. Phi Delta Kappa can emerge as the pre-eminent national force in education in the United States. Evincing credible national perspective and pursuing worthy educational goals must characterize program development within Phi Delta

Kappa in the years ahead.

8. Traditionally, Phi Delta Kappa has resisted pressures to take positions on political issues. That tradition must be maintained. As individuals, we should take whatever position we feel is appropriate on any political issue, but as an organization, Phi Delta Kappa must provide a forum for dissent regarding the support of particular views. Credibility flows to an organization if there is accuracy and lack of bias in its publications and pronouncements. Influence follows credibility. Phi Delta Kappa will assure accuracy and gain credibility--and thus exert influence--by continuing its refusal to adopt any political stance or support any political position.

Because it is committed to a noble purpose, can tap the energies of the most capable people in the field, is credible, has a broad perspective, and has a range of effective program activities and latent resources on which to build, Phi Delta Kappa can make *the* significant difference in education in the years ahead.

However, if Phi Delta Kappa is to position itself to make that kind of difference in education, those of us within the organization must create new and different ways to mobilize our energies and organize the group's resources to deal with the problems that face education and society. Identifying significant new developments and creating effective response mechanisms must become the norm if Phi Delta Kappa is to get out front and stay out front on the "cutting edge."

This statement can provide direction, but the members of Phi Delta Kappa must provide the energy; it must come from us. We must generate our own agendas

and develop our own programs to carry Phi Delta Kappa into the next century and beyond--with power and conviction and elan.

The 43rd Biennial council met in Indianapolis, Indiana on October 24-27, 1991. Carol O'Connell, Phi Delta Kappa's first woman president, presided. Her theme, "New Visions * New Ventures," set the tone. Phi Delta Kappa made an increased effort to influence public policy deliberations affecting education. Project Outreach was designed to encourage and assist Phi Delta Kappa's chapters in reaching out into their communities to extend their influence beyond Phi Delta Kappa's own membership.

As of June 30, 1993 membership in Phi Delta Kappa stood at 133,786. There were 677 chapters with 10,365 initiates in 1992-93.

Estimated income for fiscal year 1992-93 was \$4,565,000. Receipts to date totaled \$3,335,660 or about 74% of the budget for the year. The major source of General Fund income in the two year period was dues (80.1%) with other major sources being subscriptions (13.3%) and income from investments (3.5%).

Professional Organization Summary

In summary, professional organizations serve the following functions:

1. offer opportunities for people to feel accepted by others.
2. provide a sense of belongingness for members.
3. give members the chance to excel in something.
4. offer members acceptance and status in the larger society.

5. give members responsibility and satisfy the need to make choices.
6. allow members to associate with other like minded professionals.

Phi Delta Kappa Summary

Phi Delta Kappa is a vastly different organization than it was in its founding year, 1906. As a professional organization, Phi Delta Kappa fulfills the six functions listed above. The demands being placed on educators are rapidly changing. Phi Delta Kappa is more than qualified as an organization to help educators cope with these demands. Lee's observation (1954) continues to be true today. "Growth in the fraternity's program activities is making it possible for PDK to offer its members many more ways of serving the entire education community than at any time in the past."

The strength of Phi Delta Kappa depends upon a solid foundation at the local level. It is through the chapters that the membership of PDK and the educational community at large are served. The pursuit of the ideals of research, service, and leadership requires a cooperative effort and a high degree of commitment.

Phi Delta Kappa continues to reflect all the diversity that characterizes American education. Its members are those who are on the cutting edge of change, educators who have the capacity to make a difference in U.S. schools. Phi Delta Kappa is a respected and effective organization that is committed to become the best organization in education.

CHAPTER THREE

Design of the Study

Introduction

Phi Delta Kappa traces its origins to professional education fraternities on the campuses of Indiana University, Teachers College of Columbia University, and the University of Missouri. Between 1906 and 1909 these fraternities merged to become Phi Delta Kappa and since then the national membership and the number of chapters have steadily grown. It has become one of the largest professional organizations in the world with a membership of over 133,000.

The purpose of Phi Delta Kappa is to promote quality education, with particular emphasis on publicly supported education as essential to the development and maintenance of a democratic way of life. This purpose is accomplished through the genuine acceptance, continuing interpretation, and appropriate research, teaching, and other professional services concerned with and directed to the improvement of education, especially of publicly supported and universally available education. The three guiding principles of Phi Delta Kappa are research, service, and leadership.

The local Phi Delta Kappa chapter at the University of Nebraska at Omaha similarly has grown. From its chartering in June of 1959, Chapter 0116 has grown in membership from 33 to the current 1,024. It has become one of the largest and most active chapters in the nation.

The purpose of this study was to describe the development of the Phi Delta

Kappa Chapter No. 0116 at the University of Nebraska at Omaha. A description of the extent to which this local chapter has been engaged in research, service, and leadership may serve as the basis for informing and understanding the dynamics of professional associations.

Sample

Two primary sources of information for the study were used--past presidents of the local chapter and all existing written documents including the executive committee meeting minutes. Phi Delta Kappa Chapter No. 0116 at the University of Nebraska at Omaha was chartered on June 20, 1959. The fraternity bylaws require that all chapter officers be elected annually.

Thirty-four people have served as president of this chapter since 1959.

The population of the study was past presidents who had begun their terms of office in odd-numbered years. Dale Fuerst (chapter president, 1966-67) was the exception. His successor, J. Jay Planteen, could not be reached. The researcher was able to contact and interview fifteen of these officers.

The second primary source of data for this study included all existing executive committee minutes from the local chapter (June, 1972 through September, 1990). The minutes, written by the chapter's elected secretary, are subject for approval by the Executive Committee. These documents were provided by the immediate past Executive Secretary, Sonia Green. Other valuable information was obtained from the current Executive Secretary, Michael Stewart.

The Design

A set of questions (Appendix A) was designed to elicit the opinions and comments of Phi Delta Kappa Chapter 0116 past presidents. Each interview was taped with full knowledge and permission of these officers. When convenient, the interviews were conducted in person. However, circumstances dictated that some of the interviews be done over the telephone. Transcriptions of each interview enabled the researcher to analyze the content.

All existing minutes from the executive committee meetings were examined. The researcher charted all Executive Committee action items under one of the three goals set forth by Phi Delta Kappa--research, service, and leadership. Phi Delta Kappa's descriptions and definitions of these standards were used to determine the classification of each action item.

Summary

The purpose of this study was to describe the development the Phi Delta Kappa Chapter No. 0116 at the University of Nebraska at Omaha. A description of the extent to which this local chapter has been engaged in the objectives of the international fraternity may serve as the basis for informing and understanding the dynamics of professional associations.

CHAPTER FOUR

Presentation of the Data

This chapter will present the data from the two primary sources - the transcriptions of the taped interviews with the past presidents of Phi Delta Kappa Chapter 0116 and the available written documents.

Interviews

Richard Winchell

1. When did you serve as President of UNO Phi Delta Kappa Chapter?

First President of UNO Chapter in 1959/60.

2. The ideals of Phi Delta Kappa are research, service, and leadership.

A. Discuss any programs or chapter activities related to research that were initiated during your administration.

During the first year, our major effort was directed toward identifying people in the area.

B. Discuss any programs or chapter activities related to service that were initiated during your administration.

C. Discuss any programs or chapter activities related to leadership that were initiated during your administration.

3. During your presidency what issues/challenges did you face? How were these dealt with?

The greatest challenge was to bring into the chapter those members who

had been members of PDK elsewhere who held the principles.

4. What were your short and long range goals for the local chapter during your presidency?

Beyond the one of trying to keep the chapter going over the next 100 years, that was (unclear) survive and endure. I was the first Rotary president in Bellevue (unclear).

(Comment: So your experience with that--

Those came later in my life.

5. The theme of the national president during the year you were president was _____. How were you able to build upon this theme?

6. A. How do you perceive your presidency differed from those of your predecessors?

B. How do you perceive your presidency differed from those of your successors?

Other administrations began to focus more on goals than during my administration. I think we put a foundation down for the organization and they have carried it out throughout the years.

(Comment: I would say you and your people laid a very good foundation because the chapter is still very strong and one of the stronger chapters in the United States. You should be commended for that.)

The beacon light was Dr. Francis Hurst.

Edwin Novotny

1. When did you serve as President of UNO Phi Delta Kappa Chapter?

1962/63

2. The ideals of Phi Delta Kappa are research, service, and leadership.

A. Discuss any programs or chapter activities related to research that were initiated during your administration.

We were just starting. One of the dictates of PDK was we would have a historian and we would document everything that we did or attempted to do. Our program had to do with the first organization of the chapter. During that time we would initiate people into the chapter, however many of them were bootstrappers and as a result, we would call our next meeting after initiating 20 or 30 people, and we would wind up with only 3 because the others were transferred throughout the country.

(Question: So organization was your primary function, so the research function and leadership is not really applicable?).

That's right. However, under the phase of leadership, the main goal was to get the chapter members together so we could converse about the problems we had in our educational systems. We would discuss those problems and it was enlightening that many of the Boys Town or Millard or Bellevue people participated. It was a leadership type thing of trying to get communication going.

(Question: Was socialization mixed with that?)

Definitely.

B. Discuss any problems or chapter activities related to leadership that were initiated during your administration.

C. Discuss any programs or chapter activities related to leadership that were initiated during your administration.

3. During your presidency what issues/challenges did you face? How were these dealt with?

The big issue at the time was the fact that we had a field chapter. The field chapter meant there were about 15 or 20 men in education that belonged to this field chapter that was operated through Creighton University. They invited us to a breakfast at the Regis Hotel. A fellow by the name of Theis was the president of this field chapter. There were about 40 in the chapter at the time and I said, "let's turn out 100%". We turned out 100% and they didn't have room for us and it was comical. We had tables set in the hallway. That same year, we had a meeting at Boys Town and Monsignor Wagner was the main speaker. At that time, Theis handed me a check for \$2,000.00 and they dissolved the field chapter and joined our chapter. That was probably one of the biggest things because there was a rivalry going on. We were initiating about 20 to 30 people each year, so the first year we were larger then they were.

(Question: So you were a full-blown chapter at that time and Creighton had a field chapter. Who set the \$2,000.00 fee?).

They had collected that through the years. I don't know how many years they were a field chapter. It just went on and on. There was a lot of political interweaving in the demise of that field chapter. There were old timers that really wanted to remain a field chapter and some of the other guys were more progressive and thought since there was a local chapter in Omaha--why not join. There was a conflict between schools, but the barrier was finally resolved. Theis handed me the \$2,000.00 with tears in his eyes and it was difficult for him to do. We put it in our treasury and they became part of ours.

4. What were your short and long range goals for the local chapter during your presidency?

The long range goals were to be as professional as we possibly could be with research, service, and leadership, following the guidelines of the national.

(Question: Was there a strong relationship with the national as there is today?)

There was a fellow from Lincoln that got our chapter going. He was the district representative. He came in and initiated us to begin with. The Lincoln chapter really did us some favors by coming down several times to help guide us. Dr. Reckeway brought his initiating team and taught us how to initiate. Each one of us would be on the initiating team and we were the sole operators of the whole organization. We would participate in different roles. One of the things that helped us be professional was the fact that we put on a very professional program. They

were printed by my students here at Boys Town. We got national acclaim through that program because of the professional way it was presented. It was a program for the initiation. It was so professionally done that we had few people that would not join and I think it was because of the professionalism of the program and the quality.

(Question: Was that Rex Reckeway?)

I think so. He did a lot for PDK.

(Question: So the Lincoln chapter was very supportive of the UNO chapter?)

Yes. I would assume the size of the Omaha chapter now, if somebody started a new chapter, Omaha would do the same.

5. The theme of the national president during the year you were president was _____. How were you able to build upon this theme?

6. A. How do you perceive your presidency differed from those of your predecessors?

The three presidents that preceded me--I really continued on with what they had started and that was a drive for membership. In those days we could take in members who had a Bachelors and were working on their Masters--but only men. Always going for quality and those that were leaders in their field.

B. How do you perceive your presidency differed from those of your successors?

Today they deal in numbers. Today you have a treasury, which we did

not have. There are many things we could not accomplish. For instance, they have seminars now that we could not have because of the price of the seminars. Then you were just a fledgling trying to make ends meet. We had trouble getting enough money for postage. I would say today the leadership has an opportunity to do so much more because of the finances and the caliber of people they have also. They upgraded their standards so it is a Masters or better before you can get in the program. You also have the arrival of ladies who are in our program and they are certainly of value because of the leadership they have. It is nice to have two viewpoints in any program.

Joe Hanna

1. When did you serve as President of UNO Phi Delta Kappa Chapter?

I served during the academic year 1965/66.

2. The ideals of Phi Delta Kappa are research, service, and leadership.

A. Discuss any programs or chapter activities related to research that were initiated during your administration.

B. Discuss any programs or chapter activities related to service that were initiated during your administration.

C. Discuss any programs or chapter activities related to leadership that were initiated during your administration.

The ideals of PDK were the same then as they are now--research, service and leadership. At that particular period of time there was a lot of upheaval

regarding curriculum. We tried to deal with those in terms of how they related to local districts. One of the innovative practices that I introduced during that time was "Telelectures" where we would get a known expert in some area on a telephone line and have that person share with us locally and we would have an opportunity for a question and answer session. At that particular point in time, that was a new development in the field. We had some of our programs geared that way so we could have outstanding people.

3. During your presidency what issues/challenges did you face? How were these dealt with?

The issues or challenges we faced related to curriculum, but it was clear there were a lot of changes on the horizon for education. We tried to identify those. In addition to curriculum changes, there were changes in the social structure of our country that were having an impact on schools. We were seeing new federal aid introduced to undergird certain efforts nationally. For example, the Elementary and Secondary Education Act had just gone into place and we also tried to deal with that in trying to help the districts represented by our membership.

4. What were your short and long range goals for the local chapter during your presidency?

In terms of short and long range goals as a local chapter, I think the primary interest was to continue to solidify the chapter and raise its sights in terms of the impact it could have on education in Omaha. In doing that we tried to have a

little more involvement with a chapter that existed during that time in Council Bluffs and also with the chapter that existed at UNL. We had some cooperative efforts at that time.

5. The theme of the national president during the year you were president was _____. How were you able to build upon this theme?

6. A. How do you perceive your presidency differed from those of your predecessors?

B. How do you perceive your presidency differed from those of your successors?

I am not sure that my presidency differed appreciatively from my predecessors. I was fortunate to have some predecessors that were very fortunate to have some predecessors that were very strong individuals of high reputation. My main thrust was to perpetuate or continue some of the leadership directions they had given and to introduce some I have already mentioned that I thought might help our situation.

Dale R. Fuerst

1. When did you serve as President of UNO Phi Delta Kappa Chapter?

1966 - 1967

2. The ideals of Phi Delta Kappa are research, service, and leadership.

A. Discuss any programs or chapter activities related to research that were initiated during your administration.

I don't recall any specifics. I recall we had some programs along the line of research, but it has been such a long time ago. The chapter was quite new at that time. We got into more research after we had been going a few years.

B. Discuss any programs or chapter activities related to service that were initiated during your administration.

I don't know whether we got it off the ground or not, but we started talking of a scholarship program. I can't remember if it was started the year I was president or soon after that.

(That would be about the first mention of a scholarship program in my interviews).

If we didn't get it started, we started talking of it.

C. Discuss any programs or chapter activities related to leadership that were initiated during your administration.

None specifically.

3. During your presidency what issues/challenges did you face? How were these dealt with?

We were interested in building our membership and we initiated quite a few members that year.

(Do you recall any specific ways you went about that?)

No, just working through the members we had.

(It was still an all male fraternity?)

Yes.

(I expect the initiation and selection process was a little different than now?)

It was much more detailed.

4. What were your short and long range goals for the local chapter during your presidency?

No, other than growth.

5. The theme of the national president during the year you were president was _____. How were you able to build upon this theme?

6. A. How do you perceive your presidency differed from those of your successors?

Not those that succeeded me immediately, but now I think the office of president is much more involved. They are doing so much more and it is much larger. I think the officers are much more involved than we were.

Jack Hallstrom

1. When did you serve as President of UNO Phi Delta Kappa Chapter?

During 1969/70.

2. The ideals of Phi Delta Kappa are research, service, and leadership.

A. Discuss any problems or chapter activities related to research that were initiated during your administration.

The one thing I started was the scholarship program. I think it is an important item for our chapter now to give scholarships to the member's children.

Another thing we did for several years and I wish it had been continued was the PDK members of our chapter who were interested invited an outstate educator in for a day to visit schools. We included not only public schools outstate, but we wanted representatives from the colleges and universities, from the State Department of Education, UNO, etc. They came in for a day and spent the day with that member and that night we had a dinner and they were guests of that person. We usually had around 75. We did it 2 or 3 years. When I left, no one wanted to continue, but it was a great PR thing.

(Question: Was that at any specific time during the year or whenever they wanted?)

At one particular meeting. It was either in the fall or spring to avoid the winter weather. The day of visitation in the school was followed by the regular night's meeting.

B. Discuss any programs or chapter activities related to service that were initiated during your administration.

C. Discuss any programs or chapter activities related to leadership that were initiated during your administration.

3. During your presidency what issues/challenges did you face? How were these dealt with?

Our chapter was not as involved nationally as we are now as far as delegates. It really wasn't a very important item. We had our meetings and I don't remember

us doing anything with Fastbacks. Our membership was standard as it had been during the years. I can't recall anything.

(Question: But it sounds as if it were more than social--wouldn't you agree?)

Yes. Socialization is always an important part of any organization, but you need other goals and objectives also.

4. What were your short and long range goals for the local chapter during your presidency?

I can't recall anything than what we have discussed.

5. The theme of the national president during the year you were president was _____. How were you able to build upon this theme?

6. A. How do you perceive your presidency differed from those of your predecessors?

I can't recall that I could specifically say--we tried with the initiation of these two items to get outside people in and scholarships. In those days, they weren't as important as they are now. If we were to go back to that era again with the items today and the emphasis on goals, it would probably be a different ball game.

B. How do you perceive your presidency differed from those of your successors?

I don't think so. You remember how the initiation used to be. You would get interviewed by many other members who would grill and could blackball you. I was opposed to that type initiation. I don't know whether I could say that was

the beginning of the end of that, but I tried to de-emphasize that. I voiced my concern to the people that participated. I did not invite some of the members who previously had served on that kind of committee or board to interview perspective members, who were so negative and would blackball and embarrass people. I met with them before and told them I did not want to do that type of thing and that we weren't there to embarrass and blackball anyone. (Question: So you tried to discourage that in the first place?)

Yes. We had them go through it because it was a process, but we discouraged the negative part of that interview so people felt comfortable.

Ron Witt

1. When did you serve as President of UNO Phi Delta Kappa Chapter?

I was President during 1971/72.

2. The ideals of Phi Delta Kappa are research, service, and leadership.

A. Discuss any programs or chapter activities related to research that were initiated during your administration.

I don't know that I initiated any new ones during that period of time. I do know in the area of leadership, when we took people into the chapter, it was a very extensive initiation into that program. A day long process where we talked to them about leadership and the roles of Phi Delta Kappa. I don't know if I initiated anything new, but I did continue that.

B. Discuss any programs or chapter activities related to service that were

initiated during your administration.

In those days we were working with the scholarship program.

C. Discuss any programs or chapter activities related to leadership that were initiated during your administration.

3. During your presidency what issues/challenges did you face? How were these dealt with?

If you go back to 1971/72, in my estimation Phi Delta Kappa has come a long way in how they have operated their program and made it more than just a meeting. They run workshops and try to encourage people to go into teaching. They do a better job than we did. The other thing that has made it better is the University of Nebraska at Omaha is much more involved in the program than when I was running it. Only certain people could serve as president in 1971/72. I happened to have a clerical staff and we used to do all the mailings from my office at that time.

4. What were your short and long range goals for the local chapter during your presidency?

I would like to say we had some lofty goals, but it was probably a goal just to make it through the year. In 1971/72, we experienced getting people in attendance at meetings. We related that to cost. The first Phi Delta Kappa Chapter meeting we held that year was at Millard South High School because we thought the cost was too high to go to a restaurant. I think all of our meetings that year were held in school settings. They would then locate a bar that was close to the school and have the

cocktail hour at the bar and adjourn to the school.

5. The theme of the national president during the year you were president was _____. How were you able to build upon this theme?

6. A. How do you perceive your presidency differed from those of your predecessors?

I think my presidency was pretty much the same as people I knew that served in those roles--no different.

B. How do you perceive your presidency differed from those of your successors?

I think there are about three points. One, UNO has taken a staff member and assigned them as their responsibility. I think UNO is providing secretarial services and third, they are doing more things other than just getting together and meeting and socializing. I've talked about some of the materials that come out of Phi Delta Kappa and their workshops. There are still a lot of people in PDK that go for the socializing. If you look at the attendance, the fish fry and steak fry are probably very big, but that's okay. It's an opportunity for educators from across the metropolitan area to rub shoulders and talk about things that may or may not be school related. Phi Delta Kappa, for those that want it to be more of a staff development program, can utilize it that way. Those that want to develop acquaintances can too.

Earl Pace

1. When did you serve as President of UNO Phi Delta Kappa Chapter?

1973/74.

2. The ideals of Phi Delta Kappa are research, service, and leadership.

A. Discuss any programs or chapter activities related to research that were initiated during your administration.

B. Discuss any programs or chapter activities related to service that were initiated during your administration.

C. Discuss any programs or chapter activities related to leadership that were initiated during your administration.

We had Bob Kerrey when he was governor. I am not sure if that was during my presidency. One time we met with the Iowa chapter in Council Bluffs. We initiated the fish and chicken fry. The Westside schools used to do it and then Millard took it over. It didn't happen during my administration that I am aware of.

(Question: Was Westside still hosting or was Millard?)

I don't recall.

3. During your presidency what issues/challenges did you face? How were these dealt with?

The admission of women to PDK. We voted against it as a Board and chapter. It was nationally okayed. There was nothing we could do, but it wasn't that big an issue.

4. What were your short and long range goals for the local chapter during your presidency?

5. The theme of the national president during the year you were president was _____. How were you able to build upon this theme?

6. A. How do you perceive your presidency differed from those of your predecessors?

I don't know of any right off.

B. How do you perceive your presidency differed from those of your successors?

I think they are hitting research harder. When I was president the focus was really social. We were dying on the vine and we hit it hard to get people together.

(Question: Do you see anything wrong with one of the thrusts being social?)

No.

Kenneth Hansen

1. When did you serve as President of UNO Phi Delta Kappa Chapter?

1975-1976.

2. The ideals of Phi Delta Kappa are research, service, and leadership.

A. Discuss any programs or chapter activities related to research that were initiated during your administration.

I don't recall.

B. Discuss any programs or chapter activities related to service that were initiated during your administration.

We started some scholarship programs. Other than that, I don't recall any.

C. Discuss any programs or chapter activities related to leadership that were initiated during your administration.

I don't recall.

3. During your presidency what issues/challenges did you face? How were these dealt with?

The only issues were probably Nebraska legislature issues with our support for education. Perhaps some more community involvement in education and we tried to do that with speakers we involved in programs (G.D. Anderson, President of Guarantee Mutual).

4. What were your short and long range goals for the local chapter during your presidency?

Not specifically as opposed to what PDK was involved with at the time.

5. The theme of the national president during the year you were president was _____. How were you able to build upon this theme?

6. A. How do you perceive your presidency differed from those of your predecessors?

Mainly in trying to involve the community in our activities.

B. How do you perceive your presidency differed from those of your successors?

I would say the people now have been more involved with a broader education community. One thing we did do when I was president was getting women involved in PDK. That was a big issue. I think they are now doing more in the area of service now. We were just meeting and didn't have as many active committees.

(Question: Do you think that is a result of priorities established by the international chapter?)

I think that is part of it. I think the international chapter has pushed more of those activities as well.

Al Dimauro

1. When did you serve as President of UNO Phi Delta Kappa Chapter?

1977/78

2. The ideals of Phi Delta Kappa are research, service, and leadership.

A. Discuss any programs or chapter activities related to research that were initiated during your administration.

The problem is it was so long ago. I really do not recall.

B. Discuss any programs or chapter activities related to service that were initiated during your administration.

I think most of the things that were set up at the time were traditional

and had been the programs from the past. The scholarship program, but there was not initiation--a continuation of previous services.

C. Discuss any programs or chapter activities related to leadership that were initiated during your administration.

I would think that would be the same answer. The only thing I remember doing differently was to make it an ethnic type meeting in that we went to places like different churches. We did try to establish an ethnic flavor away from the normal.

3. During your presidency what issues/challenges did you face? How were these dealt with?

There was nothing.

4. What were your short and long range goals for the local chapter during your presidency?

That was the year we changed the Executive Secretary.

(Question: Was there anybody before?)

Ken Burkholder. Either the year before or during my time that Ken announced his resignation. It wasn't a major process, but we selected Lloyd Gwartney to be the new Executive Secretary. We also increased the salary.

We should check with the president before me--Harold Baker and he would know the terms and salary.

I am certain during my presidency we agreed to accept the first female

members--it was while I was on the Board and I think it occurred while I was president.

5. The theme of the national president during the year you were president was "Make a Difference".

How were you able to build upon this theme?

We probably didn't even bother with that. I don't think we were as involved with the national office as it is today. It was still a small organization.

6. A. How do you perceive your presidency differed from those of your predecessors?

No. I think it was a small organization and we followed what people did the year before.

- B. How do you perceive your presidency differed from those of your successors?

I can't comment on that because I am not that closely involved. I see the organization seems to be running pretty much the same. You don't have minutes?

We have Board minutes and I will check them, but the oral history is fascinating.

Sharon Clark Krueger

1. When did you serve as President of UNO Phi Delta Kappa Chapter?
1979/80
2. The ideals of Phi Delta Kappa are research, service, and leadership.

A. Discuss any programs or chapter activities related to research that were initiated during your administration.

I really can't recall. We tried to raise funds.

B. Discuss any programs or chapter activities related to service that were initiated during your administration.

I can't remember the programs.

C. Discuss any programs or chapter activities related to leadership that were initiated during your administration.

I would have to go back and review.

3. During your presidency what issues/challenges did you face? How were these dealt with?

Not really.

4. What were your short and long range goals for the local chapter during your presidency?

Our major business was to come up with good programs. We didn't get into looking ahead or the future of the organization.

5. The theme of the national president during the year you were president was "Diamond Jubilee Year".

How were you able to build upon this theme?

No. We had a good year, but I don't remember.....

6. A. How do you perceive your presidency differed from those of your

predecessors?

I hadn't been in the organization all that long--the first or second year they allowed women, so I had only seen a few presidents before that. One thing we tried to do was to get each school district to host a meeting and to find out about the district as well as PDK meetings.

(Question: Up to that point do you think it was probably whoever hosted?)

Ralston hosted the fish fry, but no one really talked about Ralston. So we tried to get each district to host a meeting.

B. How do you perceive your presidency differed from those of your successors?

I think they still follow the same format.

(Question: If you would happen to find anything in regard to programs that year, would you call me?)

Sure.

Rick Kolowski

1. When did you serve as President of UNO Phi Delta Kappa Chapter?

I served during the 1981/82 school year.

2. The ideals of Phi Delta Kappa are research, service, and leadership.

A. Discuss any programs or chapter activities related to research that were initiated during your administration.

Nothing in-depth comes to mind except doing some of the things that come out of the international office and dovetailing on them. I remember it as being a very low key item at that time. Since that time Phi Delta Kappa has initiated many more pieces of more of a national level and I think that is something that was missing at that time. I always felt during my term as president, research was not a really hard pushed item. We were much more into the service and leadership. That concerned me that we didn't have much of a push internationally or locally.

B. Discuss any programs or chapter activities related to service that were initiated during your administration.

Part of what I tried to stress that particular year was to get more people exposed to the resources of the local community. A couple of different themes we had during some of those years was a combination of the Joslyn Museum, the Community Playhouse, the Metropolitan Arts Council and some of those areas. Exposure to places that most people would not have been to. One year we had exposure with the Henry Doorly Zoo. Lee Simmons came to talk with us. There was more of the service capacity as to the local resources that educators could and should be using in our own vicinity that was important to me. Many times we are not aware of them. We tried to tie into that theme that would raise awareness for a lot of people.

C. Discuss any programs or chapter activities related to leadership that were initiated during administration.

One of the things that was very important for me was to have a good working relationship with the Executive Board and a continuation of a number of themes that had worked well for us during that time. The concept of the Executive Director running the show and keeping us intact as far as the basic minutia that was resolved by him and our current Executive Director. That was an important concept, along with maintaining the strength of the metropolitan representation across the board in all the districts and male/female. Getting the Board into the sequential chair-hopping on a year by year basis was important for continuity. Getting to the officer's Leadership Conference in the spring. One increased activity level with the district conferences and the biennial conferences because that is where a large chapter, who has the resources, that should be sending more than one person a year, going as a single is not as strong as sending two representatives and President and President elect, so they get the full feel of a biennial cycle. Those are leadership things I had on the table that I tried to push to spend money to train people to improve the visibility of our chapter--as people see us and also the visibility of our people seeing Phi Delta Kappa as a whole. That was a direct outreach of leadership that I was pushing for at that time.

3. During your presidency what issues/challenges did you face? How were these dealt with?

A couple of major things that came to mind--one of my agendas, as a whole, was trying to get our chapter to become more knowledgeable and tap into the

skills and abilities of the area coordinators and district representatives and the people of the headquarters. I feel the same way now in my current role. That people at the chapter level tend to try to do too much on their own without tapping into the resources that are there. I wanted to get us into that flow of national information, resources, national speakers and whatever else we could do to raise our visibility. We had the advantage, compared to field chapters of being a university chapter, so we already had built in connections and built in resources at the university level that some field chapters would not have. Tying that attitude of national tie-ins of our resources into PDK International was important. That has been reinforced by me time and time again as I have seen other chapters and as they struggle at certain locations when there are answers and resources they could tap into. Budget has always been an issue. We have been a frugal chapter. Executives over the years have kept our feet to the fire on the budget topics. Part of my presidency was to keep to the fiscal conservatism, but also to continue to expand program offerings, scholarship awareness, scholarship offerings--our paying freight for certain things along the way that we have the ability to pay for. Part of what I believe is we don't need to have \$20,000 in the bank and not serve our community or people. We need to have less in the bank and more of a service capacity. We do have a big chapter that draws good dues and pays for a lot of things that are direct benefits. Lloyd was very tight fiscally and I tried to loosen the strings a bit to make sure the money was flowing over time. We also had the question of the succession of order within the

Executive Board. That question has been raised a number of times since then, but we looked at the quality of the Board and how they did what they did by hopping through the chairs. Some of the questions came as to--it was a locked kind of system. We ended getting two or three new members every year as others went off the Board. People on the outside were seeing that as a kind of locked system that you didn't have room to move in and out of. I have seen complete turnover on some boards and it has been a real disaster because they lack the continuity when they change every position every year, compared to going through the hoops and being represented by multiple districts and sex roles. We had that come up and the old adage of "if it's not broke, don't fix it" was part of what we were looking at. We have had a very successful chapter because of that continuity.

4. What were your short and long range goals for the local chapter during your presidency?

I mentioned some of the things together--the short range were very much quality orientation to the Executive Board and its operation. Creativity--exposing them to national and international issues that PDK was dealing with and getting them into the pipeline. A large chapter should have a strong voice. That was an internal thing of heightening the strength of our chapter and wanting them to be proud of the successes we have had. I think we have done that over ten years, such as the year Ron Burmood just had. The activity level at international with the open house and new addition. The conference we held on realignment of education in our

country. Those things--we have gained the visibility by tapping into resources. Long range--a strong chapter maintenance of the Executive Board. Representation across the board. Looking at programmatic areas that are expanding within Phi Delta Kappa that we wanted to tap into that we could continue to bring to our population in this area. Those all melt together. You can't look long range and not take care of the business of every meeting you have and every Executive Board session that things are being executed in a good fashion.

You can't get tied down in that so much that you lose the long range potential. More visibility, more exposure, more involvement and getting people from our chapter involved at a higher level. I think I have benefitted because of that. I look at my current position as being one that is successful because we have stuck to some of those things.

5. The theme of the national president during the year you were president was "The 80's--Decade of Quality".

How were you able to build upon this theme?

Ray Tobiason, as President, coming off Bill Poston previously, Phi Delta Kappa was going through some growth times at that period. We were looking at Chapter Outreach and a number of other things. We were right before "Nation at Risk." In our particular district, as we were working on high school graduation requirements and other things internally, I felt we preceded the "Nation at Risk" by some of the things we were doing as far as raising standards in our own district. I

felt I was involved in a group that was on the cutting edge of some of the stuff that was just coming out with the new emphasis on education that was taking place. We tried to heighten the awareness. Talking about standards, excellence, and a number of areas of concern that were coming out of the 70's when we went through turbulent times in education and our country as a whole. From Vietnam to the gas crisis, inflation and trying to ask more quality oriented questions. That was part of my theme as I looked at maintaining quality of the local chapter and maintaining and building off of that in a sense of pride and dedication.

6. A. How do you perceive your presidency differed from those of your predecessors?

I hope I was looking at myself as one who was trying to give new vision and push the limits. We were a comfortable chapter. We have a great location and a stable, large initiate group every year. Money was flowing well. Programs were fairly stable, yet somewhat challenging. I was trying to look at not only the quality that existed, but to take it to the next step on the national exposure and plugging into the PDK International pipeline so we weren't just sitting in Omaha, Nebraska alone, but tying into the publication arm, speakers bureau and those things that could be tapped in the future as much broader resource. Internally, there were a lot of adjustments. I tried to tune the knob one step higher to quality orientation of whatever we were doing. Nothing was insignificant as far as executing a chapter meeting. Making sure people were welcome, name tags were there, good

communication for the next meeting and then passing that on to the next president. I tried to leave it better than I found it. I felt when I left it and assumed the role as the chapter representative to the meetings, I felt I had succeeded in doing that in organizational things.

B. How do you perceive your presidency differed from those of your successors?

A combination of things. We were a changing organization from 1973 on when women were admitted. We had those items concerning sexism that were very real for us. As we continued to look at districts and the sex ratio of our Board, that was important because we wanted to have good representation and tap into all the human resources that were available. I think some of the quality people we had on the Executive Board and having gone through some of the leadership before and after, I think represented some of those changes. In 1979/80 Sharon Clark Krueger was our President, then myself. We had a female president a mere six years after they had been admitted. That's jumping the hoops pretty fast. I think she did an excellent job and I was able to build off her situation.

We were followed in 1985/86 with Linda Lewis and LaNeta Carlock in 1988/89, so we have had a good succession of getting into the hopper quality individuals of both sexes. 1973 was my entrance year into PDK and I remember that being a major issue of national importance. Today half the population of PDK is female. Whatever I did as far as trying to tap into the metro resources was

a major thing for me. Communication between districts and resources from the metro area. We can look at all our districts as having a great deal of pride. We don't have a bad district in the metro area, as compared to other large metropolitan areas.

Teachers teach and administrators administer and the boards are supportive and the public has been too. If I built on some of the presidents before me and then left that legacy to those that followed me, then I feel good about it. I think some of the themes I talked about will continue--outreach, finances. Being aware of those is healthy and we have to do that. Keeping in mind the ideals. What I see we have done in all those areas since that time has improved greatly. Especially research--that's been a great outreach that we were negligible in the past. Service--great scholarship programs and a number of things we have done internally for our own people. Leadership--we have done a good job of developing people for the Executive Board or trying to help people as we have brought speakers and other major exposures into our community. Those continue to be the three major foundational points of my own work currently. The educational foundation has been growing over the last decade considerably. I think that was a minor feature and has become more known by more people over time as compared to my time as president. If I were president today I would really push on that because we all have a great deal of resources we can use and get from the educational foundation that have impacted all of us. That's part of the story I am trying to tell more of. To get people to donate to the foundation so we can increase our giving and improve our funding for Phi Delta

Kappa across the board.

Ron Anderson

1. When did you serve as President of UNO Phi Delta Kappa Chapter?

1983-1984.

2. The ideals of Phi Delta Kappa are research, service, and leadership.

A. Discuss any programs or chapter activities related to research that were initiated during your administration.

I'm not sure this is an issue, but the chapter worked with funding part of a fastback put out by the national and research done for Monogram. It seems to me there was a program Dr. Petrie was working on the time which fell into a research category.

B. Discuss any programs or chapter activities related to service that were initiated during your administration.

They weren't new ideas, but ongoing service things as educational would change. There was a meeting where they were invited to attend. The scholarship program was always popular and we had good support for [it] and the committee worked hard to make sure it was carried out in a professional fashion. Thirdly, the meetings themselves and contacts people would make were a plus for them that they may not have known about.

C. Discuss any programs or chapter activities related to leadership that were initiated during your administration.

Most of the programs we looked at were meaningful. The leadership aspect seemed to come from involvement of educators that wore a variety of hats. It seemed this was a vehicle to get individuals together that may not have crossed paths. There were many events that occurred as a result of chapter meetings. Good attendance and great programs was a good vehicle to get these things together and get these spinoffs.

3. During your presidency what issues/challenges did you face?

How were these dealt with?

I don't recall any unusual issues other than the ones that you normally worry about such as good programs and good attendance. Trying to meet the range of a broad range of educators from the college setting to the public and private school. We tried to deal with those.

4. What were your short and long range goals for the local chapter during your presidency?

Going back to the meetings, we wanted good programs and good attendance. We wanted good committees and good leadership to follow as people would move through the chairs. We worked hard at recruiting individuals that would bring those characteristics and work well together.

5. The theme of the national president during the year you were president was "Confidence Through Accomplishment".

How were you able to build upon this theme?

We encouraged individuals, groups and schools to celebrate when they had success. Many times we have successes, but we don't always toot our horns. At that time we recognized the fact that success was important and we needed to seek good public relations from the successes our staff and/or students had.

6. A. How do you perceive your presidency differed from those of your predecessors?

It seemed that getting key administrators involved and keeping them active because of the many difficult choices they have and demands on their time was important. We were fairly successful at doing that. When the staff at some schools saw key administrators in attendance, it was important to the organization. We had good success with that. Traditionally when you have good food, it seems to be an important consideration when getting people together.

(Question: So there is some merit to the social aspect to the chapter as well as the other things you have mentioned?)

I think you need a balance. If you don't have the balance, it is hard to get one without the other. I think you can meet the ideals of the chapter and the national goals and still have a good time doing it.

B. How do you perceive your presidency differed from those of your successors?

I don't know if there are a lot of differences. It was probably more alike than different. One very important proponent for the Omaha chapter has

been having an official executive that took responsibility for organizing and kept everyone on task. It was something that many chapters across the country weren't able to do. I think the success of a chapter, can to a great deal, be attributed to that.

Linda Lewis

1. When did you serve as President of UNO Phi Delta Kappa Chapter?

1985/86.

2. The ideals of Phi Delta Kappa are research, service, and leadership.

A. Discuss any programs or chapter activities related to research that were initiated during your administration.

That is hard for me to recall because I was on the Executive Committee for several years. At one time we honored somebody for "best dissertation" from UNO. I don't know if that was when I was president. Some members of the education department at UNO, who were also members of our chapter, were the jurors.

B. Discuss any programs or chapter activities related to service that were initiated during your administration.

We initiated a project where we said the nation seemed to be in decline as far as attracting the best people in education--so let's have a program that will serve those high school juniors and seniors so they can learn about possibilities of teaching and serve the schools in the future. We invited some of the best secondary and elementary teachers from the Omaha metro area. We invited students and had an

afternoon meeting. We had people doing teaching demonstrations and talking to potential teachers about teaching careers and how teachers do serve people. That was an exciting project. We had it downtown at the Kiewit Center. I know they held it the next year.

C. Discuss any programs or chapter activities related to leadership that were initiated during your administration.

Nothing we initiated. We used the same system of recruiting officers for organizations. The PDK in the region sponsors a leadership seminar. The people we tapped to do those seminars for students. We chose people who had received acclaim for teaching and also people that were not well known in the Omaha area, but they were cracker jack teachers.

3. During your presidency what issues/challenges did you face? How were these dealt with?

I don't recall any controversy or dissent. We always had plenty of money to award scholarships.

4. What were your short and long range goals for the local chapter during your presidency?

My goal in the education fair was twofold. One to attract young people to teaching and to stress the dimensions of PDK. It seemed even though we came together every month for meetings and we always had prizes for the scholarship fund, it seems like the organization hadn't been stretched to try additional projects. I

thought that was something we could undertake that might go on to future presidencies.

5. The theme of the national president during the year you were president was "Dream No Small Dreams".

How were you able to build upon this theme?

I can't remember if we used that in some way in announcing our programs or not. The programs are planned many months in advance. It could be the programs could have been in place before his theme.

6. A. How do you perceive your presidency differed from those of your predecessors?

One was the education fair. The other was I was the first woman president after Sharon Clark Krueger. When I was president I think it was the first year we had a number of women on the Executive Board in various positions. I think the next two presidents after that were women. I don't think a woman should have a leadership position because she is female, but the flavor of the administration was changed. I think there was a balance of men and women on the Executive Committee. Before that they had a balance of elementary and secondary.

B. How do you perceive your presidency differed from those of your successors?

I wasn't all that active because I was writing my dissertation. I did go to the Executive Committee, but as past president, one's role is sometimes

better as sitting back and letting someone else things. I was a figure head but not really active that year.

(Question: Is there a chapter near you?)

Yes, in Salina. I'm not terribly active there however.

Ken Rippe

1. When did you serve as President of UNO Phi Delta Kappa Chapter?

I was President of the UNO chapter from 1987 till 1988.

2. The ideals of Phi Delta Kappa are research, service, and leadership.

A. Discuss any programs or chapter activities related to research that were initiated during your administration.

There were a couple of things we did during the year I served as president. One of those on the local level had to do with researching the needs in terms of teachers by endorsement areas in the Omaha area. We did that in cooperation with UNO. Needless to say, as a preparation institution, they were interested in that. We were likewise interested in that our scholarship program was intended to encourage participation in teacher preparation programs. We participated with them on a research program and the results of that gave us a printout by endorsed area, the number of people entering those fields at that time. We tried to relate that to the needs based upon advertised openings. On a national level, and we really just got into the early stages of the national research project on "At Risk Youth". We initiated schools to participate in that research project. At the end of

my term is when Jack Frymier came to work with the UNO chapter to train them in terms of the techniques of interviewing students and identifying characteristics of at risk youth.

B. Discuss any programs or chapter activities related to service that were initiated during your administration.

We continued to bring in experienced teachers to talk with the youth in the area about teaching--Showcase. The showcase program was one of the service projects we participated in. The scholarship program was a service to members and others--children and parents--who were interested in going into the area of education.

C. Discuss any programs or chapter activities related to leadership that were initiated during your administration.

We participated in the national leadership training program in Des Moines and had all the officers attend that. We did a seminar and I can't remember who we brought in--dealing with leadership as curriculum folks--Daisy Aeranauto who was with the Lincoln schools at one time. This was open to the general membership. We opened it also to non-members.

3. During your presidency what issues/challenges did you face? How were these dealt with?

One of the biggest challenges I had to deal with as President was we had a change of Executive Director. Lloyd Gwartney served as Executive Director.

He turned out to be excellent also, it did take time. One of the other challenges we dealt with was the scholarship program we had done for years had always attracted interest and we suddenly faced a declining interest it appeared in students entering the field of education and teacher preparation. We dealt with the fact that when we put out applications for the scholarship, we had very few applicants. We held several executive meetings to talk about what options we might have as far as attracting more interest. The Showcase spun out of that as a way of trying to bring in high school juniors and seniors to try to get them interested. The other issue we dealt with was the concern of a large membership, but with only a small percentage being very active. We found that on a regular basis, between 15 to 20 percent of the membership really were actively involved in attending meetings. We spent a lot of time looking at programs and services to try to keep the people more actively involved.

(Question: Did Showcase spin out during your term?)

I believe there had been discussion--the first Showcase was held during the previous administration. It started out relatively small as compared as to what it is today.

4. What were your short and long range goals for the local chapter during your presidency?

One of those became a long range goal and that was to try to improve programs in some way to keep the membership more actively involved. We found

that you need a blend in terms of programs because you do find different members attend different types of programs. So we looked back at what had been the attendance over the past three years and compared the different programs to see which ones attracted most members. The other thing we did was to try to put more emphasis on recognition of service to PDK. We spent some time at each of our programs that year recognizing people for service, length of membership, etc. As far as short range, we talked about the scholarship changes. We found we were limiting in terms of the requirement of the teacher preparation program and we were limiting it to only incoming freshmen. At that time we opened it up to students who were sophomores and juniors. That change still continues today.

5. The theme of the national president during the year you were president was "Together We Can Make a Difference".

How were you able to build upon this theme?

In our programs that year we used that theme. I believe that theme has been utilized since. When we held the meeting with the Board of Education members, we promoted the idea that we do work together as professionals. It became a theme for each conference and program we held.

6. A. How do you perceive your presidency differed from those of your predecessors?

I believe dealing with the "At Risk" issue was the first time PDK had selected a problem in education to focus on. Prior to that time there was a

general focus on service and research. This was taking a more specific focus. It was the focus of the Louisville conference. In the past we were dealing with the time when the child came to school with a good family background and stability and there were now significant changes and we as an organization, needed to react to that and not ignore the fact that the changes had occurred. That single focus was a change. Another change at the time I came in (and I can't say it happened just that year), but there was concern that UNO had taken a very strong leadership in PDK. There had been a declining participation on the part of their people. Some of that was due to the fact that there was some retirements and folks that were short-timers. We found some of the leadership from the higher end wasn't there. That was a change as president and some of the other officers who were public and private school people had to take more of the leadership roles.

B. How do you perceive your presidency differed from those of your successors?

I would have to commend the people that followed me. I felt I did a good job, but I feel they have particularly tried to keep PDK more in front of the public than what we did. I think that has been a conscious effort on the part of the presidents and the national PDK. That is to tell our story more. I have been pleased to see within the last year that this year's plans indicate a lot more programs with a greater variety. It's an attempt to respond to the issue that was identified during my presidency of the declining participation of members by saying, "we need

to respond to that" by making a greater variety of programs and when and how they are offered. I see PDK moving ahead and maybe out front a little more since my presidency. I suspect that will continue.

Ron Burmood

1. When did you serve as President of UNO Phi Delta Kappa Chapter?

I was President during the 1989/90 school term.

2. The ideals of Phi Delta Kappa are research, service, and leadership.

A. Discuss any programs or chapter activities related to research that were initiated during your administration.

During the 1989/90 year I don't believe we initiated any projects specifically on research. We did complete the project on at-risk Students that was begun the previous year.

B. Discuss any programs or chapter activities related to service that were initiated during your administration.

Within that realm I am considering In-service activities such as our co-sponsorship of the Leadership Skills Institute. We were one of six sites chosen by Phi Delta Kappa International to host a seminar on restructuring public education. In addition to that, we invited the boards of education from all of our metropolitan area school districts to our November meeting which has been an annual activity and we had an entertaining speaker, as well as one focused specifically on public education.

C. Discuss any programs or chapter activities related to leadership

that were initiated during your administration.

Very specifically, we hosted two professional development institutes. On "Discipline with Dignity" and the other on "Motivating your Staff". There were persons from this area who attended. Many were not members of our chapter. We had a record number of new initiates (73), so I see that as an opportunity for them to further their experiences. I think we tried to involve a fairly large number of people in various committees. The officer structure provides for that. Four of our chapter members went to the biennial conference in St. Louis. Two of us went to an Educational Issues conference in Bloomington during the summer. I believe, as far as the chapter is concerned, there were several things.

3. During your presidency what issues/challenges did you face? How were these dealt with?

The fact that the officers were people who seemed to be very focused on making things go and working together, there was very little conflict among the boards. They were very supportive of the environment. If there was any type of a conflict or an issue, it came when we would try to work through projects, such as the one we co-hosted with the UNL chapter. That created coordination problems with people 50 miles away, hoping we would make something go when we had to provide essentially a budget that needed to cover \$10,000 in terms of cost.

4. What were your short and long range goals for the local chapter during your presidency?

There were five or six that I communicated earlier. We had increased involvement, increased membership, introduced to our scholarship program a scholarship for a minority person who was entering the teaching profession, provided additional training opportunities for our membership and educators in our community.

5. The theme of the national president during the year you were president was "Together, We Can Make a Difference".

How were you able to build upon this theme?

We focused on each meeting, looking at working together with various groups. For example, we worked with the Council Bluffs chapter. We met with the school boards in this area. The fact that we co-hosted the Professional Development Institute, where we worked with the Lincoln chapter and had people from this region (Missouri, Kansas, Iowa) attend--we felt that was an effort of working together.

6. A. How do you perceive your presidency differed from those of your predecessors?

I think there were more things similar than different. Two things that were different were we introduced a focus that is necessary for the future of our nation in education--that was involvement and trying to get more involvement with minorities in the teaching profession.

The second thing that was different was our involvement in the Leadership Skill Institute. There were probably more things similar than different though. I think we repeated those things that worked that worked rather well. We

had the steak fry, the fish fry, the social activities. We began a pork roast this year and it was well received. I think members need to meet in a social environment for a release. They look forward to those meetings.

B. How do you perceive your presidency differed from those of your successors?

Documents

A chronological examination of the interviews with the past presidents and the executive board minutes reveals several pivotal issues and programs that helped shape the local Phi Delta Kappa chapter at the University of Nebraska at Omaha.

The early years marked survival and endurance (Presidents' interviews). Most chapter activities were directed toward identifying people who would qualify as members. "The greatest challenge was to bring into the chapter those members who had been members of PDK elsewhere..." (Presidents' interviews). An organizational foundation was laid that has been carried through the years. The principles of research, service, and leadership, per se were overshadowed by more basic goals. Members needed to get together to "...converse because we had common problems in school administration and in the educational systems" (Presidents' interviews). Early growth was sometimes marked with controversy. A field chapter, sponsored by Creighton University, was dissolved and absorbed into the local chapter. "There were old timers that really wanted to remain a field chapter and [others] were more progressive and thought since there was a local chapter in Omaha--why not join? There was a conflict between [the] schools..." which was finally resolved (Presidents' interviews). Eventually the membership drives stabilized the chapter to the extent that other needs could be addressed. More attention was focused on the areas of research, service, and leadership.

"Changes in the social structure of our country...[had] an impact on schools"

(Presidents' interviews). The local PDK chapter attempted to deal with those changes and how they related to local school districts through the programs and activities (Presidents' interviews).

Scholarships. A scholarship program for PDK member's children was implemented during Jack Hallstrom's term in the 1969-70 school year. That program has successfully continued through the years. Each year the amount of money and the number of scholarships awarded have increased steadily. Eligibility for these scholarships was modified by the executive board in August of 1986. All scholarships would be awarded only to persons planning a career in education. Currently, scholarships are awarded to PDK members' children regardless of the major course of study. A additional scholarship is awarded to a minority student who is an education major in college.

Initiation. The initiation process was modified under Hallstrom's administration. Practices such as grilling and blackballing were de-emphasized. This was an effort to help perspective members feel more comfortable in the initiation process.

"In 1971-72, we experienced a period of time when we were having difficulty getting people in attendance at meetings" (Presidents' interviews). Many PDK meetings that year were held in school settings in an effort to minimize costs to the members.

Women. In 1971 the 33rd Biennial Council of Phi Delta Kappa International

considered but rejected the admission of women. At the local level, President Earl Pace identified membership for women as "...the number one issue for 1973-74" (Presidents' interviews). This issue was formally discussed during four executive council meetings (June 13, 1973; October 17, 1973; November 13, 1973; December 6, 1973). After considerable discussion, a motion to admit women into the local PDK chapter was defeated during the December 6, 1973 meeting. The issue was tabled until after the national vote on this constitutional amendment. The 34th Biennial Council (1973) approved the amendment calling for membership for women. Passage of this amendment was announced at the February 16, 1974 local executive council meeting and that "...women would probably be welcomed into the fraternity" (PDK Minutes, 1974). On September 25, 1974, after a brief discussion, it was agreed that it should be stated on the nomination blank that membership be opened to all qualified educators. Sharon Clark Krueger became the first female president of the local PDK chapter in 1979. Since then, five other women have served in that capacity. Currently, 53.03% of the total membership is female (543 women out of a total 1024 confirmed members).

Executive Director. One feature of the University of Nebraska at Omaha Phi Delta Kappa chapter that has been a stabilizing force is the executive director. There have been five executive directors during the thirty-three year existence of Chapter 0116. Each of these directors has been a member of the university's staff.

On June 8, 1972, Darrell Kellams recommended that a permanent home be

established for the chapter. All PDK materials could be filed and stored in offices at the University of Nebraska at Omaha. These materials would stay at this location permanently. Kellams also reported that Dr. Kenneth Burkholder of the university staff had agreed "...to serve as Executive Secretary of Phi Delta Kappa" (PDK Minutes, 1972). The executive secretary would be expected to be in contact with the national PDK office and handle all mailings and membership matters. Clerical work would be provided by the university.

Dr. Kenneth Burkholder was named executive secretary on October 18, 1972. An annual honorarium of \$300 would be paid for his services. Burkholder remained executive secretary through the 1976-77 school year.

Lloyd Gwartney of UNO accepted the role of executive secretary on January 20, 1977. The job description had been expanded to include program planning, handling minutes, and finances. Additional arrangements for support by the university were explored. The title of executive secretary was changed to executive director with the passage of a motion on January 31, 1985. Gwartney's tenure ended with the acceptance of his resignation by the Executive Board during its March 11, 1987 meeting. His resignation was effective July 1, 1987.

On May 6, 1987, the search for a new executive director ended when Dr. Darrell Kellams of UNO accepted appointment to serve for a two year period. The chapter incurred no additional costs because the university provided secretarial assistance and release time for Dr. Kellams (PDK Minutes, 1987). Kellams retired at

the end of September, 1988.

Negotiations with the University of Nebraska at Omaha indicated their continued interest in providing someone from the university staff to serve as executive director. Providing secretarial support was discussed at length. Centered in this discussion was the cost (estimated at \$400-\$500) for someone to do basic secretarial duties--typing, filing, mailing, etc. The executive board decided to (a) accept the nomination committee's recommendation of Sonia Green as executive director, (b) allocate \$500 for secretarial costs, and (c) keep track of the hourly expenditures for secretarial services. Green received a stipend from the chapter for her services.

Michael Stewart of the University of Nebraska at Omaha is the current executive director of Phi Delta Kappa Chapter 0116. He assumed his duties in June, 1992. The arrangement with the university includes a stipend paid by the chapter and secretarial support provided by the university. Mailings are done through the university's facilities and billed to the local chapter.

International. The relationship between the local and the international fraternity strengthened as each organization developed. The local chapter's presidents began to use the international office and dovetail some of its resources. "Getting to the Officers' Leadership Conference in the spring, increasing the level of activity with the district conferences, and attending the biennial conferences..." (Presidents' interviews) became primary goals for recent presidents.

Research projects in conjunction with the international fraternity have long

been part of the UNO chapter. PDK minutes indicate the need for the local chapter to become involved in research projects. In September of 1974, John Lonowski was nominated as a liaison member "...appointed to investigate...research projects available from the National PDK offices" (PDK Minutes, 1974). Don Zalewski assumed this position a few months later. No further mention of research projects is noted in the minutes until March of 1977. Zalewski was to notify the international office that he was the local chapter's research representative. Information about the District IV Research Symposium was to be obtained. An ad hoc research committee was formed in January of 1982. Dr. Thomas Petrie introduced the research project "Job Factors Relating to Declining Enrollment" in August of 1982. The local chapter allocated the necessary monies needed to fund the mailing of surveys. Petrie headed another research project on leadership in the principalship (March, 1983). A national research project on at-risk students was begun by the chapter during the presidency of Dr. Ken Rippe in 1987-88. This major study was completed under Dr. Ronald Burmood who served as president during the 1989-90 school term. International Phi Delta Kappa recognized the local chapter for its significant contribution to and participation in this research study.

Service and Research. In May of 1985, Dr. Thomas Petrie was appointed to chair a committee to study "... an outstanding research project award..." (PDK Minutes, 1985) to a PDK member for a thesis, field project, or dissertation. Karen Spencer, an Omaha Public School teacher, was selected as the first winner of the

"Outstanding Research Award" at the February 20, 1986 Executive Board meeting. Kathy Daters won the award in April of 1987. The minutes of March 1, 1990 indicate that the award is given every two years. Earlier minutes do not document when this change occurred.

The development of another tradition-rich service program can be traced through the presidents' interviews and the executive board minutes. The Showcase of Teaching program dates back to May, 1985 during the presidency of Linda Lewis. A committee was appointed to study the joint sponsorship of an education fair with the University of Nebraska at Omaha. Faculty Advisor Carl Ashbaugh and Ivalyn Van Every, a UNO professor, were contacted. The project, chaired by Van Every, was designed to encourage students to enter the field of education.

Juniors and seniors were given the opportunity to observe teaching demonstrations by "...some of the best elementary and secondary teachers in the metro area" (Presidents' interviews). According to Lewis, the education fair had two purposes. One was to attract young people to teaching. The other was to stress the service dimension of PDK. "... [E]ven though we [met] every month for meetings and we always had prizes for the scholarship fund, it seemed like the organization hadn't been stretched to try additional projects. I thought [Showcase of Teaching] was something we could undertake that might go on to future presidencies" (Presidents' interviews).

Showcase of Teaching has continued under the direction of Ivalyn Van Every.

The program strives "...to provide examples of and information on what constitutes 'outstanding teaching' " (Van Every, 1992). Secondary students who are "...members of the National Honor Society, members of Future Teachers groups or students who have indicated an interest in teaching, or who are in the upper quartile of their class..." (Van Every, 1992) are invited to attend this annual event. A brochure (Appendix B) is sent to each potential participant. Each student who participates in the program receives recognition. Seniors who meet established criteria are eligible to apply for a scholarship.

PDK members are encouraged to nominate "showcase" teachers who "...can share their love of teaching and learning, their philosophy and ideals, and their good teaching practices, ideas, and attitude[s]" (Van Every, 1992).

The first Showcase of Teaching program was held on April 17, 1986. Ninety students participated in the inaugural event. Dr. Jack Frymier was the keynote speaker. Funding was secured from a variety of sources including the Nebraska Center for Excellence in Education, the University of Nebraska-Lincoln Teachers' College, the University of Nebraska at Omaha College of Education, Phi Delta Kappa International, and the local Phi Delta Kappa chapter.

The program has continued to expand its outreach to students. Two hundred eight students and six teachers participated in the Showcase of Teaching program held on March 19, 1992 at the University of Nebraska at Omaha.

Phi Delta Kappa Chapter 0116 was one of six sites chosen by Phi Delta Kappa

International to host a seminar on restructuring public education. The Leadership Skills Institute was held in April of 1990. It was co-sponsored with the PDK chapter at the University of Nebraska - Lincoln. This conference drew a regional audience of one hundred seventy-three Phi Delta Kappans.

Summary

In summary, an analysis of the presidents' interviews and local chapter documents offers evidence that research, service, and leadership were emphasized. All entries and action items documented in the executive board minutes (June, 1973 - September, 1990) reveal the following distribution:

Table 1

Classification of Executive Board Minutes Entries

	RESEARCH	SERVICE	LEADERSHIP
NUMBER OF ENTRIES	19	181	73

CHAPTER FIVE

Summary, Conclusions, and Recommendations

Restatement of the Problem

The purpose of this study was to describe the chronological development of the Phi Delta Kappa Chapter No. 0116 at the University of Nebraska at Omaha and the extent to which the chapter has been engaged in research, service, and leadership.

Description of Procedure Used

Two sources of information were utilized for this study. Selected past presidents of the local chapter were interviewed and available written documents were analyzed. Three concerns guided the researcher in the examination of these information sources: (1) The effectiveness of the local chapter in realizing the goals set forth by Phi Delta Kappa, (2) the impact of pivotal issues that shaped the local and national fraternity, and (3) the impact of key individuals throughout the history of the local chapter.

Principal Findings and Conclusions

1. A paid executive director from the University of Nebraska at Omaha strengthens the sponsorship of the chapter by the university. The executive director is a stabilizing influence in the day-to-day operations of the chapter. This enables the officers and chapter to accentuate the ideals of Phi Delta Kappa - research, service, and leadership..

2. Officers at the chapter level provide continuity of leadership. Sequential "chair-hopping" by the officers on a year by year basis helps ensure that continuity.

3. The strength of balanced representation on the executive board was emphasized. The rich diversity of the metropolitan area has been consistently reflected on the executive board.

4. The chapter's steady growth continues because it emphasizes wide participation among all educators. No segment of this community is excluded.

5. The local chapter has extensively accentuated the ideals of Phi Delta Kappa - research, service, and leadership. Over the years, the leadership has stressed a balanced involvement in these areas.

6. The international office provides more support for the local chapter than in the past. More involvement with and by the international office has helped the local chapter develop a wider vision.

Recommendations

1. The representation of university personnel on the chapter's executive committee has diminished. The effect of this upon university involvement and programs should be considered.

2. The percentage of women in the chapter is increasing. There may be a need to examine the influence that women exert upon this organization.

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Appendix A

Interview Questions

1. When did you serve as president of the University of Nebraska at Omaha's Phi Delta Kappa chapter?
2. The ideals of Phi Delta Kappa are research, service, and leadership.
 - A. Discuss any programs or chapter activities related to research that were initiated during your administration.
 - B. Discuss any programs or chapter activities related to service that were initiated during your administration.
 - C. Discuss any programs or chapter activities related to leadership that were initiated during your administration.
3. During your presidency what issues/challenges did you face? How were these dealt with?
4. What were your short and long range goals for the local chapter during your presidency?
5. The theme of the national president during the year you were president was "_____. " (National presidents began adopting themes in 1977). How were you able to build upon this theme?
6.
 - A. How do you perceive your presidency differed from those of your predecessors?
 - B. How do you perceive your presidency differed from those of your

successors?

A SHOWCASE OF TEACHING

WHY A SHOWCASE?

The nation's teaching force is changing dramatically. The current highly educated and experienced staff is dwindling as older teachers retire and many younger teachers leave for other occupations. Recent evidence suggests that new recruits to teaching are less academically qualified than those who are leaving; moreover, the number of new entrants is insufficient to meet the coming demand.

The **SHOWCASE OF TEACHING** will focus on teaching as an exciting professional career choice and provide the opportunity for academically talented high school students to become attracted to the teaching profession. The Showcase is an annual project sponsored by UNO and PDK.

WHO IS INVITED?

--- **YOU ARE!**
 --- High School students in the upper quartile of their class and/or students who have indicated and interest in teaching as a career choice!
 --- Showcase teachers!
 --- Educators!
 Featuring Outstanding Teachers
 --- Board of Education members!
 --- Individuals interested in the future of education!

SPONSORED BY:

UNO Phi Delta Kappa
 UNO College of Education

Project Director:

Dr. Ivalyn J. Van Every

PROGRAM

Date: Thursday, March 19, 1992

Where: UNO Milo Bail Student Center
 Ballroom
 62nd and Dodge Streets
 Omaha, NE

Time: 8:00 - 11:30 a.m.

8:00 Registration
 (Juice and doughnuts will be provided)

8:30 Welcome

8:45 Showcase #1

Featuring Outstanding Teachers

9:30 Break

9:45 Showcase #2

10:30 Students from the UNO College of Education
 "Telling It Like It is"

11:00 Lunch

(Pizza and soft drinks will be provided.)

Parking: Participants may park in any Faculty/Staff or Student lot. In the event you receive a ticket, sign the back of it and mail to Campus Security. Do not park in handicapped reserved parking.

REGISTRATION FORM

Registration Deadline: March 16, 1992

Registration Fee: \$1.00/person

School: _____

Student Participants:
 (Use separate sheet, if necessary.)

Name: _____ Grade _____

Home Address _____

Name: _____ Grade _____

Home Address _____

Adult Participants:

Name _____

Title/Position _____

Name _____

Title/Position _____

MAIL FORM AND FEE TO:

Sonia Green

HPER 207

University of Nebraska at Omaha
 Omaha, NE 68183-0163