



**History, People, and Traditions of the
National Consortium for Instruction and Cognition**

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*Each year as spring approaches
My thoughts begin to turn,
To the suite and all it represents:
Dear friends, shared memories, and good times.*

Orpha Duell

*We're loyal to NCIC,
We honor our family tree,
We started back when Dick was teaching our kin,
They are Orpha, Mike, Don, Ray, and Tom. Rah Rah!
We're researchers, students, and friends,
We're cousins, aunts, uncles and sibs.
Our group is our mentor network and sanity protector,
Three cheers for NCIC!*

Sarah Peterson

This book gives a brief introduction to the History, People, and Traditions of NCIC. Most of the information for this book was pulled from sources such as “NCIC in Verse: 25 Years of Suite Times from 8 Lincoln Hall” edited by Jean-Lyl St. Clair (1994), “A History of NCIC and Beyond” that was originally compiled and recorded by Gary Shank (1990), papers for the Anderson Festschrift, and personal communication. Pictures for this book were pulled from the original NCIC photo albums and sent by various NCIC members.

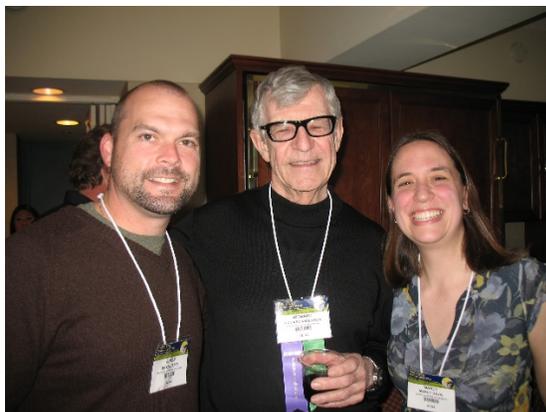
It is a pleasure to share information of this historical group.

Best,
Marcy Davis

Richard C. Anderson

Although not a founder of NCIC, Richard Anderson is the reason why this group exists. The founders of NCIC were all students of Dr. Anderson. He taught, inspired, and opened new doors for his students. Most importantly he modeled excellent advising which led to his students being very dedicated to being strong mentors themselves. This mentorship has been passed down generation after generation. This organization is held together through a level of mentoring that is unheard of in other organizations. Therefore, I thought this book should start with a bit about our original leader – the great Richard Anderson!

Richard C. Anderson is University Scholar and professor emeritus of education and psychology at the University of Illinois. Educated at Harvard University, Anderson has been a schoolteacher and an assistant superintendent of schools. He has served as president of the American Educational Research Association and has been elected to the National Academy of Education and the Reading Hall of Fame. He has published more than two hundred books and articles, notably, “Becoming a Nation of Readers,” one of the most widely read books of all time about literacy.



Richard Anderson's Academic Family Tree

It all begins, of course, with Wilhelm Wundt [most psychologists go back to either Wundt or William James]. Wundt, as we all know, founded the first psychological laboratory in 1879 at the University of Leipzig. One of his many students was an erratic but brilliant Englishman named E.B. Titchener, who brought his version of Wundt's thinking to Cornell. At Cornell, Titchener directed the doctoral work of E.G. Boring. Boring, in turn, reluctantly abandoned the ideas of his mentor, when he [Boring] took a position at Harvard. Boring wrote [some say appropriately] the first history of psychology and directed the work of young maverick in the psychology department named B.F. Skinner. Skinner's first doctoral student was a young man who was interested in education and language, named John B. [Jack] Carroll. And when Dick came back to Harvard to work on his Ed.D., Carroll was the logical choice for his director. And so, finishes the lineage. (A History of NCIC and Beyond)



Communication from William Kealy

Using Wikipedia and other sources, I created a dynamic display that extends the NCIC Family tree all the way back to the late 13th century. On the display I've added a couple individuals who are not on the NCIC family tree per se but rather were advisees of persons in the NCIC lineage. One is William James who, according to the Cambridge Encyclopedia (Vol. 34) and other sources, was a doctoral advisee of Hermann von Helmholtz. Another is Leonardo da Vinci, who was an advisee of Johannes Argyropolous at the University of Florence. Interesting "cousins!" As I created this display it was evident that maintaining a single strand of intellectual lineage into the past beyond the mid-sixteenth century is impossible because many scholars earned multiple degrees and had more than one adviser. A second observation was the apparent migration of scholarship from Byzantium to Italy about the time of the fall of Constantinople in 1453 and then to France, Switzerland, the Netherlands, and Germany.

There was some confusion regarding John Carroll's adviser, so Mike Royer reached out to him.

On Wed, 8 May 2002, James Royer wrote:

Hi Jack:

I am a student of Dick Anderson and for some reason we have always thought that Skinner was your Ph.D. advisor. Someone came across a web site the other day indicating the Florence Goodenough was your advisor. Could you set the record straight.

Mike Royer

Dear James Royer:

I am glad to try to straighten you out on the matter of my advisor. Yes, B. F. Skinner was my advisor when I studied at the University of Minnesota. At least, as far as I am aware he was officially my advisor during that whole period, up to the time I received my degree. He was listed as one of those who approved my Ph. D. thesis, and I remember he chaired the committee that passed that thesis. I don't know how anyone got the idea that Florence Goodenough was my adviser. She was never my advisor, except possibly as a professor who was involved in my selection of Child Welfare as a secondary major subject. Certainly I took one or two courses from her, and I remember her as being one of the persons who conducted my final oral prelim exam. I had a high regard for her.

However, there was something unusual in my relation with Skinner. Although he was my official adviser, he did not direct my thesis, except rather remotely. It would be more accurate to say that L. L. Thurstone of the University of Chicago was my advisor concerning my doctoral thesis. Skinner perhaps made some attempt to act as the advisor for my doctoral thesis, for although he possibly made some suggestions about research projects for my thesis, and I tried to explore those topics, I was never able to accept any of them - for I found them uninteresting or impractical for various reasons. They didn't address any issue I regarded as interesting for the psychology of language. (Skinner mentions me in the second volume of his autobiography, although I do not regard his remarks on me as very accurate.) Thus, when L. L. Thurstone visited U Minnesota and gave a lecture on his "primary mental abilities" I was fascinated and decided to conduct my thesis on a further study of verbal and word fluency factors. Skinner made arrangements for me to spend several months studying with Thurstone at the University of Chicago, and it is the case that much of the work on my thesis was under the guidance of Thurstone and some of his students and associates. This was essentially the reason that I became known for my interests and expertise in psychometrics.

I can tell you that in August at the APA convention in Chicago I am to receive the American Psychological Association's award for Life Achievement in the Study of Psychology. I plan to go to Chicago to receive the award in person, and the August issue of the American Psychologist will contain a citation and a memorandum on my career. My relations with Skinner and Thurstone are mentioned briefly in that memorandum. I will be glad to see anybody who attends the convention and talk with them about my interests and achievements. Thank you for your interest in this matter.

John B. Carroll, Professor of Psychology Emeritus,
University of North Carolina at Chapel Hill

Origins of the NCIC Suite

The founders of NCIC were students of Richard Anderson in his Training Research Laboratory. TRL was one of the first, and one of the busiest, centers of practical educational study in the country. It was during the time when Instructional Psychology was beginning to make the long turn from Behaviorism to Cognitive Science. The beginning of NCIC can be traced back to when Richard Anderson invited his students from TRL to join him at AERA.

“Folks,” he [Dick Anderson] says at the end, “I’ve got some good news for you. As you know, AERA is meeting this year in Chicago. I talked to the university, and they have agreed to let me take most of you there. We can get university cars and cut our expenses, and I can get nearly all of you on the program. People start to drift out of the room, totally unaware that a new page in some of their lives has just been turned. (1967, Training Research Laboratory on the campus of University of Illinois) (A History of NCIC and Beyond)

Dick’s students had an idea to rent a suite at the next AERA in 1970

It was Tom Andre’s idea, and everyone just seemed to fall in line. Next time, decides Andre, we’ll do it right. We’ll get our own room, and that way we can invite all of those hot shots to meet us there. Our own hospitality suite. We can all pitch in, and we can all sleep there. It shouldn’t cost any more than a regular hotel room if we do it right. Don Cunningham agrees (but Don will not make the first Suite; he will come on board in New York in 1971. This does not, however, prevent him from being recognized later as one of the Founders of the Suite). (Chicago, in front of a movie theater, 1968) (A History of NCIC and Beyond)



In March of 1970 the American Educational Research Association (AERA) held its Annual Meeting in Minneapolis. Dick, of course, was attending, and virtually all of the graduate students in TRL decided that we would go too. Several of us decided to rent a "suite" and stay together at the main convention hotel. The reason for renting a suite was to provide a place where "big names" could join us during the convention. I don't know if any famous people came to the first suite, however, the idea seemed a good one, and in 1971 we rented a second suite in New York. So began the tradition that lasts to this day in the guise of the National Consortium for Instruction and Cognition (NCIC). (From AN ACADEMIC'S JOURNEY, Ray Kulhavy)

The group continued to meet in a suite during AERA. In the early days it was more like camping.

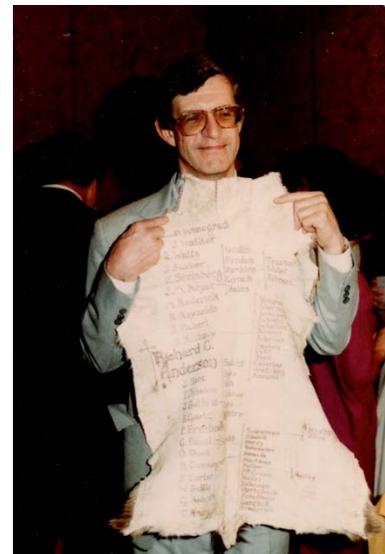
At night the boys toss down a mattress or two to expand their sleeping options (Sleeping on the floor has grown to be a fine art in the history of the TRL Suite. Every suite seems to have the ubiquitous daybed couch, essentially unsuitable for sleeping. Usually, two people try to share it anyway. The cushions are tossed on the floor, and make a bed for a younger, heartier soul. During wealthier years, rollaway beds are ordered. Some people just grab a drape or two from the window and make do with a spot on the floor. (A History of NCIC and Beyond)



Origins of the NCIC Organization

To celebrate Dick Anderson's election to president of AERA in 1984, they decided to hold a Roast.

The party goes like clockwork. Dick finishes his Presidential Address. Andre intercepts him in the hall. Politely, but firmly, Tom slides his hand beneath Dick's elbow, talking casually all the while, and leads his reluctant guest down the hall and into the darkened room. As the lights come up, the piano plays "Hail to the Chief," and the assembled throng rises to its feet. Anderson eventually takes the podium and looks out over the collected throng. There are over 60 Ph.Ds sitting attentively, waiting for Dick to speak. Some of these people he recognizes; many he does not. And yet, they are all linked to Dick. All of these professionals are either Dick's former doctoral students, doctoral students of Dick's former students, or one or two cases, doctoral students of the doctoral students of Dick's students. In short, it is Dick's academic family. (A History of NCIC and Beyond)



The first seeds of NCIC were sown by the Suite founders as they prepared for the 1984 Roast.

When Kulhavy realized that literally scores of people needed to be contacted and coordinated as part of the process, he followed his natural instincts and sought out a way to organize the project. He hit upon the idea of creating a Special Interest Group within AERA (1988). So, the “Mentoring Network” brought together an impressive collection of people. And one of the most amazing facts about the process was the degree to which all of these people liked each other. It was nothing short of an extended academic family. (A History of NCIC and Beyond)



The Founders of the Suite met for an extravagant dinner and congratulated their success in bringing together such a cohesive crowd. At this point, Kulhavy decided that there needed to be a permanent structure to capture and sustain the intellectual and affective bonds that had been forged during what all of them thought was just going to be a one-time experience. So, before the convention was over, the seeds of NCIC were planted. NCIC was envisioned as being an informal collection of scholars. Its purpose was diffuse at first: in fact, it was born out of nothing more than the desire to keep a bunch of people in contact with each other. Membership, it was decided, would be determined by the full vote of all members. (A History of NCIC and Beyond)



The NCIC Founders

The Founders include Thomas Andre, Donald Cunningham, Ray Kulhavy, Orpha Duell, and James (Mike) Royer.

The Founder's Dinner is another tradition of NCIC that owes its origins to the Roast. Back in 1984, when everyone gathered at the Marriott that first night, the tension was thick in the air. No one was sure that they could really pull off such a delicate event. After all the months of planning and organization, one little slip or missed assignment could blow the entire project. Ray decided that the founders needed to get away and plan all of the final details, while everyone else sat tight and kept quiet. And, since they had to eat, they decided to hone their efforts over dinner. And, since they were attempting a grand feat, they decided to treat themselves to a grand dinner. (A History of NCIC and Beyond).



Thomas Andre

Thomas Andre is a Professor Emeritus of Curriculum and Instruction and of Psychology at Iowa State University. He received his doctorate in educational psychology from the University of Illinois, Urbana in 1971. His early work focused on the role of questions in learning from text. Since the mid-1980s, his work has been primarily in science learning. This work has examined instructional activities designed to promote the cognitive processing needed for conceptual change, the role of interest and beliefs in conceptual change, the use of electronic digital technology in facilitating the learning science concepts, principles, and theories, and how to help teachers learn to promote effective science learning.



Below are excerpts from “A Random Walk Towards Illinois and its Consequences: Lucky Breaks and Modeled Lessons” by Thomas Andre

I was the second American generation child of an immigrant Portuguese family. My grandfathers and parents worked in the weaving and sewing mills that comprised the largest portion of the New Bedford, Mass. economy. No one in the family had finished high school, never mind college. But like many first-generation parents, my parents dreamed that their child would go to college.

One morning in the spring, I was awakened at 7:00 am with a phone call from Dick Anderson. He offered me an assistantship at Illinois programming PLATO, a computer-based teaching system. My high school and college experiences with computers made the use of computers for education exciting to me and so I choose to go to Illinois. Being offered an assistantship was an added inducement.

Being in TRL during those years was a heady experience. In addition to stimulating courses and research experiences, our hallway and casual conversations often involved debate about current and cutting-edge issues in educational and cognitive psychology. Afternoon and late-night informal discussion with people like Don Cunningham, Mike Royer, Ray Kulhavy, Janet Hidde, Jim and Pam Rubovits, Ed Wood, Graeme Watts and many others contributed much to my education. More than infrequently, Dick would join in some of those late afternoon conversations which added greatly to their intellectual stimulation.

Dick's willingness in letting his students pursue interests outside his own research program was apparent in the way he ran TRL. He encouraged us to conduct research on our own and to use lab facilities to do so. My success has been much more modest than many of my colleague fellow students at Illinois. But I believe that all of us owe much of our success to the intellectually nurturing atmosphere in TRL and the "lessons" modeled by Dick Anderson.

Donald Cunningham

In 1970 Don earned Ph.D. in Educational Psychology with an emphasis on human learning, instruction, and statistics from the University of Illinois. He was an associate dean for the College of Education at the University of South Florida. He is a Professor Emeritus of Education, Learning Science, and Cognitive Science at Indiana University. He is the founder of the AERA special interest group “Semiotics and Education.”



Below are excerpts from “Confessions of a Recovering Objectivist” by Donald Cunningham.

I was born in Cleveland Ohio in 1943, the youngest son of my father David, an emigrant from Ireland in the 1920s, and Emma, whose older brothers had all been born in Hungary. I am very much, therefore, the product of families whose roots were elsewhere (and still very much valued) but for whom America was the land of opportunity. My parents had a strong belief in the value of education and sacrificed much to ensure that their two sons would have the finest education available.

I was admitted to several schools, Michigan State, Tennessee, if I remember correctly and also turned down at several. Out of the blue one day, I received a letter from one Richard C. Anderson asking if I would be interested in applying for a new doctoral program called the "Psychology of Classroom Learning and Instruction" and offering me an assistantship. It seems that Professor Anderson, newly arrived at the University of Illinois and working to build this doctoral program, had been sifting through the rejection files of other graduate programs in Psychology and Education and had come across my file. Well, I'd never heard of such a program and neither had my professors, but I decided to apply.

When I entered, I was greeted by dozens of people scurrying about, most of them assembling mimeograph pages into (or out of) spiral binders. The lab itself was a catacomb of offices squeezed into a space perhaps 10 yards wide and 50 yards long - the center passage seemed to go on forever, with countless "worker bees" in cubicles slaving away on either side. Anderson greeted me enthusiastically and proceeded to tell me about all of the wonderful things that lay ahead of me. Up to that point I was nearly to the breaking point with panic, wondering what I had got myself into, but there was something about the warmth and enthusiasm with which I was being bathed that washed away all doubts. I had made the right choice. This was the place for me.

The University of Illinois was a special place, and this was a special time, at least it seems so looking back on it now, over 30 years later. But clearly the influence of Dick Anderson was and is the strongest. Dick was a wonderful collaborator. Even though he was clearly the expert and I was clearly the apprentice, it was never the case that we worked on problems where he already knew the answer.

Ray Kulhavy

Ray earned his bachelor's and master's degrees in psychology at San Diego State University and his Ph.D. in Educational Psychology at the University of Illinois in 1971. Ray was a Regents Professor at Arizona State University where he taught in the Department of Psychology in Education for 33 years. He was Dean of ASU's College of Education. Ray turned down more honors and awards than he was willing to receive, but he was most proud of being one of the founders of NCIC. As a mentor, he was without comparison and his greatest academic legacy.



Below are excerpts from “An Academic’s Journey” by Ray Kulhavy.

There were four of us in the VW "Bug" that made the long trip from San Diego to Champaign-Urbana. I had a wife, two small children, four sleeping bags, some clothes, and, for some odd reason, a sewing machine. We arrived in early September and settled into graduate student housing out in Orchard Downs. As soon as the sleeping bags were distributed about the floor, and I had acquired a cardboard box to use as a table, I left on foot to walk a mile to the center of the University.

After asking several people I finally located Lincoln Hall. I had a small piece of paper that said, "Lincoln Hall No. 8, TRL, basement". I entered the building and set out to find my future home. There was no "8 Lincoln Hall" according to the first people I asked, and I began to wonder if my paper was wrong. Finally, I asked a custodian and he pointed at a brown steel fire door near a stairwell. I walked to the door and opened it, and found myself looking down a dark flight of stairs which descended into the bowels of the building. The stairs were lit by a single naked bulb and somewhere in a distant dark corner I could hear the banging sound of a generator running. I wearily descended the stairs as the fire door clanged shut behind me and on reaching the bottom saw a door with the barely visible words "Training Research Laboratory" printed on it. I opened the door and stepped into the small foyer that opened into the main room of the Lab. On my right was a closed green door marked "Quality Control" (which I later found was Dick Anderson's office) and on my left a secretary looked at me curiously and then returned to typing. Not knowing what else to do, I walked slowly across the room and started down the hall lined with cubicles containing, what I assumed, were students. Halfway down a hall a tall, bearded man approached me, thrust out his hand, and said, "You must be the new guy from California, I'm Mike Royer, good to see you".

So, what did I learn during my three years with Dick and the other denizens of TRL? First, I established my academic values. I realized that university professors do two unique things. They produce new knowledge in their field, and they train new members of their discipline. Second, I learned my trade from bottom to top. I mastered the basic craft of producing publishable research. Because of my work with Dick, I also learned the difference between important research that contained fresh insights, and studies that (as someone once told me) were read only by the author and the author's mother.

Orpha Duell

Orpha K. Duell graduated from the University of Illinois, Urbana-Champaign in 1967 with a Ph.D in Educational Psychology. Upon receiving her Ph.D, Dr. Duell began her teaching career in Educational Psychology at Wichita State University. While at Wichita State University, Dr. Duell has been one of few women to attain the rank of full professor. She taught courses in statistics, learning theory and instruction, and learning and evaluation. She received the Wichita State University Excellence in Teaching Award and the College of Education Teaching Award. Graduate students refer to the rigor of her courses, her organized and caring classroom manner, and her desire for all students to learn to the best of their abilities.



Below are excerpts from “Richard C. Anderson” by Orpha K. Duell.

On Friday of the first week of classes in the fall of 1963, I hurried into Lincoln Hall searching for room 07. Earlier that week Dr. Richard C. Anderson had called. He said he was relieved to learn I was on campus and made an appointment to go over my schedule of classes. I had been awarded a fellowship to attend graduate school at the University of Illinois. When I arrived in Urbana, I was told I should simply register for classes. Dr. Anderson's call informed me the fellowship was tied to a specific program. I searched the entire first floor Lincoln and failed to find room 08. I paused at a door marked "stairs." It opened to stairs that disappeared into darkness, so I quickly closed the door and made yet another tour of the first floor. Failing to find 08, I reluctantly returned to the stairs and cautiously began the descent. Over to the left I saw a bare light bulb shining on a door. I approached and read, "Training Research Lab, 08 Lincoln Hall." I opened the door to a brightly lit suite of offices that had been constructed in this section of the basement. I had found what was to become my "home away from home" for the next four years.

I quickly learned that Dr. Anderson was a committed behaviorist, like most educational psychologists at that time. He urged me to buy and read an example of a new kind of book called "programmed instruction." The book was *The Analysis of Behavior* (Holland & Skinner, 1961). The truth was I found it very frustrating. It moved so slowly I was bored. In short, my highly practiced study skills that worked for traditional text did not work for this new text format.

Friday afternoons in the program were spent in a seminar at which either faculty, guests, or students described their research. This was followed by lively discussion. No course credit was given for attending these seminars, but all program students and faculty participated in them. It was not until years later that I realized how much I learned about the formulation of research questions, sound research design, data analysis, and drawing conclusions from these Friday seminars. I remember Dr. Anderson (it was several years after I had graduated before I was finally able to think of him as Dick Anderson) pacing the room, chalk in hand, thinking through a problem aloud so we could follow his reasoning.

James M. Royer

After 4 years in the Air Force, Mike attended Cal State Chico, graduating in 1967, moving on to the University of Illinois where he completed an MA and PhD in three years. Mike joined the psychology faculty at the University of Massachusetts in 1970 and spent the rest of his career there with visiting professorships across the world. Mike's research interests were broadly in reading comprehension but in later years he focused on reading disabilities and computer based education. In addition to his academic activities, Mike spent many summers and semester breaks working as a literacy consultant for international education programs.



I had been accepted to a number of other places. Illinois was not high on my list at the time, but Dick was the only person that actually sat down and called me, and he gave me a sales pitch that I couldn't resist. So Tom and I entered in the same year, 1967. I had done a stint in the air force before I went back to college. I didn't do too well the first time around. When I got to Illinois, I said I want to get through school as soon as possible. So, my first meeting with Dick I said, "What do I have to do to get out of here as quick as possible?" And Dick said, to do this, and this, and this... And so, I managed to finish both the masters and PhD in three years. So, I got my doctorate in 1970. (Fireside chat recording, 2019)

Below in an excerpt from a "Behaviorism to Situated Cognition: An Examination of Learning and Instruction in the Second Half of the 20 Century Through the Research and Writing of Richard C. Anderson" by James M. Royer.

I was a member of Anderson's lab during the period when Anderson began his transformation from a behaviorist to a cognitivist and my recollection of one of the major events that changed the direction of his thinking was the simple demonstration that if learners are asked to learn a list of words that could be categorized, they tend to recall the words in category order. The demonstration that learners could willfully shape their own learning immediately became a research issue in Anderson's lab. ... for several years to come there was a concerted rearguard effort that tried to incorporate the willful learner research into the associative theory framework. For instance, a series of studies (including the author's Ph.D. dissertation) addressed the question of whether interference theory could explain the forgetting of successively learned free recall lists.

I would suggest the Anderson's shifting theoretical perspectives and the shifting theoretical perspectives of mainstream learning and instruction research were similar in nature. Anderson began with the view that learners copied instructional experiences and that they behaved in a manner predictable from the principles of behavioral learning theory. This perspective was replaced with the view that learners changed the nature of what they experienced, but nonetheless, the important level of analysis for producing positive learning outcomes was still the individual learner.

Elders

What NCIC terms the “Elders” represent the second wave of researchers who were students of the original founders.

Marcy Driscoll (Adviser – Mike Royer)

Marcy P. Driscoll '76 MS, '78 PhD is Dean Emerita of the College of Education at Florida State University, where she served as Dean from 2005 through June 2018. From 2002 until her retirement in December 2018, she was also the Leslie J. Briggs Professor of Educational Research. Her research included a focus on learning and instruction in technology-rich learning environments. She lives in Tallahassee, FL, where she and her husband are enthusiasts of flying radio control planes.



Rick McCown (Advisor – Don Cunningham)

Rick McCown is Professor of Education, Program Director of the Ed.D. in Educational Leadership program, and the Pierre Schouver, C.S.Sp. Endowed Chair in Mission at Duquesne University where he has served as Department Chair and Interim Dean. He serves currently as Duquesne's Principal Investigator for the Carnegie Project on the Education Doctorate (CPED). His work in educational leadership is informed by his study of educational psychology as it bears on the scholarship of teaching and learning, design-based research and development, improvement inquiry, collaboration across the boundaries of school, academy and community, and of the nexus of research, advocacy, and policy as it bears on matters of social justice.



Sarah Peterson (Adviser – Ray Kulhavy)

Dr. Peterson received her PhD in Educational Psychology with an emphasis in human learning and development and a minor in quantitative research methods at Arizona State University in 1983. Over a span of 37+ years she held faculty positions at Indiana-Purdue University at Ft. Wayne, Northern Illinois University, Duquesne University, and University of Texas at El Paso (UTEP). Her research activities focused on motivation and cooperative learning, teacher beliefs, and the Do the Write Thing middle school program. She retired in January 2023 and lives in Apollo Beach FL near her daughter.



Richard Schmid (Adviser – Ray Kulhavy)

Dr. Schmid is an educational psychologist who conducts research in the following areas: Applications of technologies to improve pedagogy and training in the workplace and schools, especially as applied to computer-supported collaborative learning and performance (funded by an SSHRC Strategic Grant). He was the Associate Director of the Centre for the Study of Learning and Performance (CSLP) Established in 1988 and based at Concordia University. The objectives of the CSLP are fourfold: to increase the theoretical and practical understanding of the factors that promote and hinder the learning and performance of complex skills; to provide training and support to educators and administrators; to provide the educational community with material and intellectual resources regarding new ideas in education; and to train students who have an interest in learning and performance and who are enrolled in graduate studies within the departments with which the centre and its members are affiliated.



Neil Schwartz (Adviser – Ray Kulhavy)

Dr. Schwartz received his Ph.D. from Arizona State University in Learning, Cognition, and Instruction in 1981. Since that time, he has been actively engaged in the study of graphical displays as they influence learning, comprehension, perspective, and persuasion. Dr. Schwartz served--2010-2016--as the U.S. Coordinator of the International Cognitive Visualization Program-- a dual master's program in cognitive visualization-- in France, Germany and the U.S. He has served as Senior Research Fellow at NASA's Classroom of the Future and Visiting Professor at the University of New England in Australia and the University of Koblenz-Landau in Germany.



Gale Sinatra (Adviser – Mike Royer)

Dr. Gale Sinatra is a Professor of Psychology and the Stephen H. Crocker Professor of Education at Rossier. Her areas of expertise include climate science education, evolution education, learning theory, knowledge construction, conceptual change learning, literacy acquisition, assessment, and the public understanding of science. Her recent research focuses on understanding the cognitive and motivational processes that lead to successful learning in science. Specifically, Sinatra focuses on the role of motivation and emotion in teaching and learning about controversial topics, such as biological evolution and climate change. Sinatra developed a model of conceptual change learning, which describes how motivational factors contribute to the likelihood that individuals will change their thinking about a scientific topic.



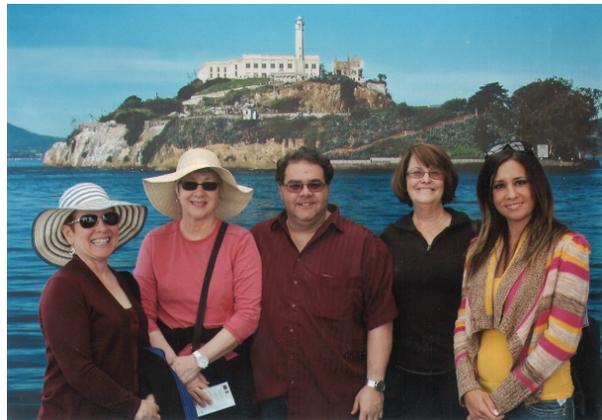
Michael Verdi (Adviser – Ray Kulhavy)

Mick Verdi received a BS Biology University of Notre Dame, an MS Science Education Northwestern University, and a Ph D. Learning and Instructional Technology Arizona State University.

Below in an excerpt from a “An Autobiography of a Yong Scholar” by Mick Verdi.

One major event in my career at Arizona State was when Kulhavy gave me a copy of the history of NCIC and told me to read it. He said that I was going to give a paper at NCIC and that I would get to know my academic family. When I went to my first meeting in San Francisco I was amazed. All of the people whose work I had read were all in the same room. I saw, Richard Anderson, Mike Royer, and Don Cunningham all having a drink and talking. To me it was if all my homework was sitting in the same room with me. It was surreal. I learned of the incredible work they did in a variety of fields of Educational Psychology. I met other students from around the country who had similar stories and experiences. I realized what outstanding company I was keeping. I was overwhelmed that I was part of such a rich academic family that was full of tradition. From that first day I told myself that from now on, everything I do, every study I work on, every student I train, will be a reflection on this family. I also knew that I would never do anything that would reflect badly on them. To this day, I work very hard to live up to this standard of excellence.

One other thing about being in this family is that it is one that works together. These are people that when I need help are the ones that are always there for me. From writing recommendation letters, to editing my research, to someone to talk to on a telephone if I need cheering up, all of these people have always been there for me. To this day I am so proud to be apart of this academic family. To think, that I may have even contributed a little to the success of this family is very satisfying to me.



Nautical Themes Throughout NCIC

There are a lot of nods to nautical themes throughout NCIC. These derive from the L-Ship run by Ray Kulhavy, as described below in an excerpt from Ray's paper "An Academic's Journey."

Within two years I had a cadre of students and we were doing the research. I was happy with what I was doing, but unhappy with how I was doing it. The problem was the graduate students. I was attracting them in droves, but something was wrong. Part of it was the students themselves. I accepted everyone who applied, since my own experiences made me suspicious of test scores, grade point averages, majors, and the rest of the criteria commonly used to select students (to this day I don't know where any of my Ph.D.s stood on such measures). Because of my "open admissions" policy, there was a great variance in student backgrounds. Some had good training and were ready to enter the research enterprise, others were partially trained and needed remediation of one sort or another, and a third group knew nothing useful about surviving in a graduate program.

I began to look for ways to implement my Illinois principle, that research training and graduate students go hand in hand, and I started to experiment with various forms of apprenticeship, letting the better trained students supervise the activities of the lesser trained. This worked to a degree, but by the time I had 10 Ph.D. students it required a lot of record keeping on my part to place people at the level appropriate to their skills. The apprenticeship idea was a good one, but it needed structure if I were going to expand my operations, which I fully intended to do.

The Fall of 1974 I finally located the organizational structure that I needed. My advocacy is military history, and I suddenly saw that the structure I wanted was the one used by the second oldest profession of the military. I decided to use the navy as a model, and slowly began to interject naval terms and concepts into our research groups. In late 1974 I wrote a set of Articles of Control for the Research Navy which spelled out the rules and regulations for our organization. I then named my new creation the **LABORATORY FOR THE STUDY OF HUMAN INTELLECTUAL PROCESSES** which was abbreviated as **LSHIP**.

The Articles of Control established a public record of one's research experience by simply assigning one naval "rank" for each authorship on a convention paper or publication. Hence, rank in the navy was correlated very closely with research experience. Also, as one rose in the ranks, their duties changed. For example, a new enlistee went to "boot camp" where he or she spent four weeks running off research materials (From midnight to six in the morning on another Department's machines), collating research packets, helping to run subjects, and scoring data protocols. At the end of four weeks, if the supervisor recommended it, the new person was enlisted as a Petty Officer, (if they had a bachelors), or as a Warrant Officer (if they had a Masters). This was how a number of currently prominent people in the field started their LSHIP career. A new enlistee worked on basic research tasks under supervision of a junior officer, sometimes on several studies at once. When the enlistee got their first convention or article authorship (regardless of author order), they were "commissioned" at the most junior officer rank of Ensign (1 pub), after which they advanced up the ladder to Lieutenant Junior Grade (2 pubs), Lieutenant (3 pubs), Lieutenant Commander (4 pubs), Commander (5 pubs), and, finally, Captain (6 pubs). In general, junior officers were given the responsibility for individual studies,

supervised the entire production, conduct, and analysis of the study, and sat in on the research planning sessions that preceded it. A senior officer (Lt. Commander and above) supervised the junior officers, and, at any given time might be responsible for five or six separate studies then being run. Above them all were the Commodores (described below) who were responsible to the Commanding Admiral (me, of course) for everything and everybody.

Officers at the level of Lt. Commander and Commander were encouraged to design their own studies and use the SHIP facilities to carry them out. Such studies had to be approved by the Admiralty Research Board (which I chaired) before they were run. Those who reached the rank of Captain (6 pubs) ran their own research and used SHIP facilities without oversight. In this way the concept of apprenticeship was maintained. It was virtually impossible for anyone to supervise your research activity who did not have more research experience and had not served in the type of slot you held.

So that was the SHIP. I sank it in 1977 for a variety of reasons, one of them being that too many people were paying attention to it. During its lifetime, LSHIP produced 107 separate convention papers and publications, and its members have gone on to become Professors, Deans, Department Chairs, at least one Endowed Professor and a major corporate executive. Looking back on it, it was the perfect way to meld research and student training.

NCIC Locations

NCIC 50TH ANNIVERSARY

1970 Minneapolis	1995 San Francisco
1971 NYC	1996 NYC
1972 Chicago	1997 Chicago
1973 New Orleans	1998 San Diego
1974 Chicago	1999 Montreal
1975 DC	2000 New Orleans
1976 San Francisco	2001 Seattle
1977 NYC	2002 New Orleans
1978 Toronto	2003 Chicago
1979 San Francisco	2004 San Diego
1980 Boston	2005 Montreal
1981 LA	2006 San Francisco
1982 NYC	2007 Chicago
1983 Montreal	2008 NYC
1984 New Orleans	2009 San Diego
1985 Chicago	2010 Denver
1986 San Francisco	2011 New Orleans
1987 DC	2012 Vancouver
1988 New Orleans	2013 San Francisco
1989 San Francisco	2014 Philadelphia
1990 Boston	2015 Chicago
1991 Chicago	2016 DC
1992 San Francisco	2017 San Antonio
1993 Atlanta	2018 NYC
1994 New Orleans	2019 Toronto

Official Business Meeting

It is another lovely spring day in New Orleans. The Suite people are gathered for what is now a regular event: The Annual Banquet following the Official Business Meeting of the National Consortium for Instruction and Cognition. (1988) (from A History of NCIC and Beyond)

The Business Meeting

The business meeting still continues today. It starts with a call to order with the ringing of the ship bell. There is an approval of the agenda, chair's report, board member changes, awards, initiation of new members, foundation manager's report, committee reports (suite, research program, communications, banquet/reception), treasurer's report, old business, new business, and adjournment.



Inducting New Members to NCIC

Members are “inducted” into NCIC during the business meeting. They are recommended by an NCIC member, usually their adviser, and all NCIC members at the business meeting must agree. Each recommender needs to attest to the new member being of “high moral fiber.”



Awards

There are two awards presented at the business meeting: The graduate student award for best paper (either presented at NCIC or AERA) and the faculty service award.



NCIC Board Members

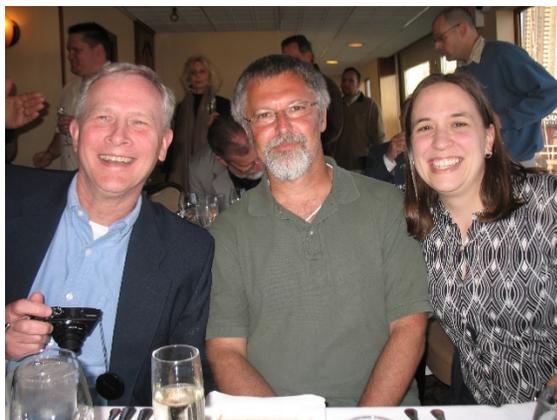
The board members include the chair, program chair, foundation chair, historian, treasurer, hospitality chair, membership chair, director of communications, secretary, and research chair. The board meets throughout the year to plan the major NCIC events. The board also had a dinner during AERA to finalize any plans.



Annual Banquet

About 30 minutes or so after the business meeting the group walks or takes transportation to the annual banquet. NCIC has had some very interesting banquets over the years – from banquets on boats, to parades down New Orleans.

At the annual banquet Rick McCown (now passed to Doug Lombardi) will read a poem he memorized by Robert Service. That tradition actually dates back to Ray Kulhavy. Some evening in the suite (not associated with the banquet which did not exist at that time) Ray would recite one or more of Robert Service's poems. The most frequent ones were "The Shooting of Dan McGrew" and "The Cremation of Sam McGee." Ray was very dramatic in his presentations and it was something I tried to never miss. Ray really liked Robert Service and gave a copy of a book of his poems to each of the founders.





Research Presentations

NCIC usually has two sessions of research presentations. Like any conference students must submit their papers for review and approval before presenting at NCIC.



Suite Reception

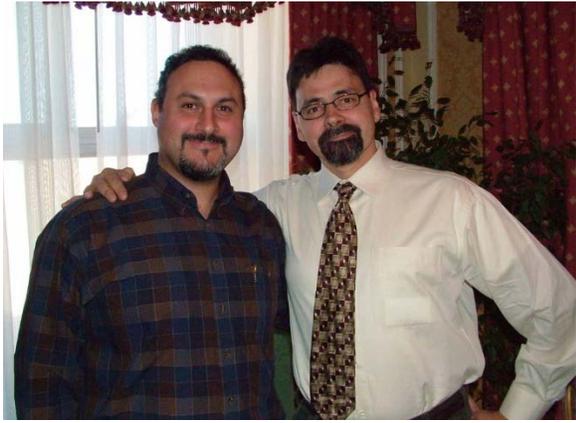
The first order of business is to get out the invitations to the TRL Suite party. To this day, at every meeting at AERA, there is a TRL Party at the TRL Suite, even though the Training Research Laboratory went “out of business” in 1973. And some of the Big Names actually came. (A History of NCIC and Beyond)

What started as the TRL Party is now called the NCIC Suite Reception. Unlike the board meeting and banquet which is strictly for NCIC members and their guests, the reception opens the doors of the NCIC suite to the broader AERA community. This is important for introducing new students and faculty to important researchers in the field.



Hanging Out in the Suite





Younger Generation

Marcy Davis (Student of John Guthrie)

My adviser John Guthrie was one of Dick Anderson's earlier students; therefore, although I am in the "family tree" I am not descended from one of the founders. John would always be invited to the NCIC festivities, including the Dick Anderson Roast, but usually would only show up at NCIC every few years. Luckily for me, when I was a first-year doctoral student, John decided to bring his students to the NCIC banquet. It was in New Orleans that year and I recall there was dancing. I thought, wow, this must be how all academic groups act. The next time I made it to AERA I decided I needed to find that group, but John wasn't at AERA that year. So, as I was sitting in my hotel room, bored again, when some of my graduate student friends invited me out to Bourbon Street. Who should I see out and about, no other than Gale Sinatra and Barbara Greene. In our conversation they invited me to the NCIC banquet; all I had to do was show up with 40 dollars at a hotel room. A little sketchy but thought I would give it a try. I didn't have 40 dollars on me, so I had to borrow it from Alan Wigfield. When I got to the room, I turned over my cash and they gave me a Mardi gras mask. Before I knew it we had a full-on parade with police escort to the banquet. I have been attending every year since and have been "adopted" by many NCIC members (Barbara Green, Neil Swartz, Mike Royer, Ray Miller, Gale Sinatra). After a few years of just showing up I was inducted as a member by Dick Anderson (my closest "relative" at the board meeting). Soon enough Gale asked me to be the treasurer, then chair, and now historian. The suite is like Cheers, "where everyone knows your name, and they're always glad you came." I attended out of loneliness but didn't realize NCIC members had a treasure trove of career advice. I urge current graduate students to not be shy, show up and be active on the board, and get to know this group. You will be treated like family.

(Picture caption: Marcy Davis and Marcy Driscoll)

