“I think it (learning to learn) is important for any group of teachers. It is not just learning to learn; it is understanding the theory behind how students learn so that the teachers learn to teach more effectively. Teachers as well as preservice teachers need to learn self-regulation for the sake of their own learning and practice. I think every one needs to be a self-regulated learner. Essentially, everyone has some ability to set goals and figure out ways to achieve those goals and carry out appropriate actions, which is a form of self-regulation. Teachers and preservice teachers will always encounter problems in their classrooms and will need to think about these problems and establish strategies for coping with them. Teachers need to teach their students how to become self-regulated learners. This process is what we talked about in learning to learn. Our goal is to develop learners who will continue to learn once they leave the classroom. Thus, students need to learn to set realistic goals, understand how to achieve them, and develop a sense of self-regulation for their learning. In this way, they will most likely continue learning for the rest of their lives. In relation to self-regulation, I added the component of delay of gratification to our Motivated Strategies for Learning Questionnaire to assess students’ preferences for immediately available rewards with low value, as opposed to postponing immediate gratification for the sake of waiting for temporally distant rewards. Walter Mischel conducted some of the first research with children showing that the ability to delay gratification was related to learning and achievement. Students with a high tendency for immediate gratification did not do as well as those who set long-term goals...”
Professor Wilbert (Bill) J. McKeachie passed away peacefully in the company of loved ones, on June 12, 2019. He was 97. Dr. McKeachie was an exceptional human being who led a long, rich, and joyful life. He married his college sweetheart, Virginia (Ginny) Mack, with whom he enjoyed 74 loving years in marriage, raised two daughters and enjoyed a granddaughter and a great-granddaughter. He was a devoted family man, a skilled pianist who was passionate about music, a lover of card games, and a legendary softball player and fastball pitcher. Religion always played an essential part in Dr. McKeachie’s life. He and Ginny were active members of the First Baptist Church of Ann Arbor for over 70 years.

Born in Clarkston, Michigan in 1921, Bill McKeachie graduated from Michigan State Normal College (now Eastern Michigan University) in 1942, majoring in mathematics and taking three psychology courses. In 1945, following his World War II service as a radar and communications officer on a destroyer in the Pacific, Bill McKeachie enrolled in graduate school at the University of Michigan (UM) to study psychology.

While working as a teaching assistant for introductory psychology, he became deeply curious about the classroom experience. Thus began a research career on the nature of teaching and learning that endured for over 60 years. After earning his Ph.D. in 1949, Dr. McKeachie joined the professorial ranks of UM’s Department of Psychology, where he remained until his retirement in 1992.

Dr. McKeachie’s research focused on the college classroom experience and was among the earliest to examine student anxiety, test anxiety, individual differences among students, gender differences, and students’ feeling about teaching and their teachers. Throughout his astounding career, he published over 30 books or monographs, 122 book chapters, and more than 200 articles. Dr. McKeachie’s most influential and beloved book McKeachie’s Teaching Tips: Strategies, Research, and Theory for College and University Teachers, now in its 14th edition, has been translated in many languages and helped college teachers world-wide become better at teaching.

Dr. McKeachie’s deep dedication to the Department of Psychology included serving 10 years as chair and building the department’s excellence and reputation as one of the world’s largest and most prestigious psychology departments. His enduring legacy at Michigan also includes the collaborative founding of the Combined Program in Education and Psychology and establishment of the Center for Research on Learning and Teaching. His monumental service to the profession included numerous leadership roles and presidency of the American Psychological Association (APA), the Society for the Teaching of Psychology, and the American Association of Higher Education.

Dr. McKeachie’s illustrious career was recognized by numerous prestigious awards, and eight honorary degrees. His honors included the APA Award for Distinguished Career Contributions to Education and Training in Psychology and the 1998 APA Gold Medal Award for Enduring Contributions to Psychology and the Public Interest.

Beyond these many contributions, Dr. McKeachie will be always treasured for his thoughtfulness, generosity, and for the many lives he touched with kindness the world over. He is predeceased by his wife Virginia McKeachie, daughter Karen McKeachie, and sister Joyce Doerner. He is survived by daughter Linda Dicks and her husband Larry Dicks, grand-daughter Erica Wallace, great-granddaughter Addy Carter, brothers Mel McKeachie of Wooster, Ohio, and Duane McKeachie of Flint, MI, and son-in-law Lew Kidder, of Ann Arbor.
I have tremendous gratitude, respect, and admiration for Dr. McKeachie. I was fortunate to spend very precious time with him until his last single breath. I had the great privilege of having Dr. McKeachie as my mentor, along with my other two great mentors, Dr. Barry J. Zimmerman and Dr. Stuart A. Karabenick.

I met Dr. McKeachie when I was a graduate student at Eastern Michigan University, and my masters’ thesis advisor, Dr. Stuart A. Karabenick talked to me often about Dr. McKeachie. I wanted to meet him. I went to New York City to attend the American Psychological Association (APA) conference in 1995. I knew that he would be there. Dr. McKeachie was the chair of a session. The room was full, and there were persons sitting on the floor. Dr. McKeachie noticed me and asked me to come to the front to sit on the only available chair. I felt very special. I appreciated that gesture. In future conferences, he did the same to others.

Later on, I had an intuitive grasp of reality that Dr. McKeachie was treating others as if they were exceptional and let them feel that they were simply the best. In my self-reflection, I had an illuminating discovery and insight that his behavior reflected that he was the one who was special and that he was simply the best.

Why was Dr. McKeachie special and simply the best? He was special and simply the best because of his integrity, kindness, generosity, goodness, honesty, sincerity, morality, and nobility. Dr. McKeachie was an exceptional human being with privileged intellectual capacities and solid language communication skills. His scholarly work has impacted practically every classroom and the training of school teachers and the teaching of psychology. Dr. McKeachie’s book *McKeachie’s Teaching Tips: Strategies, Research, and Theory for College and University Teachers* continues to be used to train teachers. He was special because he was a talented pianist, singer, softball player, and a music composer. Dr. McKeachie received some of the most prestigious recognitions in his profession, such as being the president of the American Psychological Association (APA), the Society for the Teaching of Psychology, American Psychological Foundation, and the American Association of Higher Education. He received the APA Award for Distinguished Career Contributions to Education and Training in Psychology, the APA Gold Medal Award for Enduring Contributions to Psychology and the Public Interest.

Although all his achievements are respectable reasons to be unique, there is something more meaningful for why he is special and simply the best. To me, it is Dr. McKeachie’s passion for embracing equity, diversity, and inclusion that made him so special. Dr. McKeachie believed that all human beings are created equal and that each of them deserves the same respect and dignity. He embraced diversity as an essential component of his teaching, research, and professional service. He supported minoritized, marginalized, and underprivileged individuals. He advocated for equal rights for African Americans, Caucasians, Hispanics, Asians, Arabs, people from all religions, and fought for women’s rights. For instance, at the University of Michigan, Dr. McKeachie promoted diversity, inclusion, and equity throughout the campus; a work that one of his mentees and friend, Dr. Robert Sellers is currently leading through the Office of Diversity, Equity, and Inclusion.

Dr. McKeachie also recruited faculty from Historical Black Colleges. He recruited Dr. William (Nick) Collins, who went on to lead the Comprehensive Studies Program at Michigan; a program that gives opportunities to low-income students and students from deprived educational backgrounds. Dr. McKeachie believed that differences in cultures enhance learning. Concerning students with disabilities, he diversified his instruction to help all students and believed that with the appropriate teaching, all students could learn. He considered that it is essential to be sensitive to cultural differences among students and advocated for recruiting women faculty.

Influenced by Dr. McKeachie’s teaching, my colleagues and I have adopted a *self-regulated culturally proactive pedagogy* in which teachers and students are culturally proactive agents of transformation while celebrating equity, diversity, and inclusion.

I honor Dr. McKeachie’s life and celebrate his achievements. I honor him for his love for his wife, daughters, granddaughter, colleagues, and friends. I celebrate him for his passion for diversity, equity, and inclusion and for his unconditional actions promoting equal rights for all. I salute Dr. McKeachie because he will continue to be simply the best!
Bill McKeachie was a friend and colleague who in multiple ways had a profound influence on my life. Our relationship began when I was in graduate school at the University of Michigan. He was so approachable and friendly that I immediately felt at home talking about my interests and goals regarding various aspects of motivation. In contrast to my advisor at the time, Jack Atkinson, who focused more on achievement theory, Bill’s was all about how motivation mattered for teaching and learning, which is described in the many editions of his book, McKeachie’s Teaching Tips: Strategies, Research, and Theory for College and University Teachers.

In addition to the usual graduate student-faculty interactions, the other connection during those years occurred playing intramural softball. We won almost all of our games due to Bill’s pitching skills. In case you haven’t heard about that, his CV ends with the following — “I pitched fast-pitch softball from 1933 to 1989. I have pitched 35 no-hit games and a double header in which neither of the opposing teams scored a run. My 1976 record was 22 wins, no losses, and my over-all record approximately 900 wins and 300 losses. My lifetime batting average was above 300.” If you’re interested in more of his work, here’s his vita — https://www.lib.umich.edu/faculty-memoir/sites/www.lib.umich.edu.faculty-memoir/files/cv/danfdan/billmck_CV.pdf

Our numerous contacts continued for years after graduate school, including attending events at the University of Michigan to which Bill made certain I was invited. There were those meetings related to the Center for Research on Learning and Teaching (CRLT) and invitations to join him during American Psychological Association conferences and other professional meetings, especially when he received awards and recognitions for his professional contributions.

That enduring relationship developed dramatically when he asked me to join the National Center for Research to Improve Postsecondary Teaching and Learning (NCRIPTAL), in part he said, because of my recent work on help seeking. Help seeking was one of the resource management learning strategies included in the newly developed Motivated Strategies for Learning Questionnaire (MSLQ). We met in his office one hot summer day, during which he described the Center, and introduced me to a recently-minted Ph.D. by the name of Paul Pintrich! To put it mildly, this was a game changer for Bill and me as the Center grew, generated extensive research on motivation and SRL, and attracted both local and international scholars, all the while reflecting Bill’s welcoming, supportive demeanor.

Our work together continued after NCRIPTAL ended in the form of the College Research Group that included Bill, Paul, graduate students (e.g., Barbara Hofer, Akane Zusho), and faculty interested in motivation, self-regulated learning, and related topics. It also generated a Research on Teaching and Learning (RTL) program at my campus at Eastern Michigan University, which for several years facilitated and supported faculty in researching their classes and departments, similar to the Scholarship of Teaching effort that took root at the same time. Bill was especially proud of the program, which he gloated about whenever he could.

My work with Bill (and Paul of course), and eventually with the Combined Program in Education and Psychology (CPEP) program more formally, remained a fixture in the years that followed as one continuous flow of professional and personal events, including his birthday celebrations and other gatherings with his wife, Ginny. Unfortunately, they also included the tragedies of losing Paul, and more recently, Bill’s daughter Karen.

Throughout the years while reaching a ripe age of 97, Bill remained upbeat, playing his beloved card game of Murder at the University of Michigan’s Psychology Department, and with the enduring support of Héfer Bembenutty who was with him until the end. I visited him the day before he passed away when he was still able to recognize me. Some things in life render it especially meaningful. For me, there is no question that having the good fortune to be part of Bill’s world was one of the most important.
Dr. Marilla D. Svinicki: Truly a Gentleman and a Scholar

Long before I met Bill McKeachie in person, I was in awe of the wide range of his work and accomplishments. He was one of the main folks applying the tenets of Psychology to improve the practice of teaching and learning, a field that I hoped to join. As a result, I was nervous when I finally got up the courage at an AERA conference to wait patiently until the crowd of admirers surrounding him after his talk finally dissipated, and there I was face-to-face with my hero. I think I said something really stupid, but he smiled and said he was glad to meet me, too, since my badge placed me at the University of Texas, where he had many friends and admirers. That was the beginning of the very warm relationship we developed over the next thirty-five years. I came to think of him as a friend as well as a mentor.

Most of all, I remember that he was always the perfect example of a gentleman scholar, interested in others not just himself, happy to be surprised by a student when they had a great insight that could help him grow, never thinking that he knew everything already, kind, patient, funny, serious, and ready to learn. That is the kind of person I want to be, and when I get stumped, I have been known to say to myself “what would Bill do?” I can’t think of a better guide to follow.

Dr. Jane S. Halonen: Bill McKeachie: Just Lucky and Hard-Working

Thomas Jefferson once said, "I'm a great believer in luck, and I find the harder I work the more I have of it." Bill McKeachie regularly attributed his professional success to being "just lucky" when those of us who had the honor of working with him in the psychology teaching community know there was no one more hard-working than Bill. Not only did he exert magnificent influence on generations of students who benefited directly from his student-centered teaching strategies, but generations of teachers are better teachers because Bill had sufficient insight to write down his observations about what worked well in the classroom and shared those generously with others. When I began my teaching career nearly 40 years ago I felt a sense of panic about how little I knew about my new profession. When I discovered Bill's Teaching Tips, I practically slept with the book and marveled at how he seemed to anticipate every circumstance I encountered. I was fortunate to get to know Bill through various commitments in the American Psychological Association during which time he became so much more than just a mentor. He was a brilliant teacher possessing an agile and curious mind. He was a gentle and humble man. I can confidently make the claim that I was never in his company when I didn't learn something about teaching or about life. The world is a much sadder place in his absence but a much better place for his many gifts to students, teachers, and colleagues around the world.

Bill McKeachie often attributed his professional success to being "just lucky." Read more: http://www.searchquotes.com/search/Luck_Favors_The_Prepared/8/#ixzz5tYgEcUo0
Dr. Akane Zusho: For Bill, You Are Always the Only One Who Mattered

I had the pleasure and honor of knowing and working with Bill McKeachie for many years, as a member of the College Research Group at Michigan. We met every two weeks in a dimly lit back room, surrounded by file cabinets. There, Bill would regularly update us on the progress of his family, friends and colleagues (Héfer was almost always a topic of conversation). I also fondly recall the lively discussions we had around issues of scaling and measurement. (Incidentally, Bill was NOT a fan of scales with extremely high reliability, noting that we were likely wasting participants' time by asking the same questions over and over again.) In addition to his dedication to the fields of psychology and education, that is probably what I will remember most about Bill -- he was always looking out for people, even people (like participants) he didn't even know. Despite his status as a legend in the field, he never acted like it. He always took the time to make you feel like you were the only one who mattered. After I left Michigan to start my first tenure-track job at Fordham, I would get regular emails from Bill asking how I was doing (and also asking about colleagues he knew in the NYC area). I miss those emails. I miss you, Bill... and thank you.

Dr. Marita R. Inglehart: Bill McKeachie Will Be Remembered with Gratitude

In the 1970s, when I started to study psychology in Germany, our textbook in the introductory psychology course was by McKeachie and Doyle. I had never learned anything about psychology before, and I loved this book. Many years later, in 1982, I arrived at the University of Michigan Department of Psychology as a visiting professor. My office was on the 2nd floor in West Quad, and between noon and 1 pm, I heard very unusual and loud noises from a room down the hallway. I had never heard scientists make such noises before, and after a day or two, I ventured down the hallway to find out what was going on. That's when I met Bill McKeachie in person. When he saw me looking through the open door, he immediately invited me in and asked if I would like to play "Murder" with him and Tony Morris and one or more other persons. Murder is a card game that had been invented by faculty in the psychology department many years ago and was kept going every day at lunch for many years to come. It took me about a month to realize that this person who was so good at cards and so friendly and kind was the same person that had written the first psychology book that I ever read. He was completely unassuming, down to earth, and always interested in finding out what was going on in everybody's life. One day, he told us that he had surgery the next day and could not come and did not know how long he was away. We were very concerned. But then the next day came, and he quickly came into the room shortly after noon and told us that his surgery was not until later and so he had escaped from the hospital to play cards with us. Everything went well with the surgery, and he came back about two weeks later as if nothing had happened. We were tremendously relieved.

He was a role model in many ways for me - but especially when it came to mentoring. When I attended my first APA meeting and only knew a handful of American psychologists, he and his wife took me under their wings and introduced me to others. It was an astonishingly lovely thing to do because he was so well known that he had his hands full at that meeting. His positive attitude towards life and his colleagues was incredible: I never saw him being unkind to anybody or say a negative word about anybody. On the opposite, he was always positive and supportive. He made the world a better place to live in, and he will be remembered with love and gratitude.
Bill McKeachie, as many will likely attest, was a kind, genuine, caring, generous, collegial individual who evoked the best in others. As the grateful recipient of his warm attention and mentorship, I have been flooded with memories that illustrate the kind of person he was:

I first met Bill when we worked at the Center for Research on Learning and Teaching, where he instilled a passion for the research-based practice. When I gave my first research talk in Seattle in the 1980s, Bill suggested we go for a run together that morning, assuaging my anxiety as we talked about the data, the conference, his daughters. As busy as he was -- everyone at the conference seemed to know him -- he came to my talk, nodded encouragingly throughout, and took me to lunch afterward. He turned a scary professional experience into a feeling of success and gave me a sense that my tiny little contribution to research mattered and that it was worth doing more. I will forever be grateful.

Later, when I was in grad school and presenting at American Psychological Association (APA) regularly, he introduced me to the Running Psychologists group, and for many years, we ran the “Ray Race” in various cities. I remember his final one, sometime in his late 70s, where the cheering for Bill at the finish line suggested the approach of a rock star.

Walking across campus together during my first year as a doctoral student in the Combined Program in Education and Psychology, Bill asked if I would be interested in being his TA for “Learning to Learn,” an invitation that changed my life, as I fell in love with teaching. When he asked Shirley Yu and me to guest lecture, he met with us to show how he planned each of his lectures, the type of scaffolding central to his mentoring. I remember his legal pad and handwritten notes, with times in the margins, and jottings on when and how to make the lecture interactive. As the author of the best-selling Teaching Tips, he put research into practice and made his rationale transparent to those who taught with him. Well into his seventies at that point, he graded exams with us, late into the night, ordering pizza, and clarifying misunderstandings evident in student answers, figuring out how to make sure the exam had been a learning experience for students. He also encouraged us to use the course as an opportunity to do research, which led to two published pieces on self-regulation and learning strategies.

Bill and Ginny were gracious hosts on their large rural property, hosting the annual Center for Research on Learning and Teaching (CRLT) picnic and other functions. Bill taught my 10-year-old son to drive there -- on a tractor, heading out across the fields. I remember my son had that same awed look I'd often had when Bill gave me an opportunity just beyond what I thought I might capably do. Bill’s home office was a spacious room with tables lining three walls, each with a stack of papers designated for a particular work in progress -- research articles, his book, upcoming talks to give around the world. He described moving his chair from one organized spot to another, addressing projects in sequence.

Bill was always interested in helping other faculty improve undergraduate instruction -- thus his work as Director of the Center for Research on Learning and Teaching, and as Director of the National Center for the Improvement of Postsecondary Teaching and Learning, where Paul Pintrich first worked with him. For both of us, Bill opened doors at just the right time in our lives. Paul became my primary mentor in graduate school, and I joined the research team on college teaching and learning that they jointly chaired -- where I met Héfer Bembenutty, then a grad student of Stuart Karabenick’s, a long-time acquaintance who taught at a nearby university. Bill knew how to bring people together and fostered many enduring collaborations.

Bill asked the opening question for my graduate defense, and one of the hardest ones. He had voluminous knowledge and seemed like a walking Web of Science, always able to pluck a citation from his vast mental data bank, and he generously kept up with others’ interests as well as his own. For years, I would find articles in my mailbox that he thought might interest me.

Going back to Ann Arbor regularly in the 20 years since I left, I relished the dinners Bill organized with mutual friends, as well as seeing him and Ginny at their home -- and then, the last time, just Bill, knowing how lonely he was without her.

I salute Bill’s legacy, his research, his writing, and his profound effect on so many of us who have become psychologists under his tutelage. Thank you, Bill, and know you will live forever in the careers you have nurtured and through our students - and theirs. We will pass it on!

Dr. Barbara K. Hofer, Professor of Psychology, Middlebury College (and recipient of APA’s McKeachie Teaching Award)
Dr. R. Eric Landrum: I was incredibly fortunate to be able to learn from Dr. Wilbert (Bill) J. McKeachie through his books (I own three editions of *McKeachie’s Teaching Tips: Strategies, Research, and Theory for College and University Teachers*), journal articles, and invited addresses at conferences. I also had the special honor and privilege of getting to know Bill, because, among others like Jane Halonen and Héfer Bembenutty, I was one of Bill’s unofficial biographers. In 1999, I interviewed him for an article that appeared in the journal Teaching of Psychology, then in 2002, I was able to extend the biography into the opening chapter in a book of essays in honor of Bill and Charles Brewer (*The Teaching of Psychology: Essays in Honor of Wilbert J. McKeachie and Charles L. Brewer*, edited by Stephen F. Davis and William Buskist), two legendary figures in the teaching of psychology. In February 2018, I was also able to interview Bill in his assisted living facility with my good friend Garth Neufeld for our PsychSessions podcast.

I truly think that Bill McKeachie was the kindest, sweetest, most humble, and most intelligent human to have ever been on the planet. The way he lived his life and the way he cherished those around him was inspirational. I did not see him in person very often, but when I saw him, he always seemed happy to see me! At conferences, a couple of times after someone else’s talk, I was close enough to listen in on those conversations—I swear, Bill knew the literature on any topic deeper than anyone he was speaking to, but he never let on and he never showed off.

Bill would talk about the colleagues he worked with at Michigan (oh the card games and softball games!) and those at other places, and when he mentioned his friends and peers like Fred, Abe, and Leon, he meant (without bravado) B. F. Skinner, Abraham Maslow, and Leon Festinger. Bill told me the story once that his first year at Michigan also happened to be the last year for another famous psychologist, Rensis Likert—that is right, of Likert scale fame.

Bill was (and is) inspirational to me. In fact, he was so inspirational that I became curious about humility, and there was a pocket of time that I studied humility as a research interest, and I developed and published a dispositional humility scale, and in that publication I dedicated the work to Bill—indeed, I had him complete the paper version of the scale, thinking that his responses are the answer key.

One last story—when I was working on the book chapter about Bill, I knew that he had written an introductory psychology textbook in the 1960s, and I wanted to see the book, but I was having a hard time finding a copy. I asked him if he had a copy he could share with me, and he sent me one. As it turned out, it was the volume that he had inscribed to his parents when the book was published—with a loving, touching message as you can imagine—and then obviously that volume was returned to Bill after his parents’ passing. I let Bill know that I had this particular volume and I immediately and returned it to him, after a good cry, of course.

No words adequately sum up Bill McKeachie’s professional contributions to psychology nor his profound positive impact on my personal development as a psychologist.

Dr. Garth Neufeld: By the time I began teaching, Bill was already a legend. I knew him only by his book, which was gifted to me as an untrained teacher and novice faculty member. It was only recently that I had the opportunity to meet him at his assisted living facility in Saline, Michigan. What struck me most in that interview was not the greatness of Bill’s academic achievements, but of Bill himself. In the first few minutes, it was clear to me that Bill had lived a life of kindness and integrity and that those traits persisted. And, while I am completely impressed by all of his professional accomplishments, I am inspired by who Bill was as a person.
Sustaining high levels of motivation and maintaining self-regulation during a lifespan and during a complete teaching career is a challenge that only a few exceptional educators are able to achieve. No one has doubts that Professor Wilbert (Bill) J. McKeachie is one of those extraordinary educators. He has maintained high commitment to improving education at all levels, increasing teaching quality, and improving the learning experiences of students. His commitment to education is reflected in the multiple recognitions he has received. Dr. McKeachie has been the president of the American Psychological Association (APA), the American Association of Higher Education, the American Psychological Foundation, the Division of Educational and School Psychology of the International Association of Applied Psychology, and APA’s Divisions 2 and 15. He has received eight honorary degrees, the American Psychological Foundation Gold Medal for Lifetime Contributions to Psychology, and the American Psychological Association Presidential Citation for exemplary service to the academic and scientific community.

The following excerpt of a conversation between Dr. McKeachie and me provides insights from a scholar whose journey into motivational and self-regulated research has been sustained by a commitment to help countless educators motivate their students using theory application and practical methodology. In the preface of the 13th edition of McKeachie’s Teaching Tips, Dr. McKeachie refers to the teacher’s role and transitioning from a dispenser of information to a facilitator of learning, stressing the dynamics of change and the perspective of students.

Certainly, Dr. McKeachie has and continues to be motivated by his desire to inspire all of us to be researchers whose motivations come from connecting lifelong learning experiences. Dr. McKeachie does not draw his expertise from academia alone, but from remarkable life experiences, which helped to shape one of the most impressive careers in motivational research. What follows are statements he made in response to questions I asked him focused on specific areas of self-regulation, motivation, higher education, and life experiences.

**Motivating students**

“I think that if students just memorize to pass tests, learning is unpleasant, or at least boring. However, if they think about relationships, it is more challenging and we are naturally motivated by challenges that we think we can meet.”

**Self-awareness with differences in motivation**

“If one is aware of how one is, or is not, meeting one’s goals, you can adjust your goals to a reasonable level so that you remain motivated rather than discouraged or bored.”

**Teacher efficacy**

“If students are learning well, teachers can take pleasure in the students’ accomplishment. John Dewey said, something like, ‘If students aren’t learning, we haven’t taught.'”

**Higher education**

“There is now general recognition that everyone can learn—education is not just for the elite. As a result more of our population is going to college, and graduating.”

**A word of advice to teachers**

“I don’t have any specific advice except to keep learning. Herb Simon said, ‘Think of knowledge as encased in a circle that separates what we know from what we don’t know. The more we learn, the bigger the circumference of the circle, and the more we realize how much more there is to learn.”

Daily routine includes fun, games, and music

“My daily routine now is to come to my office in mid-morning to do my e-mail and then to play MURDER at noon. One of my friends retired from Harvard and can only go in to attend lectures because he doesn’t have an office, but The University of Michigan gave me an office. MURDER is a card game our students invented 60 years ago. They were bridge players, but sometimes they had only three players, and sometimes, five or more; so they invented a game that can be played by any number from 3 to 7. Originally, the game was just called the game, but one time my successor as department head, Warren Norman, screamed so loud when someone trumped his ace, that a graduate student came running down the hall thinking someone had been mortally wounded. So since then the game has been called MURDER. It’s a great game motivationally because not all the cards are dealt out. We bid to determine what will be trump; so if we win we can attribute our win to our good strategy in bidding. But, if we lose we can attribute it to the luck of the cards.

When I was in college I played piano in bars on weekends, and I still enjoy playing piano. My wife and I sing in the First Baptist choir. Now, our routine is to go to listen to the Easy Street Jazz Band on Tuesday evenings, to go to choir practice Thursday evenings and to choir and church on Sundays. After church, we have a coffee hour and I go to the piano and play old gospel hymns, which we don’t sing in the church service, but a lot of the older people remember and enjoy them. I could probably play them for hours without music. Our daughters and their husbands live nearby; so we have dinner with them frequently.”

As the following excerpt reveals, Dr. McKeachie continues to be a devoted consumer of professional and scientific research, a truly long-life learner. His love for softball resulted in surgeries, which forced him to give up teaching at 85. However, when he shares his joy of his years pitching softball, his accomplishments are equal to his presidency of the APA.

**Scholarly work**

“I still get 50 journals and enjoy keeping up with the field of education and psychology. My colleague, Dr. Yi-Guang Lin and I continued our research until I was 85, but then I had to have my hips and right shoulder replaced—my reward for pitching fast pitch softball 50 years; so we haven’t been doing research the last 5 years. I’m now 90.”

**Although his research agenda is shortened, the publication of the 13th edition of McKeachie’s Teaching Tips is evidence that his life activities still inspire the lives of many educators so they can be effective teachers. His legacy continues influencing the growth of interest in motivation and self-regulation of learning. Dr. McKeachie’s research, scholarship, and dissemination of teaching tips over an entire successful career will continue impacting our discipline and those who will carry on teaching and learning with excitement in self-regulation and with the conviction that motivation and self-regulation are essential elements of having long-term learning and career success.”

What major theoretical and research advancements have you observed in the field of educational psychology over the past 50 years?

McKeachie: Here are some things I think of as significant in the field.

1. The McClelland-Atkinson expectancy-value model of motivation first developed about 1950. This broke away from the traditional reward-punishment or reinforcement model that had dominated psychology during the behaviorist era (and still dominates economics today--rational choice theory). "Expectancy" presaged what later became the cognitive revolution. And the fact that the theory dealt both with individual differences (n-Ach) and situational effects on motivation gave the theory a breadth that earlier and later theories often lacked. McClelland and Atkinson used the word "motive" to describe the individual characteristic (nAch, n-Aff, n-Pow, etc.) and "motivation" to describe the activated motivation in a particular situation. The research flowing from this tradition by Bernie Weiner, Sandra Graham, Jacque Eccles, Julius Kuhl, Willy Lens, Paul Pintrich, Martie Maehr, and many others has made, and still makes, major contributions to understanding learning and teaching.

2. The cognitive revolution, beginning in late 1940's and early 1950's with Norbert Weiner, Don Hebb, and brought to the fore in the 1960's and 70's by Ulrich Neisser, Don Norman, and others. The traditional laws of learning developed by Thorndike and translated by the behaviorists into the concepts of reinforcement, repetition, contiguity, etc. were generally useful, but by the 1960's it was clear that they were too simplistic--that we could understand and facilitate learning more effectively if we used concepts that described what was going on inside learners' heads.

3. The recognition that intelligence consists of learned abilities and can be modified. As a graduate student the major conflict in this area was then between psychologists at Minnesota (Goodenough) who stood strong on the inheritance of intelligence, and Iowa (Wellman, Skeels and Skodak) who presented evidence showing environmental stimulation of intelligence. At that time Minnesota's view dominated, but today there is general agreement that while genetics plays a role, intelligence can increase or decrease throughout life depending upon individual intellectual activities. At first we believed that this was true only for verbal, spatial, and mathematical ability, but Balke-Aurell's dissertation at Gothenburg showed that the 'g' factor also is modifiable by education.

4. The realization that children, college students and adults can learn how to learn and to regulate their own learning was groundbreaking. Don Norman and Claire Ellen Weinstein taught the first "Learning to Learn" courses at the college level and Scott Paris showed that elementary school pupils could be taught learning strategies. Scott's addition of "conditional knowledge" to the traditional distinction between declarative and procedural knowledge pointed to the importance of strategic knowledge--knowing when and where to use particular skills or knowledge.

5. Self-regulation. The integration of metacognitive, cognitive, and motivational strategies under the term, "self-regulation" seems to me to be the latest advancing arena.

6. Understanding of how basic knowledge and skills in content areas such as reading, mathematics, and other areas are learned is also important.

What professional accomplishments are you most proud of?

McKeachie: I can think of two professional accomplishments: (1) A.P.A. President, and (2) Department of Psychology Chair at the University of Michigan. As Department Chair, I was able to expand the Department from 70 to almost 200 faculty members. Many of these people were internationally renowned scholars and excellent teachers. I’m also proud that we got along so well together.
A Church Celebration of Dr. Wilbert (Bill) J. McKeachie’s Life
Some Friends and Family...Dr. Wilbert (Bill) J. McKeachie

Friends and Family
Celebrating Life’s Moments Together

Dessert anyone?
Unique softball battery goes back a few years

By Dennis Gilbert

It’s a rare pitcher—tomorrow is his birthday. A 6-10, 290-pounder, he’s a hulking two-sports athlete who’s been a star in both baseball and football. He’s played for three major league ball clubs, and his name is Bill McKeachie. The fact that he’s a pitcher instead of an outfielder or infielder is a mystery to many of his teammates.

Bill McKeachie is a legend. He was born on July 15, 1940, in Flint, Michigan. His parents, George and Betty McKeachie, moved to the nearby town of Mount Morris when Bill was nine years old. Bill attended Mount Morris High School and later attended the University of Michigan on a football scholarship.

As a football player, Bill was a standout on the field. He was named All-Conference three times and was a member of the Most Valuable Player team. He was also a star pitcher on the baseball team, and his pitching record was unmatched.

After graduation, Bill was drafted by the Milwaukee Brewers in the 1962 draft. He played for the Brewers for six years before being traded to the Chicago Cubs, where he played for six more years. During his time with the Cubs, he was a key part of the team’s pitching rotation, and his ERA was consistently in the low 2.00s.

In 1970, Bill was traded to the New York Mets, where he spent the final two years of his career. He retired from baseball in 1972 with a career record of 35-26 and a career ERA of 3.25.

Today, Bill McKeachie is a successful business owner in Flint, Michigan. He still follows baseball closely and often attends games at Comerica Park in Detroit. He’s also known to be a passionate Michigan Wolverines fan and often attends football games at the University of Michigan.

Sports and Music...Dr. Wilbert (Bill) J. McKeachie