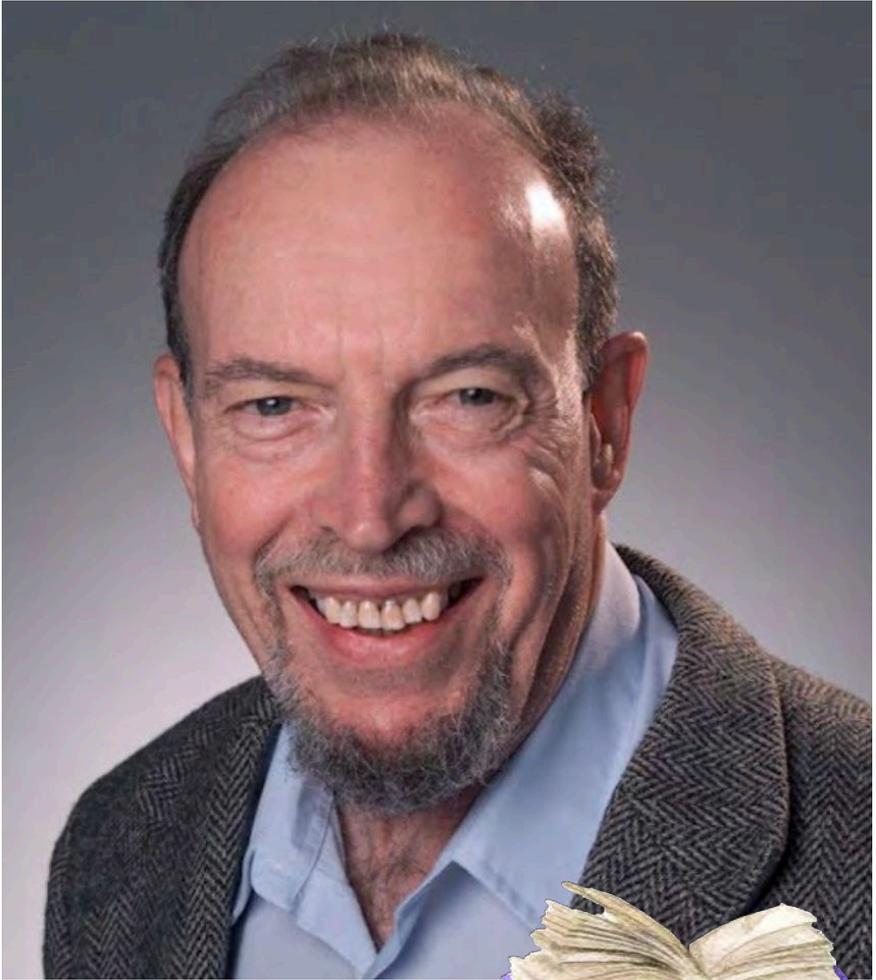


**“If the student hasn’t learned, the teacher hasn’t taught.”**



**SIEGFRIED  
“ZIG”  
ENGELMANN**

**NOVEMBER 26, 1931 -  
FEBRUARY 15 2019**



A Memorial to  
his Professional Life  
and Contributions

**APRIL 13, 2019**

Venue 252, Eugene, Oregon

# A Memorial to the Professional Life and Contributions of Siegfried “Zig” Engelmann

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**HOST: RANDY SPRICK** Author and Lead Trainer  
Safe & Civil Schools

## ***THE EARLY YEARS***

**CARL BERIETER** Professor Emeritus  
Ontario Institute for Studies in Education  
University of Toronto

**ELAINE “COOKIE” BRUNER** Program Author

**JEAN OSBORN** Program Author  
Retired Associate Director  
Center for the Study of Reading  
University of Illinois, Champaign  
*(Read by Leslie Zoref, Program Author)*

## ***THE MOVE TO OREGON***

**DOUG CARNINE** Program Author and  
Professor Emeritus  
University of Oregon

**HILL WALKER** Professor Emeritus  
University of Oregon

**GEOFF COLVIN** Author and Behavior Consultant

## ***PROGRAM DEVELOPMENT***

**EVAN HANEY** Program Author  
Engelmann-Becker Corporation

**JERRY SILBERT** Program Author  
Engelmann-Becker Corporation

**SUSIE HANNER** Program Author  
Engelmann-Becker Corporation

## ***TEACHER TRAINING AND IMPLEMENTATION***

**GARY DAVIS** National Coordinator  
National Institute for Direct Instruction

**MARY GLEASON** Program Author and  
former Associate Professor  
University of Oregon

## ***LEGACY***

**OWEN ENGELMANN** Program Author and President  
Engelmann-Becker Corporation

**KURT ENGELMANN** President  
National Institute for Direct Instruction

**TOM TORKELSON** Founder and CEO  
Idea Public Schools

## ***FINAL WORDS AND A TOAST***

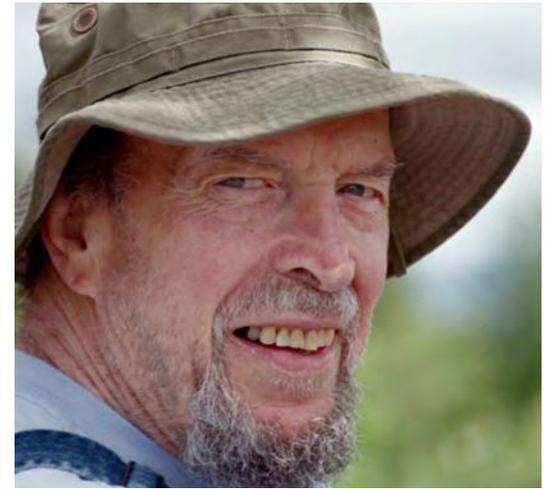
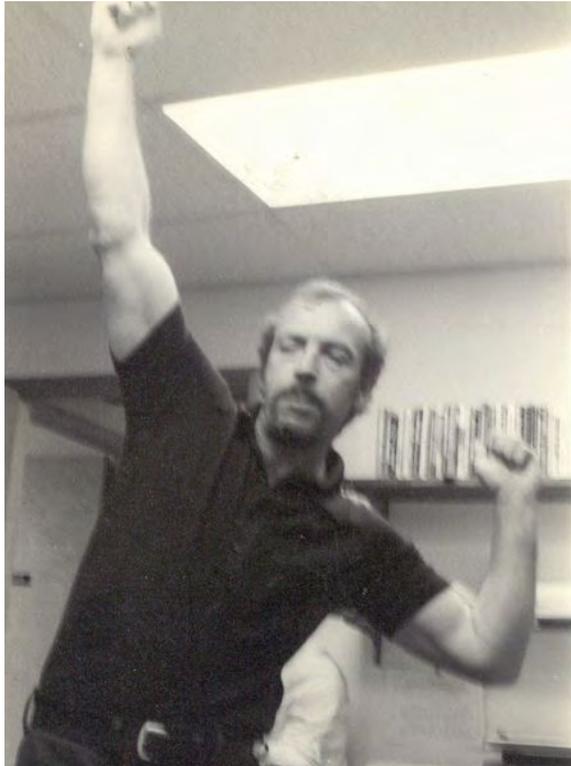
Please join family and friends for a reception  
immediately following the service.

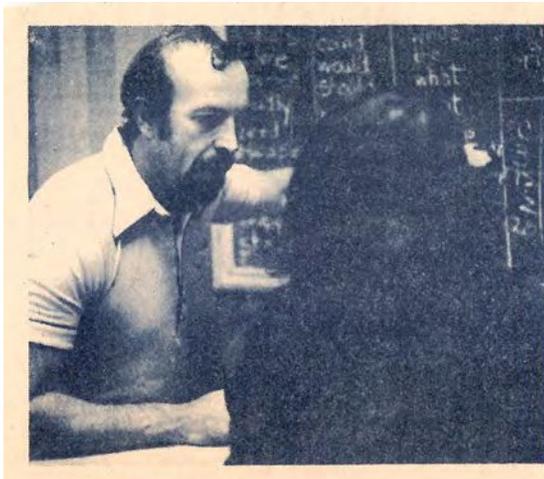
### **EXCERPT FROM THEORY OF INSTRUCTION**

**by Siegfried Engelmann & Douglas Carnine**

If we are humanists, we begin with the obvious fact that the children we work with are perfectly capable of learning anything that we have to teach. We further recognize that we should be able to engineer the learning so that it is reinforcing—perhaps not “fun,” but challenging and engaging. We then proceed to do it— not to continue talking about it. We try to control these variables that are potentially within our control so that they facilitate learning. We train the teacher, design the program, work out a reasonable daily schedule, and leave NOTHING TO CHANCE. We monitor and we respond quickly to problems. We respond quickly and effectively because we consider the problems moral and we conceive of ourselves as providing a uniquely important function—particularly for those children who would most certainly fail without our concerted help. We function as advocates for the children, with the understanding that if we fail the children will be seriously preempted from doing things with their lives, such as having important career options and achieving some

potential values for society. We should respond to inadequate teaching as we would to problems of physical abuse. Just as our sense of humanity would not permit us to allow child-abuse in the physical sense, we should not tolerate it in the cognitive setting. We should be intolerant because we know what can be achieved if children are taught appropriately. We know that the intellectual crippling of children is caused overwhelmingly by faulty instruction—not by faulty children. Because of these convictions, we have little tolerance for traditional educational establishments. We feel that they must be changed so they achieve the goals of actually helping all children. This call for humanity can be expressed on two levels. On that of society: Let’s stop wasting incredible human potential through unenlightened practices and theories. On the level of children: Let’s recognize the incredible potential for being intelligent and creative possessed by even the least impressive children, and with unyielding passion, let’s pursue the goal of assuring that this potential becomes reality.





For more information about Zig,  
please see [www.nifdi.org/zig](http://www.nifdi.org/zig)

**SIEGFRIED "ZIG" ENGELMANN**  
**November 26, 1931 – February 15, 2019**

Siegfried "Zig" Engelmann died peacefully at his home in Eugene on February 15 of heart failure with his life partner of 35 years, Lou Bradley, by his side.

Zig was born on November 26, 1931 in south Chicago, the second of three sons of Victor and Rose Engelmann. He was raised in his house with his grandfather, George Engelmann, a German immigrant who came to the United States in 1865. Zig graduated from Fenger High School in 1949. He attended the University of Illinois at Champaign-Urbana, where he earned a bachelor's degree in Philosophy and met his future wife. He married Therese Piorkowski in 1953 and divorced in 1984. They had four children, moving to Oregon in 1970.

A pioneering scientist and educator for more than 50 years, Zig invented Direct Instruction (DI), an efficient and effective way to teach any skill. The first DI programs Zig developed focused on teaching foundational skills in reading, writing and math. As a professor of education at the University of Oregon and founder of the National Institute for Direct Instruction, he attracted graduate students from around the world. He eventually wrote more than 100 programs covering the core academic subjects from preschool to high school along with a variety of other important subjects. Millions of at-risk children learned when taught by teachers trained in DI, often when nothing else worked. He never gave up on a child or blamed children for the failings of the instruction they received. He lived by his motto: "If the student hasn't learned, the teacher hasn't taught."

Soon after Zig arrived in Oregon, he purchased 120 acres of logged property, which started his non-professional mission as a steward of the land. On most weekends, during the growing seasons, he and his sons (and later, he and his life partner) cleared trails and pruned trees. During trees' dormant months, they planted trees – lots of trees of many different varieties. If Zig wasn't working or riding one of his many motorcycles, he was on the land caring for trees and enjoying nature. Today, thousands of trees flourish in forests around Lane County because of Zig's stewardship.

He is survived by his brothers, Manfred and Gerhardt (Mary Ann), children Eric (Annette), Kurt (Dianna), Owen (Charlene) and Joyce, 13 grandchildren, four great grandchildren, his life partner Lou and her son, Devin.

There will be a memorial to celebrate Zig's life at 1pm on April 13 at Venue 252, 252 Lawrence St., Eugene, Oregon, with a reception to follow.

**Donations in Zig's name can be made to:**

The Engelmann Foundation  
engelmannfoundation.org  
PO Box 448, Eugene, Oregon, 97440

The McKenzie River Trust  
mckenzieriver.org

