ON THE COVER:
Graduation candidates are cheered by family and friends as they walk down the Hill for The University of Kansas' Commencement Exercises at Memorial Stadium on May 18, 2003.

Here, the accomplishments of our students, alumni, faculty and staff are recognized at the School of Education Convocation on May 17.

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On the 20th anniversary of the *A Nation at Risk* report, released in April of 1983 by the National Commission on Excellence in Education, it seems timely to reflect on the importance of education in this country and a few of our contributions to its advancement. While the report called for comprehensive educational reform, a largely apathetic President Reagan sharply cut the federal Department of Education’s budget. Although millions of words have been written during the past two decades about educational reform — and in recent years most politicians have proclaimed the importance of education, there is much left to be done to bolster the quality of free, public education in this country.

Educational reform includes partnerships among schools of education with public schools, elected officials, parents and communities to ensure that educational opportunities are equitably provided to all students, regardless of socio-economic status or circumstances of birth. One example of KU’s commitment to partnerships is the Professional Development School Alliance. We have established close working relationships with seven schools, each with a high percentage of children on free or reduced lunches [Cordley (Lawrence), New Stanley (Shawnee Mission), South Park (Kansas City), and Star side (DeSoto) elementary schools; Argentine Middle School (Kansas City); Central Junior High School (Lawrence); and JC Harmon High School (Kansas City)]. Additionally, we work closely with teachers and other educators in more than 20 school systems through a wide variety of practical learning experiences for our undergraduate and graduate students.

According to No Child Left Behind, the reauthorization of the Elementary and Secondary School Act in 2002, the four key reform principles needed to reform education today are:

- **Accountability**: Guaranteeing results.
- **Flexibility**: Local control for local challenges.
- **Research-Based Reforms**: Proven methods with proven results.
- **Parental Options**: Choices for parents; hope for kids.

This legislation also requires adequate yearly progress based on an achievement of high standards by every child; extensive, mandated testing; and that every teacher must be highly qualified. Leading the way to assist with testing in Kansas, the Center for Educational Testing and Evaluation at KU is developing computer-based testing that will enable teachers to use immediate test results to change curricula and instruction, and thus to enhance learning.

Numerous research studies have verified that the most important factor in student learning is the quality of the teacher. Quality teachers care deeply about their students, possess a deep understanding of the content they teach, understand how students learn, demonstrate the abilities to help all students achieve high standards, and create a positive learning environment. Graduates of KU’s extended teacher education programs are among the best teachers anywhere in the nation, based on their high academic achievements in the classroom (over 3.5 grade point average); the wealth of experiences they gain through their student teaching, internships and action research projects; and their 100 percent pass rate on licensure tests.

KU faculty are actively involved with research-based reforms in schools. For example, the Center for Research on Learning develops solutions that dramatically improve quality of life, learning, and performance, especially for those who experience barriers to success. Its faculty and staff conduct research; develop resources, technologies and procedures that facilitate learning, teaching, and advocacy for individuals; provide professional development; promote public policy and reform in schools; and disseminate knowledge generated through research and development in ways that reach the largest possible audiences.

This year as Congress reauthorizes Individuals with Disabilities in Education, our special education faculty are actively involved with policy makers to ensure that the needs of students with special needs have their educational needs met. Colleagues in the departments of Health, Sport, and Exercise Sciences; Psychology and Research in Education; Special Education; and Teaching and Leadership, as well as the Institute for Educational Research and Public Service, are engaged in a wide range of research and service projects to enhance the learning of students throughout the state and beyond.

Our faculty are committed to playing a leading role in ensuring that education rests solidly on the bedrock of the past while ensuring that educational opportunity and learning hold the keys to the future of those we teach and who succeed us. Our graduates, every day, make a huge difference in the lives of their students and those with whom they work. To teachers and other educators everywhere who struggle with many challenges in education, thank you for being a beacon of hope.
New Licensure System Takes Effect

The Kansas State Board of Education approved a new licensure system in 2000 and will begin implementation in stages beginning July 1, 2003. Find more details at http://www.soe.ku.edu/students/certification/transition.html. This site will continue to be updated throughout the year to keep you informed.

Alumni holding current Kansas certificates issued before July 1, 2003 will follow current rules for renewing. Renewal applications are available from KSDE at 785-296-2288 or order online at http://www.ksde.org/cert/ask4app.html. For details about current renewal requirements, visit http://www.soe.ku.edu/students/certification/faq.html.

All subjects and grade levels will be “grandfathered.” For example, if you currently hold an elementary K-9 certificate, your certificate always will read K-9. New programs for the elementary license will be for grades K-6.

If you are pursuing an endorsement and can finish your program this summer, we recommend that you do so and apply for certification before September 1, 2003 to save the cost of subject exams. During the busy summer season, please allow two to three weeks for processing by the certification officer.

Flora Wyatt, assistant professor in the Department of Teaching and Leadership and director of the KU Professional Development School (KUPDS) Alliance, received the “Making a Difference Award” at the School of Education banquet in May. The tribute is presented to a faculty member for trail-blazing, visionary work that benefits students, the School, and the fields of education and human services. Previous winners are Don Deshler, Ed Meyen, and Nona Tollefson.

Noted in the presentation was the role Wyatt plays as ambassador and liaison with the public schools, her excellence as a teacher and advisor, and her eagerness to collaborate as a peer with respect for teachers in the field.

The number and range of Wyatt’s duties are daunting. As chair of the executive council, Wyatt plans the monthly meetings that demonstrate collaborative decision making at its best. She writes grants to fund KUPDS activities, especially to support the PDS teachers who play such an important role in the partnerships. Wyatt is the facilitator for the faculty liaisons for each PDS school, serves as mentor for the 18 to 20 KU interns at the elementary level as they complete action research projects, coordinates supervision of additional non-PDS interns by graduate teaching associates, and chairs the planning of an annual workshop for PDS teachers. She also has been a member of cohort teams of PDS interns and classroom teachers through the Schools LearnGen project to promote the integration of technology in classrooms.

Professor Wyatt writes: “I feel very privileged to be recognized with the previous recipients of this award. The work of PDS partnerships is very challenging and there are many colleagues, both within the School of Education and our partner schools, who do this kind of work because of our passion and commitment to improving teacher training and learning ways to increase the success of students in our most challenging public schools.”

As part of Wyatt’s involvement in the Kansas Coalition of PDS, a state-wide organization for colleges and universities engaged in PDS partnerships, she worked with a team of selected middle school teachers who shared their successful strategies for working with at-risk students. The team recently presented a Webcast on methods for building relationships with students and effective teaching strategies. The entire document is available on the KUPDS website (www.soe.ku/pds).
The School of Education faculty selected four excellent students to represent The University of Kansas and the School as “Teachers of Promise” throughout the state this school year. Jill Wright and Becky Halloran were honored along with other students and the Kansas Teacher of the Year in Wichita. Laura Sullivan and Wendy Connelly joined Dean Lumpkin in Topeka to be honored at the Kansas Exemplary Educators Network (KEEN) State Conference and to participate with award-winning teachers in discussing the redesign of public schools and ways to ensure success for low-performing schools.

Becky Halloran graduated in May with a degree in elementary education. She volunteers at Jubilee Café and as a weekly teacher for third and fourth grade girls with the BLAST program at Grace Evangelical Presbyterian church. She also has acted as the costume designer for the girls’ Christmas pageant. Becky’s favorite part of her educational program has been getting into the schools and working with exemplary teachers. Her future plans include raising a family and taking an active role in her children’s education.

Laura Sullivan, a fourth-generation Jayhawk of Irving, Texas, graduated in May with a degree in language arts secondary education. As an undergraduate, Laura was a member of Alpha Delta Pi sorority where she served as alumnae relations chair and executive vice president. She is a member of several honor societies including Order of Omega, Golden Key International Honor Society, the National Society of Collegiate Scholars and Pi Lambda Theta International Honor Society for Educators. Her community and volunteer work includes the Greater Kansas City Dream Factory, Sunflower Elementary School in Lawrence, the Boys’ and Girls’ Club of Lawrence, and the Ronald McDonald House of Topeka. After student teaching in the fall and completing the certification coursework, she will fulfill her 14-week spring internship in England as part of the Department of Defense Schools (DODS) program. When she returns, Laura will earn her master’s degree. Her favorite classes have been her young adult literature classes as she had little previous experience with the genre. At this point, Laura is unsure where she would like to teach, but she is considering areas such as Texas, northeast Kansas and western Kansas, where she grew up.

Wendy Connelly of Topeka graduated with her undergraduate degree in elementary education in May. Her favorite undergraduate class was Children’s Literature taught by Beth Cigler. It was during this class that Wendy became inspired to write and illustrate a children’s book, *Glow, Fiona, Glow*, which teaches children to be proud of their unique gifts, will be published by Ambassador Books, Inc. Wendy is moving with her husband to Charleston, S.C., where she hopes to teach in a private school, write more books and share her gifts with the world.

Jill Wright, a doctoral student, graduated with her bachelor’s degree in English education from the University of Northern Iowa in 1996 and with her master’s degree in 1999. She moved to Lawrence to take a junior high school teaching position and taught there for six years. Jill has been an associate adjunct English professor at Johnson County Community College since 1999. Currently, she is a graduate teaching assistant with Jack Bushman, PhD, in the Teaching and Leadership department. Her duties include teaching and supervising student teachers and interns, and the best thing about her job is seeing the various schools in the area and listening to success stories from pre-service teachers. Her aspirations include teaching methods courses, supervising student teachers full-time or teaching composition at a community college. Jill’s favorite classes are the ones in which English teachers, or English education majors, get together and talk.

With their high-quality training, and passion for knowledge and education — as well as their challenging goals and aspirations, these teachers will be successful and represent our education programs well. We wish them and all of our graduates the best of luck.

Thanks to Laura Sullivan for writing this article.
For more than 10 years, researchers from the Center for Research on Learning (CRL) and the Information, Technology, and Telecommunications Center (ITTC) have collaborated in the development and research of mediated instruction. With the emergence of the World Wide Web and the Internet for instructional purposes, their work has shifted to e-learning.

In 2001, CRL Director Don Deshler and ITTC Director Victor Frost formed a partnership between their two centers and created the e-Learning Design Lab (eDL). Ed Meyen, a professor in the Department of Special Education, and John Gauch, an electrical engineering professor, are co-directors of the lab.

The mission of the eDL is to study the pedagogy of e-learning and develop technologies that help create and implement e-learning and technology-enriched learning environments.

Deriving its own support from contracts with and grants from industry and public agencies, the lab has designed and validated a number of tools and processes for creating online instruction. The major tool was first developed as part of the Online Academy to create multimedia online instruction utilizing streaming media. That project resulted in the development of 22 fully online instructional programs in teacher education. Since then, those programs have been adopted by more than 175 universities.

The eDL continues to design and validate new tools to facilitate the development of online instruction and to revise its production tool and processes. Rather than incorporate web-based tools for communication into online instruction developed by the lab, all of its programs interface with web-based tools already in use by consumers.

With a national board comprised of representatives from private industry and higher education, the eDL sponsors public lectures about topics associated with e-learning and this year organized a Research Group of faculty members, researchers and students across campus with interests related to e-learning.

Researchers affiliated with the lab have begun to publish articles on lessons learned from their work. Nine papers have been published or accepted for publication with several others in process. All publications are team efforts, and most involve students. These can be accessed at www.elearndesign.org.

As the lab plans for the future, it strives to achieve a balance between the creation of online instruction and research on the design and validation of new tools and instructional designs. Most of its work has focused on adult learners; however, it has begun its first project targeted for middle school learners.

The eDL routinely employs about 30 students from a wide array of academic fields. Providing students an opportunity to apply and expand their skills is a major goal of the eDL. The lab values its culture of bringing together students and researchers in an environment that is productive and allows for collegial relationships to emerge.

Thanks to Ed Meyen for writing this article.
When the news of education’s financial woes, program cutbacks and local school closings were getting me down this spring, I spent a day at Monticello Trails Middle School in Shawnee, Kan., renewing my spirits at a truly wonderful place for young adolescents to learn.

I went there at the behest of a recent graduate and advisee to find a haven in the midst of the education storm. Monticello Trails, a part of the DeSoto School District, is the professional home of eight graduates of the KU School of Education. Three of them arrived there via internships at our PDS partner, Central Junior High School in Lawrence — and it was my personal pleasure to supervise two of these teachers, Heath Sigg and Dustin Mortenson, during their internships.

These two personal connections are merely the proverbial “tip of the iceberg.” Monticello Trails’s principal Doug Sumner received his first KU degree in 1988, a B.S.Ed. in middle and secondary social studies. After earning his master’s degree in educational policy and leadership in 1994, he took a job as an assistant principal at DeSoto High School. During the 1998-99 school year, he moved into the principalship at Monticello Trails. In setting an enthusiastic educational tone, Doug credits his many “meaningful and valuable” relationships with colleagues in the School of Education for much of the knowledge, leadership skills and compassion he has developed as an educator.

The KU graduate with the most teaching experience at Monticello Trails is Keil Hileman (B.S.Ed. 1993 in middle and secondary social studies, M.S.Ed. 1995 in curriculum and instruction. After a year as an eighth grade American History and ninth grade geography and politics teacher at the old DeSoto Junior High School, Keil helped open Monticello Trails in 1995 as a seventh grade world history teacher. He also teaches a media center computer research class. He has developed a very extensive “classroom museum.” This is how he describes its origins:

“I started with two Civil War bullets to teach American History. This sparked so much interest in ‘hands-on’ learning that I asked my students to bring artifacts to share in class. Later, a student delivered an amazing letter regarding artifacts that he had brought to class that changed my life forever. His grandmother wrote, ‘If you promise to never sell them and always use them to teach, they are yours to keep.’ This was all because he had gone home and shared our amazing class discussions. This event marked the birth of our classroom museum. I currently teach lessons every day surrounded by pieces of history such as a 1790s slave collar, a 1796 flintlock musket, a 1898 brass cash register, a 1920s porcelain barber chair, a 1907 nickel and cast iron stove, a 3,000-year-old Chinese...
coin, and countless other artifacts — because of my partnerships with students, parents, and my district.”

This fall, Keil will teach a new museum collections class and the classroom museum will move to new space twice the size of the current room. Monticello Trails Middle School will inaugurate its own permanent museum of teaching artifacts.

Over his brief career, Keil’s students, their parents and colleagues have nominated him for 13 awards and honors capped this past year by his selection as the DeSoto School District’s nominee for Kansas Secondary Teacher of the Year — the first middle school teacher ever honored as such by the DeSoto District.

**Heath Sipp** has used his B.S.Ed. degree in middle and secondary English and social studies (1998) to teach both subjects at Monticello Trails. He currently is teaching seventh grade world history. Active beyond his immediate classroom duties, Heath is the student government sponsor, coach of both boys and girls eighth grade basketball, site council member and QPA committee chair. He reflects that “KU has an excellent program and offers a variety of experiences to help you in the many areas of expertise needed to be successful in the public schools.”

Graduating the same year as Heath was **Brittney (Flynn) Geis** (B.S.Ed. in middle and secondary science). She has taught eighth grade science and speech and currently is teaching seventh grade science on the same team with Keil Hileman. As did Keil, Brittney has won a “Risk Taker” award and been nominated at the building level for Kansas Teacher of the Year. She has praise for the internship year: “The fifth year at KU truly opened my eyes to the field of education. Having the opportunity to student teach in a high school and in a middle school helped guide me to my love of middle school students.” She is grateful to be working with the “amazing staff” at Monticello Trails.

**Amy Mears** graduated with both B.A.E. and B.F.A. degrees in 2001. She teaches sixth through eighth grade art. She feels confident and prepared to teach art because of her “valuable life experiences” at KU.

This year, three more KU graduates descended on Monticello Trails — all to teach communication arts: one at sixth grade, one at seventh, and one at eighth. The sixth grade communication arts teacher is **Karen Burnett** (B.S.Ed. 2001 in elementary and middle education with multidisciplinary and mathematics minors). She reports, “I could not have been luckier to have received a job with such fun, caring, and outstanding professionals.”

The other two both interned at Central Junior High School during the spring of 2002. **Michelle Hillman** (B.S.Ed. 2001 in middle and secondary English with a minor in special education), who claims to “have a terrific job at an amazing school,” is teaching at the seventh grade level. Though she confesses that her first year of teaching was a “roller coaster ride,” she feels “very fortunate to have been accepted into KU’s PDS program. It was the most rewarding and beneficial experience of my college career — easily one of the best choices I have made in my life.” **Dustin Mortenson** (B.S.Ed. 2001 in elementary and middle education with multidisciplinary and social studies minors) is teaching at the eighth grade level. As a PDS intern and first-year teacher Dustin has presented at professional conferences from Wichita to Boston to Beijing. His classroom is graced by a store window mannequin that he dresses up as a writing stimulus for his students. Also featured in Dustin’s classroom are several car bumpers that display his students’ “bumper stickers” — a result of his imaginative response to the need to teach 100 curriculum-based vocabulary words to eighth graders.

With all the tales of woe and serious cuts in services to deserving students throughout the state, it is gratifying to find a school that is an inviting place for learning for both the teachers and the students who come there each day. It is even more satisfying to know that the KU School of Education — particularly the middle level certification program, the Internship Year and our PDS partnership — has played an important role in helping it happen.

**Tom Erb** is a professor of teaching and leadership at the School of Education.
I came into the field of special education in 1962 via the fields of general secondary education and vocational rehabilitation counseling. My experience and graduate study had made me aware of the failure experiences and motivational issues that nearly one-third of all students experienced in those days. I became committed to the idea of schools trying to meet the needs of all students, not just those with academic abilities or interests.

Little did I realize in 1967 when I took a position in a teacher education program at the University of Illinois how difficult it would be to specialize in career development — or, as we call it now, transition education and services — for students with disabilities. It was logical to me that this mandate, along with the responsibility of states under the law to ensure that qualified teachers are employed to implement this mandate, had great promise for my role in teacher education. Logic has not prevailed, unfortunately.

Currently, it is expected under the IDEA and its amendments that any special education teacher working with students 14 years of age and older will be responsible for planning and/or providing transition education and services. Typically, all secondary special education teachers are responsible for IEP transition planning and sometimes for actual instruction in transition competency areas. In some school districts, a transition specialist or coordinator is employed for specialized services and to plan and coordinate transition services activities. Except in three states, any person may be employed in a transition specialist role with only a valid special education teacher’s credential or a valid related services credential. At most, a special education teacher credential might require one course dealing with transition services, and related services credential requirements would have no transition services content whatsoever, with the possible exception of occupational therapy.

For nearly 36 years my colleagues across the nation and I have had to prepare professionals to perform roles for which only three states in recent years have legitimized with licensure or certification standards. We have tried to make a case through professional literature, state boards of education hearings, direct appeals to state departments of special education, and special education administrator organizations to recognize the unique knowledge and skills that a transition specialist and work experience coordinator must have. Further, we have pointed out that these unique knowledge areas and skills for planning and coordinating transition services are not included adequately or at all in special education teacher education or related services professional preparation programs.

The rationale for educational standards and credentials for people demonstrating acquisition of the competencies related to those standards is not difficult to construct. A basic assumption is that standards and credentials reflect a commitment to quality educational instruction and services, assurance of training and/or acquisition of minimum competence, and protection of students from “harm.”

Given this broad rationale for educational standards and credentials, one has to ask, “Why would any educational professional be excluded or exempt from having to be accountable for the unique knowledge and skills related to a particular educational assignment?”

This teacher education case example rests on this issue: Current state credentials systems in all but three states ignore the knowledge and skills necessary to plan, develop, and implement transition services for students with disabilities. Is it any wonder that the most common federal and state compliance violation under IDEA is the area of compliance for providing transition services?

Arguments in Making a Case for Better Personnel Preparation

The first argument that I offer in making a case to provide better personnel preparation of secondary special education personnel is
based on the fact that the IDEA mandate is far from being achieved. Non-compliance reports clearly show that state and local education agencies are not meeting the letter of the law. The spirit of the law is still an ideal vision that one can see in practice in only a few exemplary states and a few school districts within most states. Whether or not this problem is due to ill-prepared professionals, a lack of will, or both, we can and must do better.

Second, if the problem underlying this first argument is a widespread problem of inadequately prepared secondary special education teachers and special education leadership to meet their responsibilities under IDEA in the area of transition, then I would have to argue that current endorsement standards are either insufficient in number and specificity — or the way teacher education programs are organized and conducted to achieve those endorsement standards is a failure.

Third, secondary special education teachers cannot maintain a primary emphasis on academic instruction and support of students in general education and still have time to do individual transition service delivery, interagency collaboration, inter-professional collaboration, community-based education and training, parent communication on legal issues and entitlement programs, work with employers and community resources, and the like. These tasks require unique knowledge and skills. In short, there is a distinctive difference between the roles and functions of secondary special education teachers and transition specialists or transition coordinators. Personnel preparation standards and role differentiations need to be made in state endorsement programs to acknowledge this difference.

Training in one set of role expectations is not sufficient for another set of role expectations. If it makes sense to provide separate standards and credentialing requirements for school guidance counselors who perform some similar, but quite unique, roles from those of a classroom teacher, then the same reasoning would support separate competency standards for transition specialists in contrast to a secondary special education teacher.

It is a fact that many novices in the field of transition services have entered without any training or demonstration of competency and have, over time, acquired the knowledge and skills that we associate with a competent professional. The inconsistent issue, however, is allowing transition specialists to learn on the job as a routine policy or practice when we do not allow general educators or special educators to learn on the job except under provisional or emergency waivers. Even then, there is a requirement that some coursework be completed to retain the provisional or emergency position. The ethical and legal liability (continued on Page 14)
Suzanne Rice and Ed Meyen Named 2003-04 Budig Award Recipients

Suzanne M. Rice, associate professor of teaching and leadership, was named the ninth Gene A. Budig Teaching Professor in Education at the School’s Convocation in May. The award was established in 1994 by Gene A. Budig, the 14th chancellor of The University of Kansas, to recognize outstanding teaching in the School of Education.

A member of the faculty for 10 years, Dr. Rice has concentrated her interests in the foundations of education including philosophy, ethics, moral education, and policy. One of her students writes, “As the semester progressed, I have observed the extraordinary skill with which she creates a non-threatening classroom where we are able to discuss threatening social subjects such as racism, classism, how we value education and educators, and what it means to be a ‘world citizen.’ This professor’s gentle, humble and cooperative classroom leadership is a surprising and refreshing display of personal strength.”

“I am truly honored to receive this award, especially when I think about the quality of previous recipients’ teaching,” Dr. Rice says. “I feel exceptionally fortunate to have colleagues who support my efforts to teach well, and who serve as outstanding models for my teaching practices. I feel equally fortunate to have students who are eager to learn in general, and who invest the time and energy needed to undertake philosophical investigations of educational phenomena. That's hard work! Literally, I could not be an effective teacher without willing and able students.”

Edward L. Meyen, professor of special education, was named the second Budig Teaching Professor in Special Education, another teaching award established by Dr. Budig. A former dean of the School of Education, Dr. Meyen is the co-director of the e-Learning Design Lab. (See the article on page 6.) He also has served as director of the Online Academy at KU and in the capacity of special counselor to the chancellor, executive vice chancellor and associate vice chancellor.

“While my field is special education, my interests have shifted from an emphasis on the nature of disability and the implications for instruction and curriculum to how technology can benefit instruction of students with disabilities,” Dr. Meyen says. “I am particularly interested in web-based instruction and the use of the Internet as a delivery system for instruction and personnel preparation.” One of his students writes, “Teaching excellence is of extreme importance to him. His courses are rigorous, as well as being steeped in research and effective practice. His commitment to excellence in teaching is also reflected in his high levels of contact with students enrolled in his online courses. His rapid responses to student submissions, questions and comments are legendary and much appreciated by students.”

The recipients of both awards will receive an honorarium and present a formal lecture during the 2003-2004 academic year.

Emeritus Professor Wayne Osness Receives National Recognition

Wayne Osness, professor emeritus and former chair of the Department of Health, Sport and Exercise Sciences, was presented with the Luther Halsey Gulick Award in April by the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD).

The Gulick Award recognizes long and distinguished service to one or more of the professions represented in the Alliance. The Alliance reserves this honor for a “noteworthy leader whose contributions inspire youth to live vigorously, courageously and freely as citizens of a free society.”

“There are events, places, and people that have had major impact on our lives,” said John Frappier, CEO of Frappier Acceleration, during the presentation. “For me the event was pursuing my graduate degree, the place was The University of Kansas in Lawrence, and the person was Dr. Wayne Osness. When I asked one of the busiest professionals in the world to chair my master’s thesis, he demonstrated his sincere generosity and guided me through the process. His professionalism, knowledge, and influence have played a major role in my personal and professional life.”

Following the ceremony, the Kansas chapter of the AAHPERD also dedicated their highest award, the KAPHERD Honor Award, to Osness, renaming it the Wayne Osness Award.

Michael Wehmeyer Earns Prestigious Honor

Michael L. Wehmeyer, director of the KU Center on Developmental Disabilities, associate director of the Beach Center on Disability and associate professor of Special Education, received the prestigious 2003 Education Award from the American Association on Mental Retardation in May.

Wehmeyer was one of the first proponents of self-determination for people with intellectual disabilities, arguing that they could and should determine how to live their lives. According to Rud Turnbull, co-director of the Beach Center on Disability, Wehmeyer’s research has had profound effects on public policy and school curricula in the United States and beyond. “He demonstrated that independence, not dependence, can be taught, learned and practiced,” Turnbull says.
School Hosts National Youth Sports Program

Canoeing, scuba diving, swimming, badminton, golf, softball, football, wrestling, and basketball are only a few of the activities offered at the KU National Youth Sports Program (NYSP) this year.

NYSP is a five-week day camp funded through the Department of Health and Human Services and administered by the National Collegiate Athletic Association (NCAA) for children 10-16 years of age who live in economically depressed areas or who are economically disadvantaged.

The University of Kansas, acting through the NCAA, organizes and administers the camp for youth from Lawrence and surrounding communities each summer.

In its 35th year, the program boasts 208 camps nationwide serving more than 71,000 children from all across the nation. The camp at The University of Kansas is one of five in the state of Kansas and is offered at no cost to participants. Last year, an average of 238 children attended daily.

This summer, camp participants will engage in physical activities with adult supervision and will also receive more than seven hours each of enrichment activities, math and science education, and drug and alcohol education. Children between the ages of 13 and 16 will receive additional instruction in writing, ACT/SAT preparation, and job interview training, and will have the opportunity to participate in special activities such as scuba diving, horseback riding, challenge courses, and more.

All NYSP children become familiar with the KU campus and interact with faculty, staff, and students. The program encourages participants to stay in school and pursue post-secondary education. For more information, visit www.ku.edu/~nysp.

The national logo for NYSP summer 2003 was designed by 13-year-old Heidi TenPas of Lawrence, Kan. Heidi’s design was selected from thousands to represent the theme “Family Focus”. Our thanks to Traci Marcum, former activity director for KU-NYSP and current NYSP evaluator, for helping with this article.

School of Education Scholarships Total $276,617 for 2003-04

School of Education students are the recipients of nearly $277,000 in scholarship awards for the 2003-04 school year. Funded by the generous contributions of friends and alumni of the School, scholarship awards help support students as they prepare for careers in education and other human service fields.

Scholarship amounts ranged from $500 to $2,200 and were awarded on the basis of merit and need. A total of 254 students (129 undergraduates and 125 graduate students) received awards.

The School of Education has the only extended teacher education program in the state, and students must finish a professional year to complete their program. Seventy of these students received an average of $1,200 to help with the cost of this additional year of preparation.

Scholarship donors and recipients were honored at a tea held at the Kansas Union on The University of Kansas campus in April. Our sincere thanks to all who make these scholarships and other programs possible.
Alumnus Billy Mills Recognized for Distinguished Service

The School of Education honored Billy Mills (Oglala Lakota), Olympic gold medalist, graduate of the School (B.S.E. 1962), and spokesperson of Running Strong for American Indian Youth® with the Alumni Distinguished Service Award on May 17.

Dean Angela Lumpkin presented Mills with the award during the School’s convocation ceremony in the Lied Center. This is only the fourth time the award has been presented, and Billy Mills is the first American Indian recipient of the award.

Karen Swisher, president of Haskell Indian Nations University in Lawrence, Kan., joined the dean for the presentation. Mills is an alumnus of Haskell, as well, graduating when it also served as a high school.

“I’m proud to have graduated from The University of Kansas,” Mills says. “It is fundamentally important for educational institutions to continue to recognize the importance of giving back to the community and instilling this philosophy in its students.”

The KU School of Education Alumni Distinguished Service Award is granted to those who have contributed exemplary service to the fields of education or human services. Mills may be best known as the sole American to have ever won the 10,000 meter race, winning at the 1964 Olympics in Tokyo, Japan, but he has gone on to make an integral difference in the lives of children. As spokesperson for Running Strong for American Indian Youth®, Mills encourages Native youth with his message based on character, dignity, and pride. Running Strong for American Indian Youth® is a nationally recognized non-profit organization with the mission of strengthening American Indian communities by creating opportunities for self-sufficiency and self-esteem.

“The School is proud to recognize the achievements of one of its finest graduates,” Dean Lumpkin says. “Billy, like so many of our alumni, has committed his life to giving back to others and to helping young people achieve their dreams. We are proud of Billy and his many accomplishments and are pleased to honor him and his work with this award.”

Karen Multon, who was on the faculty of the University of Missouri-Columbia in its educational and counseling psychology department, will become department chair of the Department of Psychology and Research in Education. Multon’s research interests include career counseling, counseling process and outcome research, and health psychology.

John Rury will begin as the new department chair for the Department of Teaching and Leadership in August. John is currently the department chair for social and cultural foundations in education and program coordinator for the educational doctorate program at DePaul University. Rury has focused his research and teaching on the history of schools with a special emphasis on urban schools.

Chriss Walther-Thomas will assume the duties of chair of the Department of Special Education at the end of June. Walther-Thomas leaves the College of William and Mary in Williamsburg, Va., where she has been a professor of educational policy, planning, and leadership. While on faculty at William and Mary, Chriss received the School of Education Dean’s Award and the Virginia Council for Learning Disabilities Outstanding Research Award. Chriss earned her Ph.D. in special education at KU in 1990.

Kudos!

- The School of Education is proud to announce that the Department of Special Education once again has been ranked No. 1 among all public universities by the U.S. News and World Report. The School of Education – research moved up to 35th among all universities. Additionally, KU is the only Kansas university listed among the top 50 U.S. schools in teacher preparation.

- Your alumni magazine, The Jayhawk Educator, won the 2003 Graphic Excellence Award sponsored by the Printing and Imaging Association of Mid-America. It took first place in the “magazine series” category. Congratulations to Allison Rose Lopez, former editor; Robin Harnden at The Write Design for layout and design; and Rich Yergovich at Kingston Printing for printing.

New Department Chairs Named

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Congratulations to these School of Education alumnae on their recent accomplishments.

Sherrilyn Fisher, who received her B.S.E., M.S.E., and Ph.D. (1990) from the School of Education, recently received the highest national honor given by the Division on Career Development and Transition (DCDT) of the Council for Exceptional Children. The Oliver P. Kolstoe Award for significant contributions to the field of career development and transition was presented to Fisher at the International Council for Exceptional Children Conference in Seattle in April. The award came as a surprise, she says, especially since this was the first time the award has been presented to a practitioner. In the past, only researchers in academia were honored.

Fisher began as a special education teacher in a self-contained classroom for students who were trainable mentally retarded and then worked as a transition specialist for many years. She has also directed a teacher center, working with staff development activities and technology. Among her responsibilities as special education coordinator for the Shawnee Mission, Kan. school district, is coordination for all transition-related activities. Since she has moved to Shawnee Mission, Fisher has been a catalyst for improvement in enhancing transition services for youth with disabilities. Fisher previously served in a similar role for the Kansas City, Kan. public school system and, before that, with the Blue Valley, Kan. school district. Her first book, *Understanding Occupational Vocabulary*, was published in February 2003.

When asked about her concerns relative to the future of transition education, Fisher says, “I wish to encourage secondary educators not to lose sight of the goal — the seamless transition from school to an independent life that is satisfying and productive for young adults with disabilities. The importance of transition specialists to support and work with students must not be overlooked. The skills, knowledge, and competencies these specialists possess are specific to helping assess students’ preferences and interests; assist students and families in making necessary connections with agencies, employers, and living arrangements; and planning a set of coordinated activities essential for making that seamless transition. Classroom teachers do not have adequate time to manage the coordination transition plans and activities on top of vast amounts of paperwork and large caseloads.

“I fear that in times of tight budgets and emphasis on high-stakes testing and standards, districts will overlook the true outcomes-oriented education that students with disabilities need, and the staff support necessary to achieve successful transition.” (Fisher’s concerns are echoed in the article on Page 8 by Gary Clark, professor of Special Education and the 2002-03 Special Education Budig Teaching Professor.)

Sandra Villalobos Del-Rio, a former Gateway Center student, recently began her third year of teaching at John Fiske Elementary School in the Kansas City, Kan., public schools (KCKPS).

Believe it or not, Sandra’s classroom of third graders most recently was located next door to the classroom of Judy Black, the very teacher who inspired Sandra and fueled her desire to become a teacher when she was a young student enrolled in Ms. Black’s second grade class. Although Ms. Black retired at the end of this school year, Sandra says she has really enjoyed her long-term relationship with her favorite teacher, which has spanned approximately 20 years. Sandra considers Ms. Black her teacher, role model, mentor, and friend. It’s not surprising that Sandra spent many hours volunteering in Ms. Black’s classroom during her high school and college years.

I first met Sandra in 1994 when she was a high school senior at J. C. Harmon High School in Kansas City, Kan. It was clear then that Sandra was passionate about becoming a teacher and working in the community where she grew up. She applied for a Gateway Center scholarship with rave reviews and was accepted. She was an outstanding student at Kansas City, Kan. Community College and also at KU. Following graduation and her certification year at KU, Sandra completed course requirements for the English as a second language endorsement, and received her master’s degree in curriculum and instruction in the summer of 2002.

(continued on Page 14)
In May 2002, Sandra was nominated by a coworker to receive the inaugural award for outstanding educators who themselves are products of the KCKPS. She is the youngest of 12 educators in the KCKPS who have received the KCKPS Alumni Honor Roll “Reasons to Believe” Award.

In a recent telephone conversation, Sandra talked about one of her favorite professors at KU. She recalled the professor’s statement: “Teaching is a profession on which all other professions depend,” as she reflected on the importance of her work with young children. “It’s a joy to reach out and touch lives,” she says, “and to be empowered to inspire children and motivate them to succeed.”

I never miss an opportunity to share Sandra’s success story, and I should mention that her story began in kindergarten when she first entered the classroom speaking only her native language.

Many thanks to Michael Wehmeyer, associate professor of special education, who nominated Fisher for her award and helped with the article about her; and to Marleen Elliott, assistant research professor, for contributing the article about Villalobos Del-Rio.

In Memory

The School of Education regrets to announce the death of George Baxter Smith, 96, on March 22 in Lawrence, Kan. He came to KU in 1941 as an education professor, dean of the School of Education, and director of summer sessions. He took military leave from KU in August 1942. After World War II he returned to KU and was appointed dean of the University in 1952. He served as vice chancellor and dean of the University from 1959 to 1981 and as vice chancellor for institutional research and planning and dean of the University from 1961 to 1972. He retired from administration in 1972 and from academic service in 1977. He was a member and president of the National Association of Deans and Directors of Summer Sessions. Survivors include his wife, Marjorie; two sons, Stuart A., Rome, Ga., and Malcolm W., Indianapolis, Ind.; two grandchildren; and five great-grandchildren. Memorials may be made to the KU Endowment Association or a charity of the donor’s choice.

—reprinted from The Oread, a publication of KU University Relations

Three Decades of Resistance

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problems associated with transition specialists’ frequent involvement with families, community organizations and agencies, and employers — not to mention complying with labor laws, housing regulations, disability rights laws, the juvenile justice system, and a maze of agency bureaucratic regulations — make this role one that the school should be particularly concerned about.

It is professionally unacceptable to me that we tolerate a situation in our society that demands some demonstration of competence through training and/or competency exams of such workers as real estate brokers, lawyers, plumbers, security guards, general contractors, and funeral directors, to name a few, while at the same time permitting professionals who might have little or no specific training or demonstrated competence to perform a wide range of tasks that could put the student at risk educationally, physically, or emotionally, and/or put the school at risk legally.

This is the twilight of my career and I am doing a great deal of reflection. I am asking myself some questions. Are there political and professional agendas that give some hope and promise for the future for good educational practice? Yes. Are there political, professional, and economic conditions that pose continuing contradictions and distractions? Oh, yes! Am I frustrated and discouraged after 36 years in higher education functioning in this type of limbo? Yes. Am I ready to hand the task over to others who have the energy, determination, patience, and optimism to carry on? Almost.

In searching for some perspective on this professional situation, it is easy to be tempted to follow Rules No. 1 and No. 3 of Roger Rosenblatt’s (2000) book, Rules for Aging. Rule No. 1 is: It doesn’t matter. Rule No. 3 is: Leave bad enough alone. But in this case example of a teacher education problem, I believe it does matter and I can’t seem to leave it alone. You have to be optimistic in the field of education, though, to survive; otherwise, it just wears away at you. However, ultimately, it is not about us. It is about the thousands of students with disabilities in our school systems who are not getting what they deserve. I hold on to the hope that Norman Gimbel and David Shire have it right in their song, “It Goes Like It Goes”:

So, it goes like it goes, like the river flows, and time keeps rolling on. And maybe what’s good gets a little bit better, and maybe what’s bad, goes gone.
Who, What, Where

What have you been doing since you left KU? We want to know! Please complete the white sheet included with this issue and mail it back to us. Or, you may e-mail your information to us at jayhawkeducator@ku.edu. Many thanks to those graduates for writing.

1950s
Betty Clinger Hoecker (B.S.E. 1953) is retired and volunteers at St. Joseph, Mo. schools. She and her husband, Norman, enjoy attending three grandchildren’s athletic and academic school events.

Martha Kew Jacobsen (B.S.E. 1958) has retired after teaching third grade and preschool in Johnson County, Kan., and Gladstone, Mo. She and her husband, Gene, who also recently retired, have moved to Lawrence.

1960s
Lyle J. Dixon (Ph.D. 1962) retired recently after 32 years of teaching college mathematics. He lives in Manhattan, Kan.

Jean Thornton Noyes (B.S.E. 1969) is a teacher and counselor at Heritage Hall in Oklahoma City, Okla.

Donald E. Racy (M.S.E. 1966) has retired from Lawrence School District 497 as a secondary mathematics teacher.

Myrna S. Wilkins (B.S. 1962) is now residing in Ponca City, Okla., after teaching 35 years in South America. She taught in Bible training colleges in both Venezuela and Colombia and was a member of the first group of KU exchange students at the University of Costa Rica in 1960.

1970s
Jill Trask Cardenas (Ph.D. 1977) is a principal in Arlington Independent School District in Texas.

Carol Schaefer Dobbins (B.S.E. 1973) teaches in the U.S.D. 497 schools in Lawrence, Kan.

Craig Dunn (B.M.E., Music Education, 1978 and B.M.E., Music Therapy, 1979) is the executive director of VSA Arts of Minnesota, the state affiliate of VSA Arts, an international organization that creates learning opportunities through the arts for people with disabilities.

Craig H. Larson (M.A.E. 1973) recently was appointed as superintendent of the Rockwood, Mo. school district. The district is the largest in St. Louis County with more than 22,000 students, nearly 3,000 employees, and a budget of $150 million.

1980s
Cheris G. Bass (M.S.E. 2000) was named a 2002 Milken Family Foundation National Educator in recognition of her exemplary teaching career. She was one of only two teachers from Kansas to receive the award in 2002.

As a fourth-grade teacher at Edwardsville Elementary School in Edwardsville, Kan., Bass implemented a structured, classwide peer tutoring system for spelling and reading that has resulted in increased scores. She has modeled this strategy for the entire staff at Edwardsville and has presented it to student teachers at St. Mary College. Bass also has effectively implemented the MAPS (Mark, Analyze, Problem, Solution) system to teach problem-solving in math. A district trainer in TRIBES (a program to help students feel included and work as a community), she helps other teachers learn how to promote good behavior in their classrooms. She wrote and received a grant that allows staff to meet as a team to create curriculum maps integrating the fine arts. Bass is a member of the school’s writing committee and is building representative for the district’s curriculum and assessment council.

The Milken Family Foundation National Educator Awards program provides public recognition and financial rewards to elementary and secondary school teachers, principals, and other education professionals who are furthering excellence in education. By honoring outstanding educators, the program strives to attract, retain and motivate talented people to the challenge and adventure of teaching.

—Reprinted from the website of the Milken Family Foundation: www.mff.org with permission.
Alumnus Receives Master Teacher Award

Matt Copeland (B.S.E. 1997, M.S. 2000) recently was named one of seven Kansas Master Teachers. Matt is a former advisee of teaching and leadership professor Jack Bushman, and has taught English at Washburn Rural High School in Topeka, Kan. for the past five years. “I’m very honored and humbled by this award,” Matt says. “I think being named a Kansas Master Teacher is a testament to my school district, to my colleagues and to the training I received at KU.”

The Kansas Master Teacher awards were established by Emporia State University in 1953. They are presented annually to teachers who have served the profession well and who also typify the good qualities of earnest and conscientious teachers.

This year’s selection committee was comprised of representatives from United School Administrators, Kansas National Education Association, Kansas Congress of Parents, Kansas Association of University Women, Kansas Board of Education and Kansas Association for Colleges of Teacher Education, plus a college student representative and two former Kansas Master Teachers.

Remembering the Teachers

CONT. FROM PAGE 17

It was his role of principal that was perhaps most important. In the late 1930s and early 1940s the principal was the disciplinarian of last resort. Fortunately for him — or perhaps unfortunately — my presence in school provided frequent opportunities for visits to his office. (In this sense all teachers are counselors and should realize the impact that these counseling sessions can have on their students.) As you might expect, he was always calm.

In one instance he had four of us in the office charged with throwing a snowball into the English teacher’s classroom during her class. He asked each of us in order if we were guilty of the prank. After three “no” responses he came to Willard who applied a clever logic to the situation. Willard responded that since none of the rest of us had done it he must be guilty and pleaded so. While this was indeed clever, Mr. Moran was even more clever. He broke into laughter, told us to quit wasting his time and to apply some of this creativity to our studies.

Knowing how to assess the importance, intent, and consequences of prank behavior present in most teenagers and determine a simple solution is critical to resolving problems. Each of us gained a new respect for this man, because he saw no need to “win.” To the contrary, he turned a negative situation into a positive result by the use of humor and recognition of what lawyers might refer to as “flawed questioning” in his cross examination. There was also considerable self-amusement on his own part.

As juniors and seniors we talked at length about what we would do after graduation. In this small school there was no school counselor. The teachers talked to you not only about your progress in their class but about many issues that today would be considered the duty of the counselor. On this particular day near the end of the school year, I was told to report to the principal’s office. My first reaction was that I could not remember any recent behavior that might have precipitated a need for this visit. It was even more worrisome when he asked me to take a seat. To my surprise, he began to question me about my plans after graduation. Somewhere near the end of our conversation he made a summary statement that launched me on a thought process that led to my decision to attend college. To be succinct, as only he could be, he said, “While your grades and behavior do not show it, my analysis of your standardized scores indicate you to be in the top 5 percent of the students in this school. You should definitely try college.”

In spite of lack of funds, a record that exhibited “spotty” scholarship, minimum academic effort, and no idea of what college was like, my college career began just a few months later when the admission form was submitted. Mr. Moran chose to focus on my potential, not my faults. Not only did he believe in me, but I began to believe in myself in terms of completing a degree. This statement promoted in me an awareness of the fact that while I may have wasted learning opportunities in my early school years this did not have to continue. I am firmly convinced that without that last visit to the principal’s office my life would have been substantially different and less satisfying than it has been.

For those who are interested, Horace Moran and his wife, Gladys, live in Sussex, Wis. My wife and I have made recent visits to their home. Mr. and Mrs. Moran celebrated their 70th wedding anniversary a couple of years ago. Our visits with them have been among the more rewarding moments in our lives. The Morans attended our 50-year reunion at Alma High School but no longer are able to travel. My wife, Lois, attended the same school at the same time as I did, so we both share in the benefits of this remarkable couple’s influence. Important to us is the fact that we were able to convey to them our deep appreciation of their influence on our lives. Their dedication to the teaching profession was truly exceptional.
Remembering the Teachers Who Touched Our Lives

A Tribute
by Governor Kathleen Sebelius

As Governor, quality education for all Kansas children is a top priority of mine. But that commitment is one I held long before I was elected to this office. My parents were teachers and my grandfathers were teachers. I have known from an early age how vital good teachers are.

There are several teachers I have had over the years who have left a significant impression on my life.

Dr. Marvin Harter, who was the head of the KU Masters of Public Administration program when I was in graduate school, was an avid supporter of public service. He loved politics and had invigorating discussions about how government worked and more importantly, how we could contribute. I loved his classes. Long before I considered running for office, Dr. Harter’s enthusiastic support of public service made a huge impact on me.

Max Guzacowski, who was my philosophy and ethics teacher, was enormously challenging. One of the main features his teaching focused on was the Holocaust. He had a way of instructing that forced us to confront what had happened in a unique and interesting way. He presented things in such a way that made us face the moral dilemmas of people who never stood up to say what was happening was wrong. It was an interesting revelation to how silence can contribute or even perpetuate evil. He introduced me to the notion that we must be active adversaries to evil or else we are contributing to it.

Then there was Sister Mary Carol who taught math in high school. Her energy and enthusiasm for math was infectious. She was able to take a complicated concept and make sense of it. I loved math. I know it was because I had someone like Sister Mary Carol who really got it. She made sure I got it, too.

These three instructors influenced me at different times in my life, but each has left an indelible mark on who I am and how I think today. I am so thankful to have been blessed with these amazing teachers.

Without a Doubt: Mr. Moran
by Lee Capps

When asked to reflect on a teacher in my past who made a significant impact on my life, the choice of the individual was almost instantaneous: Horace Moran. My ease of choice merely reconfirms my respect for him. Reflecting on which characteristics he possessed that led to this impact on me, however, was not so simple. With some influential teachers, one would reflect on their ability to teach a certain subject, or their coaching skill or their fairness as an administrative leader. In Mr. Moran’s case, he taught mathematics, coached basketball, and was the principal of a small high school of approximately 125 students. Which role was the most significant in impacting my life?

As a mathematics teacher, Mr. Moran’s ability to clarify concepts was indeed exceptional. He had the presence of mind to relate abstract mathematical concepts to those often less-than-academic thoughts we students might be thinking about, “getting inside the heads” of students who had things other than mathematics on their minds. His ability to create analogies that were appropriate to our developmental level was exceptional and was modeled daily to us. Exposure to this skill and its use in my own teaching has served me well.

As a basketball coach, Mr. Moran’s influence was of a much different nature. He had excelled in sports at the college level — but it was before the days of professional basketball and the opportunity to turn professional was not an option. For those of us who had the privilege of coming under his influence, a rare opportunity was provided by his choice to become a teacher, a coach, and an administrator. One of the most impressive characteristics he possessed was the ability to remain calm during almost any tense situation. He saw no need to shout and scream at his players, the referees, or the fans. Nor did he find it necessary to throw towels — or chairs. Interestingly, this produced in his players the desire to do their very best and to work as a team with dignity. While everyone “mellows” with age, my experiences with this caliber of coaching provided a head start in seeing the value of not allowing one’s thinking processes to become paralyzed by fear or tension.

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The Jayhawk Educator

is published twice each year

by The University of Kansas

School of Education and mailed to the

School's more than 24,000 alumni.

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Editor  Paula Naughtin
Design  Robin Harnden
Photography  Suzanne Collins
Heart of America Photography
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Special thanks to Barb Menke, recently named School of Education Classified Employee of the Year, for all of her help with this issue. Many items reported originated from her work in the School's faculty and staff publication, The Inside Scoop.

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State dollars were not used to pay for any part
of this publication.