

# Education *Times*

UNIVERSITY OF FLORIDA COLLEGE OF EDUCATION Magazine

Summer 2005

**Alumnus Achievement Profile**

## **Mr. Mica** **Goes to** **Washington**

*...for 7<sup>th</sup> straight term in Congress*

### **Rankings**

COE is No. 1 college  
at UF, in Florida

### **Outreach**

Help for high-poverty  
schools

### **Research**

Combining science  
and reading lessons

### **Spooky**

COE home haunted?

### **Extreme**

Makeover due  
for Old Norman

# The 3 R's of hurricane survival: Research, rankings and refocusing

**T**hroughout the first half of this school year, Florida was in the "eye of the storm" both literally and figuratively. Not only did we have four hurricanes pass through the state in six weeks, we also had the eyes of the entire country on us for the 2004 presidential election. Fortunately, we survived both experiences and are having a banner 2004-2005 academic year.

## Rankings ride tail of research success

We were pleased to receive our latest *U.S. News and World Report* rankings, and to learn that we moved up again as the 24<sup>th</sup> ranked college of education in the country. We continue to be the highest ranked college on campus, as well as the highest ranked college of any discipline in the state. We also boast several top ranked programs, and it is clear that the research our faculty have been doing over the last few years has produced steadily improving ratings across the board.

UF President Bernie Machen is setting new benchmarks for the campus through an emphasis on high quality research that is recognized by state, national and international audiences. The College of Education is ready to meet his challenge by demonstrating the quality of education research in our college.

## Focus on at-risk schools heightened

Since my arrival two years ago, the College has begun refocusing part of its mission on the needs of urban and low-income schools and communities. Many development programs are emerging and receiving national visibility. The Lastinger Center for Learning has received significant new grant support to enhance its network of Florida Flagship Schools, and is developing job-embedded master's degree programs to support high-quality teacher professional development. The UF Alliance program is creating new models

for secondary literacy instruction and urban teacher induction. Our Center for School Improvement, in partnership with P.K. Yonge, our K-12 laboratory school, is developing a teacher inquiry model that helps teachers draw upon their professional knowledge to frame action-oriented problems that can be addressed in their classroom, and provides them with the skills to seek solutions to build student-learning capacity.

A common thread that links all of these programs is a commitment to the "scholarship of engagement," a philosophy that grounds research in the everyday realities of classroom and community life, and empowers people to use this research to effect change that leads to more equitable and just social conditions as schools improve.

Other areas where new research is being conducted include community college leadership, personnel preparation in special education, counseling and substance abuse programs, second language acquisition, cognitive processes in reading, new models of educational assessment, and educational technology.

This list is by no means exhaustive, since we have a rich array of talent among our faculty and students.

## Shaping the future of education

The years ahead promise to be equally exciting. In 2006, we will start a year-long series of events to celebrate the College's 100<sup>th</sup> anniversary.

We also have on the drawing board the renovation of "Old Norman" along with an expansion to create an International Media Union that will offer innovative research and educational programs for integrating technology into learning and instruction. The IMU will link three buildings in a design that expresses the open, connected, flexible, modular and collaborative possibilities of information-rich



technology.

A class of UF architecture students under the direction of Professor Deborah Harris created wonderful designs for a new building for Baby Gator, our early child development and research center, and one design will be chosen to exemplify a state-of-the-art environment for young children's cognitive and social development. We will need to raise substantial funds to realize these dreams. We also have targeted adding more graduate fellowships and scholarships, more endowed chairs and named professorships, and new research centers as part of our capital campaign goals.

We have an ambitious agenda, but we believe it is achievable with the strong support of our loyal alumni and friends of education.

The College of Education at the University of Florida has a rich tradition of creating new models and inspiring people to demonstrate the power of education in transforming lives and realizing dreams. So fasten your seatbelts and join us on the ride through the next century. As long as we have educators who imagine the possibilities, and keep alive the vision of the more just and equal world in which we all wish to live, the vision itself will never be lost.

A stylized, handwritten signature in black ink that reads "Catherine Emihovich". The script is fluid and cursive, with the first letter of each word being capitalized and prominent.

**Catherine Emihovich**  
Dean



*The mission of the College of Education is to prepare exemplary practitioners and scholars; to generate, use and disseminate knowledge about teaching, learning and human development; and to collaborate with others to solve critical educational and human problems in a diverse global community.*

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## PAGE STORIES

**4 Q&A on counselor education**  
EdTimes chats with COE Department of Counselor Education Chairman Harry Daniels, whose program has placed in the top five nationally for eight consecutive years.

**6 Spooky thought: Norman Hall haunted?**  
It must be, because it says so on the Internet.



**12 Help for high-poverty schools**  
Wachovia grant boosts UF-led Florida Flagship Schools network.

**18 Mr. Mica goes to Washington** ◀cover story  
Alumni Achievement Award winner John Mica, a seventh-term congressman, is surprised to be fighting the same social issue today that he faced in the mid-1960s as a UF student.

**28 Licensed to Grrrrrowl**  
Alexis Lambert's role as student-producer of Gator Growl, the World's Largest Pep Rally, is "a life-changing event."



**35 Extreme makeover for historic Norman Hall**  
A campaign is underway to bring the timeworn home of the College of Education into the 21st century via restoration and expansion of classroom technology.

## IN EVERY ISSUE

- 2** News
- 10** Research
- 14** Faculty
- 24** Alumni
- 30** Students
- 31** Development
- 37** College Calendar



Technology annex proposed page 37

## ON THE COVER

John Mica, BAE '67, a U.S. congressman since 1992, is graphically superimposed in front of the U.S. Capitol, which like UF's Norman Hall is benefiting from Mica's penchant for restoring historic buildings. See page 18. (Staff photo by Larry Lansford)



## *Education is top college on campus and in state*

# College rises to 24<sup>th</sup> in national rankings

The University of Florida College of Education, founded in 1906 as Florida's first education school, once again has joined the nation's top tier of education schools in the *U.S. News & World Report's* 2005 edition of "America's Best Graduate Schools."

UF tied for 24th among 158 education schools surveyed. Among the nation's elite AAU institutions, UF's College of Education ranked 14<sup>th</sup> among public universities. The College's top-24 overall ranking not only makes it the highest ranked college at UF, but the top-ranked school in any discipline among all Florida universities or colleges.

Four College of Education academic specialty areas also were ranked, including two of UF's four top-10 programs. Counseling education and special education

ranked third and ninth, respectively, while curriculum and instruction was 19<sup>th</sup> and elementary education 23<sup>rd</sup>.

"Our reputation in education circles is probably one of the university's best kept secrets, but

word about our innovative research and teaching programs is starting to leak out," said Catherine Emihovich, dean of UF's College of Education.

Emihovich said few people know about the College of Education's pioneering role in such education milestones as the Head

Start program, the middle-school movement and the formation of Florida's first laboratory school (P.K. Yonge School in Gainesville). Today, as teaching conditions in schools become more complex and stressful, UF education researchers are exploring ways to prepare educators to adapt emerging, cutting-edge technologies and media to students' learning needs in the classroom. They also are focusing more attention on the needs of schools in high-poverty communities through school-partnership initiatives such as the college's UF Alliance program and the UF Lastinger Center for Learning.

"What is so encouraging in these national rankings is how the College of Education has steadily climbed over the years, from 36<sup>th</sup> in 2000 to 27<sup>th</sup> last year and 24<sup>th</sup> this year," Emihovich said. "That indicates we're moving in the right direction."



"AMERICA'S BEST EDUCATION SCHOOLS"			
College	2005 Rank	2004 Rank	
UF College of Education	24	27	
UF COE Specialty Area	2005 Rank	2004 Rank	
Counseling Education	3	3	
Special Education	9	10	
Teaching & Learning	19	NR	
Elementary Education	23	NR	
Educational Psychology	NR	20	

### Education Specialty Areas (National Rankings)

#### COUNSELING EDUCATION

- 1 University of Maryland-College Park
- 2 Ohio State University-Columbus
- 3 University of Florida**

#### SPECIAL EDUCATION

- 1 Vanderbilt University
- 2 University of Kansas
- 3 University of Oregon
- 9 University of Florida**

#### CURRICULUM/INSTRUCTION

- 1 University of Wisconsin-Madison
- 2 Michigan State University
- 3 Teachers College, Columbia University
- 19 University of Florida**

#### ELEMENTARY EDUCATION

- 1 Michigan State University
- 2 University of Wisconsin-Madison
- 3t Teachers College Columbia University
- University of Georgia
- 24 University of Florida**

### Top Education Schools in Florida (National Ranking)

- 1 University of Florida (24)**
- 2 FSU (55)
- 3 USF (60)
- 4 University of Miami (71)

### Top UF-ranked Graduate Schools (National Ranking)

- 1 College of Education (24)**
- 2 College of Engineering (26)
- 3 College of Medicine (40)
- 4 College of Law (43)
- 5t College of Liberal Arts & Science (74)
- College of Fine Arts (74)

### Top Graduate Schools--Any Discipline: All Florida Universities (National Ranking)

- 1 UF College of Education (24)**
- 2t UF College of Engineering (26)
- FSU Public Affairs (26)
- 4 UF College of Medicine (40)
- 5 UF College of Law (43)



# 99 years and counting...

*Countdown starts to COE's 2006 Centennial Celebration*

**UF COE** faculty, staff and students have started planning the largest, longest and most festive celebration in college history—commemorating the 100-year anniversary of the college's founding in 1906.

A grand kickoff event in January 2006, hosted by UF President Bernie Machen, will launch the yearlong Centennial Celebration with the theme: "Celebrating the Past, Educating for the Future." Virtually every month of the 2006 calendar year will feature commemorative events including special alumni gatherings, professional development programs, guest lectures and cultural outings.

Centennial-theme publications, displays and programs will document the college's rich history and colorful evolution from a small "Normal School"—a department for Florida's male teacher education—to one of the nation's leading education colleges. The modern-day school, renamed the College of Education in 1931, boasts a top-15 national ranking among public universities and a proud heritage as a pioneer in innovations such as school desegregation, the community college system and school counseling programs.

A college-wide committee is planning a host of events throughout 2006, including a spring alumni weekend and open house, burial of a time capsule, sponsorship of local cultural and athletic events, a lecture series and historical tours of Norman Hall.

The predecessor to the College of Education actually became a legal entity in 1905 when the state legislature passed the Buckman Act, which consolidated higher education for Florida's white population into two schools—UF for male education and the Florida State College for Women (now FSU) in Tallahassee. UF enrolled its first class of seven education students for the 1906-07 school year, the signature event for the COE's upcoming Centennial Celebration.

## *can we talk?*

**Send us your fondest memories  
about time spent at the COE**

*If you're a former student or faculty member of the College of Education, what memories come to mind when you reminisce about the years you spent here?*

*Is it a memorable exchange with a favorite professor? An a-ha moment in the classroom? A special hiding place you found in Old Norman Hall for studying or quiet time? The friendships you forged with classmates? Funny, or terrifying, times during your teaching internship?*

*If you have some cherished recollections (and photos!) about your years at the COE that you'd like to share as part of our Centennial Celebration, or if you'd like to write an Open Letter to A Classmate or Former Professor, please submit them to: Editor, EducationTimes, PO Box 117044, UF College of Education, Gainesville, FL 32611-7044; or via email to: llansford@coe.ufl.edu.*



# Q&A

with

## Harry Daniels



Since 1996, Daniels has been chair of counselor education, the college's highest ranked program in the U.S. News & World Report rankings. In a chat with EducationTimes, he cites several reasons why the program has placed in the top 5 nationally for eight consecutive years.

**ET:** *The College of Education's counselor education program has compiled a remarkable streak of top-5 rankings ever since U.S. News & World Report started ranking graduate education schools in the early 1990s, and your program claimed the top position in 1997. You've held down the No. 3 spot for the past two years. What factors are responsible for Counselor Ed's perennially high ranking?*

**HD:** The first is the outstanding history and reputation of this department. A number of our graduates have assumed leadership positions in counselor education in professional organizations and at other colleges and universities. We've also been successful in attracting highly qualified graduate students who have outstanding records of academic achievement and score extremely well on the GRE exams. Finally, we have highly innovative, energetic and productive faculty, all of whom are excellent teachers.

**ET:** *Counselor education is one of the top two ranked programs on the entire UF campus, along with tax law. Does the program have the track record to justify its top-tier standing?*

**HD:** I believe it does. As I understand it, the *U.S. News* rankings are based on a variety of factors: quality of students, reputation of the program, its faculty and alumni, and the outcomes of students' experience. In the history of this program, 99 percent of our graduates have passed either the National Counseling Exam or the Counseling Specialty Exam of the Florida Teachers Examination, or both, on the first attempt. And all of our graduates who want to work

immediately after graduating have been employed within four months of graduation. So, when prospective students inquire about graduates' opportunities to find employment and become licensed or certified, we can say "Well, we can't promise how you'll do personally, but this is our track record and it's pretty outstanding."

**ET:** *For comparison's sake, the rankings must boil down to test scores and numbers, but is there anything about the your program or curriculum that distinguishes UF from other counselor ed programs?*

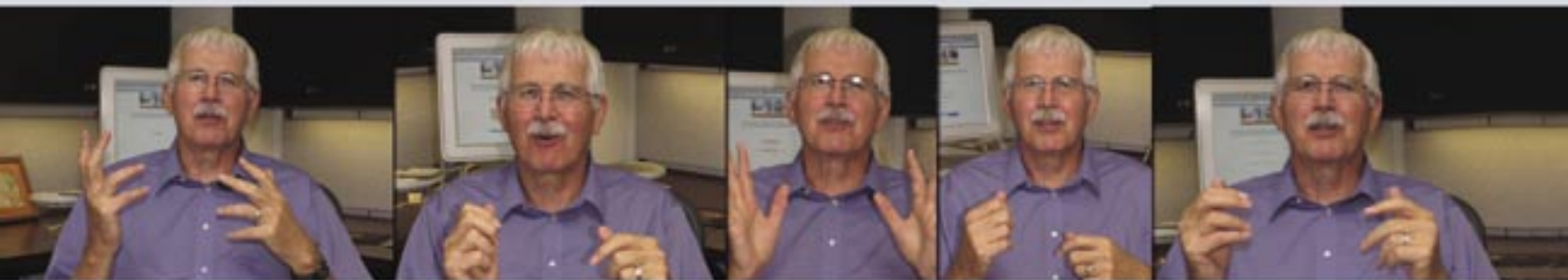
**HD:** A hallmark that really sets us apart is that all of our students complete a 72-credit-hour program. Most other programs are 48 to 60 hours. The structure of our program not only allows students to take additional coursework that prepares them to work with specialized issues, it provides for additional supervised clinical experiences.

**ET:** *Do prospective students pay much attention to the U.S. News rankings when choosing a graduate school?*

**HD:** They must. Since *U.S. News* has been publishing our high rankings, we now receive applications to our program from across the U.S. and around the world. The best students naturally are drawn to the top-ranked programs. But pragmatically, the rankings are beneficial by allowing us to become more diverse.

**ET:** *Why are mental health counseling and marriage-and-family counseling programs housed together with school guidance and counseling within your department in the College of Education?*





Story and photos by LARRY LANSFORD

## High rankings are grand, but students' achievements rule

**HD:** The fields of mental health counseling and marriage and family counseling are direct descendants of school guidance and counseling. In the 1970s, due to a shortage of jobs in schools, school counselors migrated out of the schools into community mental health clinics where they worked as mental health counselors and marriage and family counselors. We discovered that when we worked in places where we could work with the families as well as the children, we developed strong ideas about how to involve families positively in children's learning and invented more effective ways of helping children and their families solve school difficulties and other problems of living. Although we now have degree programs in mental health counseling and marriage and family counseling, we have in fact never left the schools. Our school, mental health, and marriage and family counseling programs all share a common core of coursework required for counselor program (CACREP) accreditation. The differentiation among degree programs is a recent change which is a direct consequence of the requirements of Florida state licensure. State law requires that individuals who practice in places other than schools be licensed under a specific title which authorizes their right to practice. Most of our school counselors now organize their preparation so they can be licensed as mental health counselors and/or marriage and family therapists in addition to state certification as school counselors.

**ET:** *Okay, the rankings identify your training programs and student achievement as measurable strengths. But has your program made any noteworthy contributions to the field of counselor education, itself?*

**HD:** Much of the profession's success can be attributed to the vision and commitment of key representatives of this faculty. Robert Stripling, who for many years was chairperson of this department, is known within the profession as the "father of accreditation." The basic template for accrediting counselor education programs was a byproduct of conversations that took place in this department. Once the accreditation standards were put in place with the establishment of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), Joe Wittmer, who succeeded Stripling as department chair, served as CACREP's first executive director. Carol Bobby, a graduate of this program, is the current executive director of CACREP. Stripling and Wittmer also worked with their colleagues to develop the National Board of Certified Counselors. By assisting in the development of the examinations that are used to determine certification, Larry Loesch contributed significantly to the establishment of NBCC as a national force in the counseling profession. Wittmer and others also helped persuade the Florida Legislature to write state statutes that provide for the licensing of mental health counselors and marriage and family therapists. In school counseling and guidance, we've been at the leading edge for decades. Robert Myrick, who recently retired,

developed one of the primary models for organizing and delivering school counseling programs. Because of the changing nature of public schools, however, the shape of the program is changing. Today, it is common for students' performance in the classroom or playground to be influenced by events occurring in their families, and vice versa. School counseling now not only deals with a child's behavior at school, but also focuses on the intersection of a child's family life and school. Our school counseling faculty members are reshaping the definition of a school counselor, shifting from ancillary services that promote a positive school climate toward a leadership position.

**ET:** *Should the U.S. News rankings matter so much in the academic world? Are they a credible measure of a graduate school's worth?*

**HD:** The *U.S. News* rankings are grand in that they bring a lot of favorable attention to our program, to the College of Education and to the University of Florida. I think if you polled our faculty, though, you'd find that although we are proud to be ranked among the nation's top programs, we don't get all puffed up over it. I'm prouder of the fact that our graduates are employed within six months of graduating and routinely pass examinations for certification and licensure almost without fail. Some years ago, a Fortune 500 company boasted, "Quality is our most important product." I like that motto, and I think it defines our department. Quality is our most important product, and evidence of that quality is found in the professional conduct of our graduates.

# Spooky thought: Norman Hall haunt

Ghost-written by LARRY LANSFORD

Norman Hall, home to the UF College of Education since 1934, is haunted.

It must be, because it says so on the Internet, and everything on the Internet is true, right?

Disbelievers, check it out yourself on the “Haunted Places In Florida” Web site. Once you log on, ignore the blinking Ghosthunterstore.com ad at the top and scroll down to the G’s for the Gainesville listings; and there’s Old Norman, the eighth of 10 haunted places in our fair college town. Here’s the written account—read it and screech:



ed?

*"Norman Hall, now the College of Education, used to be the P.K. Yonge School. It is haunted by children who died in an elevator accident many years ago. People have heard the children running and laughing on the third floor during all times but mostly at night. The elevator they died in is still there."*

Oooo, creepy, and so sad. To think contemporary Norman Hall dwellers still use that creaky, old elevator with the spring-loaded accordion-style gate.

Only problem is, no documentation or living eye witnesses can be found to prove the validity of this ghost story.

"I graduated from P.K. Yonge in 1954 at age 17, a time when I knew everything. To the best of my knowledge, none of the hauntings at Norman Hall have any basis in truth, at least through June 1954," said Russell Henderson of Gainesville, who attended school at the original P.K. Yonge building from kindergarten during the second World War through high school and remains active in the UF lab school's alumni association. He appears to know every nook and cranny in the three-story building and occasionally serves as tour guide at his converted alma mater, peppering his group walk-throughs with cherished recollections of his school days.

"P.K. Yonge students were forbidden to ride in the elevator. It was reserved for teachers and College of Education faculty," Henderson noted. "During my childhood, rules were meant to be followed, and I find it hard to believe that there'd be three rebel youngsters at once (willing to break the rules and ride the elevator)."

James W. Norman Hall, placed on the National Registry of Historic Places in 1989, is one of more than 300 Florida locales listed on the "Haunted Places" Web site. They range from the Hemingway House in Key West (where many people have witnessed the ghostly sights and sounds of novelist Ernest's

spirit typing from his second-floor studio or waving from his porch), to the abandoned Apollo mission launch pad at Kennedy Space Center (believed to be haunted by the ghosts of three astronauts who lost their lives in a tragic fire), to the Cazenovia Seville Quarter bar in Pensacola (haunted by the spirit of a man named Wesley who fell into the beer cooler, hit his head and knocked himself out, dying of hypothermia).

Norman Hall's ghostly Gainesville co-inhabitants on the Web site include two other UF campus landmarks: Thomas Hall dormitory, built in the early 1900s; and Beatty Towers, where students living in the high-rise, twin-tower dorms regularly see a ghostly figure believed to be a pregnant girl who

committed suicide by jumping off the building. Rocker Tom Petty, who is from Gainesville, sings about her in his song "American Girl," according to the "Haunted Places" account.

Another Web site called "All About Ghosts (Your Paranormal Portal)" also lists Norman Hall among Florida's haunted hot spots, with some additional spooky stories. One involves a student who attended UF from 1995-2000. He worked part-time at the English Language Institute, which still exists on the third floor of



Norman Hall at night.

Norman. The young man writes:

*"I met a young Japanese student named Atsuko, who was normally a pretty boisterous contributor in class. However, one day she grew suddenly silent in the one classroom on the third floor with no windows. (It has since been converted into a teacher's office.) When asked what was bothering her, Atsuko replied point-blank that there was a ghost in the empty desk in front of her. Despite the chuckles and ribbing from the class at large, the teacher was actually unnerved enough...that she moved class outside*

*for the remainder of the period. Later, the teacher reported the experience to other faculty members, one of which claimed to be somewhat clairvoyant. This faculty member then went to the room and was able to point out the exact chair Atsuko had referred to, grimly saying that 'it was here but not anymore.' The teacher who'd moved the class outdoors was speechless."*

The same writer describes a second spooky experience he had on another part-time job, locking up buildings on campus for the University Police Department.

*"The sergeant told me, 'Okay, before you take the job, I have to tell you something. This may sound ridiculous, but I've had people quit on me for this reason. Norman Hall is haunted...' Well, I needed the money and thought ghost hunting might prove interesting, so I took the job. While working late at night, I never saw anything unusual, but did find an unusual room near the women's restroom on the third floor. Inside the room, there was a 1930s hospital bed. I was told by my supervisor that if you make up the bed and lock the door, the bed will be disturbed as though someone had slept in it when you unlock the door the next morning."*

Henderson, assuming the role of ghost-story buster, again says neither he nor any other P.K. Yonge alumni remembers such a room. "Home economics was taught on the third floor. There were stoves and a refrigerator there, but I believe no bed," he said. "There may have been a sofa in the girls' bathroom on the second floor, but again, no bed.

"I've polled everyone I know who went to the original P.K. Yonge school, and they all

had the same response to these ghost stories. It's all B.S."

Henderson's not referring to the academic degree when he says that.

What do contemporary inhabitants of Norman Hall think of the haunting rumors about their place of work or study? A college-wide email requesting reports or confirmation of close encounters of the spooky kind generated no eye-witness sightings, but a few second-hand ghost stories surfaced.

Several staff members of the English Language Institute admit the narrow, winding corridors and creaky floors of the third floor can spawn some really creepy feelings when they work late at night or come in on weekends when the place is otherwise empty.

(Or is it?)

Megan Forbes, interim director of the institute who has worked there since 1995, said she's never had any paranormal experiences of her own, yet she advises any new student program assistants under her supervision to avoid coming to work alone at night or on weekends.



Megan Forbes in the third-floor student assistants' office where some spooky incidents have occurred.

"Since I've been here, two of our student assistants have had weird experiences. One was here late at night by himself. He'd be typing and every time he'd stop, he'd hear typing in other rooms down the hall. He went out in the hall and could still hear the typing in other offices. But there was no one there and he couldn't get inside the locked offices," Forbes said.

"Another program assistant was working late and when she closed the door to our office, she hears several other doors out in the hallway slam," she continued. "She thought that was strange, so she opened our door and went out in the hall, but nobody was there. She went back in and closed the door and again she heard several doors slamming. She called out and took another look, but again, nothing. So she left our office door open and went back to work.



"Well, she heard more doors slam, and this time she freaked out. She called her mom and while she's talking to her, she closes the office door, and she hears the other doors slam again. Her mom hears this over the phone and tells her to get the heck out of there. So she runs to the staircase and could hear the sounds of footsteps running behind her. She got to the stairwell door and turned around and couldn't see anyone behind her. She kept on running down the stairs and outside. She never would work after dark again."

After describing her co-workers' experiences, Forbes initially described herself as a believer in the paranormal, then tempered her remark, saying, "Let's just say I'm not a disbeliever. I'm far too practical to actually be able to see anything like that myself. I must admit, though, this can be a pretty creepy place sometimes."

Creepy aptly describes recent visits to the third floor by 15-year-old Katie Owens, daughter of English Language Institute office manager, Karen Owens. On a school holiday, Katie accompanied her mother to work and was helping her unlock classrooms by the third-floor elevator "when something small, white and silvery caught my eye."

"Naturally, I thought it was just some sunlight through the window, but then I realized it was overcast and rainy outside. That's when I realized it was something I didn't want to know about," said Katie, a sophomore at Newberry High School.

She had put it out of her mind by the time she returned to Norman Hall a few months later during summer vacation, when she had another third-floor encounter. "I was getting some water from the fountain. I looked up and saw a girl who looked about 12 or 13 going through a (closed) office door...Although I saw them, I really don't believe in that kind of thing. Call me crazy, but I saw what I saw."

Forbes said because of the Web site reports, curiosity seekers have been caught on the third floor during late-night ghost-hunting expeditions, but "fortunately, all of our resident haunts seem to be friendly."

A Web search of the local newspaper archives turned up only one reference to haunted happenings at Norman Hall. In the Aug. 24 issue of *The Gainesville Sun*, an article about the UF student-made film,

"Sierra," quotes writer-director Robert Deckard describing the eerie ambience of some of the campus filming sites, including Norman Hall:

*"The hallways were perfect for what we needed ... (We had) these haunted-looking eerie hallways in Norman Hall. We used Turlington and Norman Hall – eerie, creepy – we heard voices in Norman Hall."*

Most College of Education staff and students who have heard the Norman Hall ghost stories view them light-heartedly.

Dean Catherine Emihovich figures the haunted-building rumors might help "scare up" some support in a new fundraising campaign to restore 70-year-old Norman Hall to its former grandeur. College staff are even planning to host a haunted house in the building for Halloween 2006 as part of the school's Centennial Celebration.

"If the ghosts are haunting Norman Hall, it's probably because they're upset about seeing their home being worn down by time and neglect," Emihovich said, laughing but, at the same time, making a point. "Maybe they're trying to tell us it's time to do whatever it takes to fix this place up."

College fundraisers are counting on private contributions for at least a third of the \$35 million required for essential repairs and expansion of classroom technology to bring the education building up to 21<sup>st</sup>-century standards. Other funding sources include state matching funds and federal assistance.

Can it be done? Well, if the restless spirits of Old Norman have their say, the campaign stands at least "a ghost of a chance" to succeed. Then, finally, perhaps they can rest in peace.

### Got ghost tales of your own? Tell them in EdTimes

If you've been scared witless by your own ghostly experiences in Norman Hall, we'd like to hear about them and possibly publish them in the next issue of EducationTimes.

Send your spook-tacular tales to:

EDUCATIONTIMES Editor  
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Gainesville, FL 32611-7044

We'll be looking for your frightful letter...  
or we'll come lurking for YOU!

University of Florida education researcher Zhihui Fang (second from left) works with Westwood Middle School (Gainesville) sixth-graders, from left, Chris LaTorre, Franny Schulze and Abby Malpass. UF researchers are combining science lessons with tailored reading instructions in a federally funded study aimed at increasing students' understanding of science textbooks.

Staff Photo by Larry Lansford



## Researchers combine science-reading lessons to aid students' understanding of complex texts

By DESIREE PENA

For many students, the reading skills they developed in elementary school are not advanced enough to help them understand the technical language of science texts they study later in middle and high school, according to University of Florida education researchers.

The solution, researchers say, may be an integrated curriculum that combines science lessons with additional reading instructions aimed at breaking down the barrier between students and science texts.

“Reading science is like reading a foreign language to many students,” said Zhihui Fang, associate professor at the UF College of Education’s school of teaching and learning. “The language of science is very different from the social language that students use in everyday talk. Students need additional strategies to cope successfully with the unique demands of science reading.”

Fang and his College of Education co-researchers, Linda Lamme and Rose Pringle, have received a \$160,000 federal grant to examine the impact of integrating reading instruction in

the middle-school science classroom. The study is part of the Multi-University Reading, Math and Science Initiative (MURMSI), a \$1.5 million research program funded by the U.S. Department of Education and coordinated through Florida State University.

The UF study is being conducted during the current school year at Westwood Middle School in Gainesville. Half of the sixth-grade students are being taught the regular science curriculum and the other half will study the existing curriculum plus the reading component. Students in the latter group will be taught science-specific reading strategies.

Students in both the experimental and control groups will be tested at the beginning and end of the school year to measure their achievement and attitudes in both reading and science.

Fang said he hopes the study raises educators’ awareness of the importance of continuing reading instruction beyond the elementary grades. He also plans to develop a curriculum guide for teachers who are interested in infusing reading instruction into science.



**Technical fields put out call...**

## **Wanted: women and minorities** for engineering, sciences, math

By **LARRY LANSFORD**

**W**hite men have long dominated the engineering and scientific fields in the United States, but that may soon change: A collaborative team of researchers at four universities, including the University of Florida, has received a grant worth more than \$750,000 to find ways to open those disciplines to more women, African Americans, Hispanic Americans and other minorities.

Researchers will use the four-year grant from the National Science Foundation to launch an ambitious program designed to dramatically increase the number of underrepresented graduate students and faculty in electrical and computer engineering, computer science and other information technology disciplines.

The "Scholars of the Future" initiative emphasizes early exposure to laboratory research experiences and a formal mentoring program for undergraduate women and minority students from underrepresented populations such as African Americans, Hispanic Americans, American Indians and Alaskan Natives. More exposure and opportunities for personal advising, scholarships and professional development also are hallmarks of the program.

"Many studies attribute the consistent low numbers of women and ethnic minorities in scientific careers to poor retention programs, inadequate pre-college preparation and unwelcoming university environments," said Lamont A. Flowers, co-principal investigator of the NSF study and an assistant

professor in the UF College of Education's department of educational leadership, policy and foundations.

"Early exposure to research and stronger mentoring programs for undergraduate students can have a significant impact on their future career choices and their decision to pursue graduate studies. Based on

the job forecasts, there is a necessity to produce more mathematicians, scientists and engineers from underrepresented populations."

Women and ethnic minorities occupy less than 3 percent of the

jobs in engineering and science-related occupations, and in American universities these underrepresented groups make up less than 15 percent of the teaching faculty in schools of information technology, according to the researchers. They said these occupational trends pose a threat to the nation's technological workforce and global edge.

Flowers' co-principal investigators on the NSF-funded research team are Juan E. Gilbert of Auburn University, James L. Moore of Ohio State University and Beville A. Watford of Virginia Polytechnic Institute and State University.

The Scholars of the Future initiative is based solely on models proven effective by empirical research and on other successful recruitment and retention programs for underrepresented college students. Starting this fall semester, Auburn is serving as the primary site of the initiative for all four years



(Photos courtesy of UF Health Science Center)

**UF education researchers are investigating ways to encourage more minorities and women—such as Pushpa Kalra (right, pictured in her lab), a UF professor of physiology and functional genomics—to enter the fields of science and engineering. Kalra is an internationally known researcher with the UF McKnight Brain Institute and the College of Medicine. Also pictured (left) is UF gene therapy researcher Elvire Gouze of the UF Genetics Institute.**

of the funding period. In years three and four, the program will be replicated at Virginia Polytechnic.

The experimental diversity program places a heightened emphasis on student retention. Extensive follow-up evaluation will occur one year after the program's completion, when Flowers and Moore will analyze the effectiveness and impact of the various recruitment and retention activities.

"Our findings should yield in-depth recommendations to parents, teachers, school counselors and other school administrators for improving the overall interests and success of underrepresented students majoring in math, science and engineering disciplines," Flowers said.



**Lamont Flowers, co-principal investigator of \$750,000 study.**

# Help for high-poverty schools

Wachovia grant boosts UF-led school network

By LARRY LANSFORD

Fourteen high-poverty elementary schools in Jacksonville, Miami-Dade County and Gainesville are forming a network and partnering with the University of Florida in a no-holds-barred effort to turn around their low student achievement and high teacher turnover.

The new Florida Flagship Schools network is forming under the auspices of the Lastinger Center for Learning at the UF College of Education. The center was created in 2002 to mobilize the expertise and resources of UF's interdisciplinary research community and find answers for one of today's major social concerns—improving the quality of teaching and learning in under-resourced schools.

The Lastinger Center recently received a major boost in the form of a \$250,000 grant from the Wachovia Foundation, the philanthropic arm of the Wachovia Corporation, one of the nation's largest financial services providers.

With the Wachovia grant, the Lastinger Center is adding six more schools from the Miami-Dade school district to the original eight-member network of Florida Flagship Schools.

The six new South Florida schools are Maya Angelou Elementary, W.A. Chapman Elementary, Paul L. Dunbar Elementary, Kelsey L. Pharr Elementary, Lenora B. Smith Elementary and West Homestead Elementary. Together, they add 120 new teachers, five new principals and 1,600 new students to the network.

They join four original partner schools in Gainesville—M.K. Rawlings Elementary, Duval Elementary, Joseph A. Williams Elementary and Prairie View Academy; two in Jacksonville—

Martin Luther King Jr. Elementary and Long Branch Elementary; and two in South Florida—Florida City Elementary and Laura C. Saunders Elementary in Homestead.

“All of our Florida Flagship Schools have received D or F school grades at some point over the previous five years. Many are making tremendous gains, but, paradoxically, faculty and administrators fear that improvement means the removal of state resources and financial support available to low performing schools. These conditions make teacher retention an ongoing challenge,” said Donald Pemberton, director of the UF Lastinger Center for Learning. “Our goal is to improve the educational opportunities and ensure the success of children in underserved communities, particularly African-American, Hispanic, Haitian-Creole and immigrant students.”

Nearly 7,400 students attend the network's 14 schools, with more than 92 percent enrolled in the free-and-reduced-lunch program for children in low-income families. All of the schools are in urban, high-poverty areas. More than three-fourths of the pupils are African American or African Caribbean, 12 percent are Hispanic and about 5 percent are white.

A team of 11 UF education professors is leading the Florida Flagship Schools venture in collaboration with 13 principals and 300 teachers from participating schools. The professors embed themselves in the classrooms at participating schools for first-hand observation and demonstration of experimental teaching methods.

Other Flagship School participants include administrators from the three involved school districts, state and national government agencies, P.K. Yonge Developmental Research School, which is the UF College of Education's laboratory school in Gainesville, and faculty from other UF units, including the College of Business Administration. Teachers and principals from Flagship schools each have their own networking groups—the Florida Teacher Fellowship and the Florida Academy of Principals—that meet regularly throughout the year.

Alyson Adams, program coordinator at the Lastinger Center, said the Flagship Schools Network operates under “a slightly contrarian philosophy that flies in the face of the isolated Ivory Tower traditions of elite academia.”

“We are rolling up our sleeves and going into high-poverty schools and assuming some responsibility and accountability for improving



UF Photos by Kristen Bartlett

Reading instructor Randi Garlitz with Holly Lane, UF's “professor in residence” at Williams Elementary in Gainesville.



student achievement,” she said. “If a teaching practice proves effective, let’s get it off the shelves and into the hands of educators immediately. If someone invents a new approach that works, that’s great; but let’s make sure our educators and allies find out about this approach. What gets done is a heck of a lot more important than who receives credit.”

No one sought credit when Long Branch Elementary School in Jacksonville received an F grade after the 2002-03 school year. Student performance and school-wide morale had bottomed out, while teacher attrition was atrociously high. First-year principal, Lillie Granger, counted only five returning teachers among her 30-member faculty. After a year in the Florida Flagship Schools network, the school rebounded with a C, and this year Granger said the Long Branch school community is aiming even higher.

“This is the first C our school has gotten, and the few teacher turnovers we had were mainly due to promotions,” Granger said. “After that F, there was a tremendous advantage of being able to connect with other principals and teachers (in the network) who had gone through similar experiences. The best part was seeing what other schools did to turn things around and apply some of those teaching practices in our school.”

UF’s Lastinger Center serves as a central clearinghouse, identifying and sharing the most effective, research-driven teaching strategies and innovations, coordinating joint research projects and fostering the exchange of ideas and experiences among teachers, principals and other school officials in the network. The center sponsors or coordinates several professional development seminars, workshops and summer institute programs, facilitates after-school teacher fellowship meetings,



**Reading teacher Randi Garlitz credits the Florida Flagship Schools network for helping Williams Elementary earn its first-ever B grade.**

produces video demonstrations of model lessons or teaching practices, publishes a network newsletter and hosts a website for the network schools.

“Rather than face the dilemmas of an under-resourced school alone, educators in the Florida Flagship Schools network will work together to address them. They can learn with and from each other,” Pemberton said.

**“We are rolling up our sleeves and going into high-poverty schools and assuming some responsibility and accountability for improving student achievement.”**

**- Alyson Adams**

Randi Garlitz, in her sixth year as a reading instructor at Williams Elementary School in Gainesville, said the Florida Flagship Schools network was a “big contributing factor” in helping her school earn its first-ever B grade last year.

“The Flagship Schools fellowship is unlike any traditional professional development program,” said Garlitz, who teaches first- and second-graders. “Instead of lectures that go in one ear and out the other,

the hands-on input we receive is phenomenal. They teach us to think outside the box and arm us with new teaching practices that we can immediately apply in our classroom.”

Pemberton aims to make sure those best practices find their way into classrooms throughout Florida.

“We seek to create a high-impact, research-based model for improving public education. We will share the practices that improve student achievement and teacher retention the most with high-poverty elementary schools throughout Florida and the nation,” Pemberton said. “All schools and communities should be equipped with the strategies and practical tools they need to ensure high teaching quality and student achievement.”

UF education Dean Catherine Emihovich called Wachovia’s grant support for the Flagship Schools network “a tremendous boost to our outreach efforts with high-poverty schools.”

“Part of our mission is built around the philosophy of the ‘scholarship of engagement,’ which encourages our faculty to connect their scholarship and teaching to issues that are important in the lives of families and children in schools and communities,” Emihovich said. “The work of Don Pemberton and other education faculty underscores our deep commitment to improving the quality of education across the state.”

## UF graduate school appoints education professor



Vivian Correa

Vivian Correa, professor and former chair of special education at the UF College of Education, has been named associate dean of the university's graduate school. The school coordinates more than 200 graduate programs of UF's various colleges and divisions.

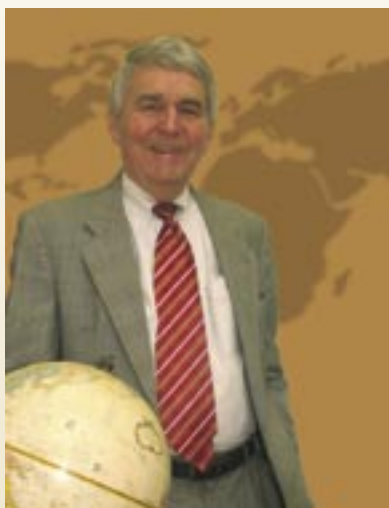
Correa has been on the UF education faculty since 1985 and was the chair of special education in 1996-99.

"She possesses a wealth of knowledge and experience in minority affairs, grant writing and administration," said Ken Gerhardt, interim dean of the UF Graduate School. "She will oversee the Office of Graduate Minority Programs, chair the graduate curriculum committee and write and administer grants intended to recruit, retain and place underrepresented and minority graduate students in all disciplines."

Correa will continue her teaching and research duties in the College of Education while holding her new administrative post.

## *Education psychologist Thomas Oakland is UF's* International Educator of the Year

By LARRY LANSFORD



Thomas Oakland

*"My life belongs to the world.  
I will do what I can."*

*--James Dickey (1923-1997)*

E ducation psychologist Thomas Oakland, recently named International Educator of the Year at the University of Florida, always had two priorities in his adult life—seeking professional competence and being a good father.

You would think he'd have trouble juggling the two. As a leading authority on the development and use of educational and psychological tests, his work can take him half-way around the world at a moment's notice, for a week, a month or an entire summer. But Oakland long ago solved that conflict.

He took his two sons with him whenever he could.

"My children and I decided many years ago we would travel as much as possible and experience as many cultures as we could. My international work has allowed my sons and me to travel together to five continents over the past 27 years," said Oakland, 65, whose sons are now in their mid-30s. "I have attempted to introduce the world to my sons, and I've tried to help others through my work as we traveled."

Oakland said the most important part of his work is what he can do to benefit children. He has provided educational and psychological testing in schools in many developing areas, including the Gaza Strip near Israel, Mexico, Central America and Brazil, where he was a Fulbright Scholar and helped form the country's national association of school psychology.

His recent laurel as UF's top international educator among senior faculty came from the UF International Center; political science Associate Professor Amie Kreppel was the junior faculty winner. UF President Bernie Machen announced the recipients as part of an internationalization seminar sponsored by the International Center.

The winners, who each received \$5,000, were chosen from 20 nominees by a campus-wide committee. The awards were created to help raise the university's profile in the areas of diversity and international research, two universitywide priorities Machen cited during his 2004 inauguration.

Oakland was on the education psychology faculty at the University of Texas at Austin for 27 years. Lucky for UF and school districts around the state, he has made the UF College of Education his permanent home base since 1995. He recently became one of 32 faculty members to receive the coveted title of UF Research Foundation Professor for 2004-2007 in recognition of his global research accomplishments and service. His studies have focused on children's temperament, test development and use, adaptive behavior and motor



## Teacher-educator group appoints COE expert on teacher mentoring

The national Association of Teacher Educators (ATE) has appointed a UF College of Education expert in novice teacher mentoring to its Commission on Quality Leaders for Novice Teachers.

Wanda Lastrapes, coordinator of urban teacher induction and retention for the college's UF Alliance program, will serve a three-year membership on the commission, which analyzes and improves practices used to observe, evaluate and mentor novice teachers. ATE is devoted solely to the improvement of teacher education for school-based and college-level teacher educators.

Through the UF Alliance, Lastrapes works with groups of mentors and novice teachers in three urban high schools—one each in Miami, Orlando and Jacksonville. The UF Alliance, which establishes partnerships between UF and six disadvantaged urban high schools, is designed to improve minority student performance and encourage capable students to pursue college educations in Florida.



Wanda Lastrapes

development, and legal, ethical and professional issues in education and psychology.

His scholarly, globetrotting hops include exotic places like Hong Kong, Costa Rica and New Zealand, but he also lends his expertise to local education causes. He has helped Florida school districts from the Keys to the Panhandle, including in his own Alachua County, tackle critical education issues, and is president of the Gainesville-based International Foundation for Children's Education.

Worldwide, he has served as president of the International Test Commission and the International School Psychology Association.

"The international scope of psychology and education is particularly important to us in the United States. Our population comes from more than 200 countries," Oakland said. "We need to know more about the psychological and educational development of children and youth in other countries to better understand their development in the U.S."

Oakland also encourages his students to take a global approach in their studies and life in general.

"I encourage my students to acquire a world view on issues and not to be restricted only to those currently in vogue in our country," he said.

He recently created a 10-week summer program for graduate students from UF and

other institutions to regain fluency in Spanish and knowledge of Latin culture and educational methods used with children in Costa Rica. He is on the faculty of the University of Hong Kong and the Iberoamerica University in Costa Rica, where he teaches psychology yearly.

Oakland developed a scale for assessing children's temperament that has become one of the most widely used measures of temperament in the United States. His research team, including graduate students and several international co-researchers, are examining the development of children's temperament in 12 countries.

He is on the editorial boards of 14 international journals, is associate editor of one, and is guest editor of two international journals. He is only the 10<sup>th</sup> recipient of the American Psychological Association Award for distinguished contributions to the international advancement of psychology.

"Oakland has had an abiding commitment to respond to needs that help prepare professionals to work with children and youth through his teaching," wrote David Miller, professor and chair of UF educational psychology, in nominating Oakland for the International Educator award.

Oakland has his own version of *think-globally-and-act-locally*.

As he puts it, "I believe we reside in a community and live in the world."

**The impact of his research, teaching and service has been felt in more than 40 countries.**



**Diane Yendol-Hoppey and Nancy Fichtman Dana**

## Education professors receive national research award

The national Association of Teacher Educators has selected two University of Florida College of Education professors to receive its 2005 Distinguished Research in Teacher Education Award.

Diane Yendol-Hoppey and Nancy Fichtman Dana were cited for their study describing teachers' transforming roles as decision makers and teacher-educators in newly created "professional development schools." Professional development schools are community K-12 schools that partner with university professional-education programs to develop sustained, intense professional growth and self-evaluation activities that improve teacher effectiveness and student learning.

Yendol-Hoppey and Dana presented their winning research report, "Encountering New Spaces: Teachers Developing Voice Within a Professional Development School," at the ATE's annual conference in February in Chicago.

Their study describes teachers' struggles with roles, relationships and power in an emerging professional development school, and outlines the culture change that must occur in schools before teachers can effectively participate as decision makers and teacher educators.

Yendol-Hoppey is an assistant professor in the college's school of teaching and learning. Dana is director of the education college's Center for School Improvement.

## Top Teacher is in 'League' of her own

Leading lively class discussions and connecting with students are traits of most successful teachers, and that's particularly true for Marty League, assistant scholar in special education, who was chosen as 2004 Teacher of the Year at the UF College of Education.

League, who has a doctorate in special education, started teaching at UF in 2001 after teaching and supervising in public schools for more than 30 years. She supervises field experiences and is project director for a special

education grant. She has taught classes in language development, in learning strategies, and in the inclusion of students with special needs in the regular education program.

In receiving the top teacher honor, she was cited for "inspiring critical and creative thinking in her students, while making an effort to connect with each student ... Her extensive work in public schools keeps her instruction reality-based and focused on the practical application of abstract concepts."



**Marty League**

**...Teacher of the Year**

## Farewell to Art Sandeen, longtime friend of students

Education Professor Art Sandeen, who served as UF's vice president of student affairs for 26 years, retired recently after more than 30 years at UF. Pictured here, Leslie Owens, a former graduate student of Sandeen's in the COE department of educational leadership, policy and foundations, presents him with a farewell gift at his recent retirement party. Sandeen, who was extremely popular with students, concluded his illustrious career by receiving the coveted title of Professor Emeritus.





## COE alumna named new associate dean

The UF College of Education has recruited one of its own graduates, University of Georgia administrator Jeri Benson, to become its new associate dean of academic affairs.

Benson, who was interim associate dean of finance and administration at Georgia's College of Education, succeeds 33-year UF education faculty member Rodman Webb, who is stepping down to resume full-time teaching.

Benson, an expert in student performance assessment and measurement, received all three of her academic degrees from UF. She has a bachelor's in psychology and earned both master's and doctoral degrees in educational foundations from the College of Education.

She held her most recent post at Georgia for the past year. She was associate dean for academic affairs there for more than three years and has been an education faculty member at Georgia since 1991.

She was a professor in educational psychology and also headed that department's research methods program. She also was a faculty member at the University of Southern California from 1977-83 and at the University of Maryland from 1983-91.

"Along with her extensive administrative experience at one of the premier education colleges at the University of Georgia, Benson brings a wealth of knowledge in the areas of accreditation, assessment and distance education," said UF education Dean Catherine Emihovich, who announced Benson's appointment.

In her new post, Benson will oversee all of the college's



**Jeri Benson**

**...heads academic affairs**

administrative and fiscal operations. She will guide implementation of the college's strategic plan, focus on promoting faculty career opportunities through tenure, promotion and continuing professional development, and develop strategies to enhance the college's international, national and statewide reputation.

Her research interests include measuring test-taking anxiety in children and college students, and potential biases in student assessment methods.

"Jeri's return to UF is bittersweet, since she is assuming these duties as Rodman Webb returns to the faculty for a few years prior to retiring," Emihovich said.

During his four years as associate dean, Webb organized a national conference on teacher quality, recruitment and retention, guided the college through a successful national

accreditation visit in 2003 and steered the development of two new online master's degree programs. He's also been instrumental in an ongoing campaign to raise funds and develop plans for renovating historic Norman Hall, the education college's home since 1934.



**Rodman Webb**

**...steps down but not out**

## Community college expert cited for national leadership

Larry W. Tyree, a UF education professor and director of the college's Institute of Higher Education, has received the 2004 National Leadership Award from the American Association of Community Colleges.

The award, the AACCC's highest honor, recognizes individuals for outstanding accomplishments and professional contributions to the community college field.

Tyree, a former AACCC board chair, is a UF professor in educational leadership, policy and foundations. He also is executive director of the National Alliance of Community and Technical Colleges. Over a span of 26 years, he has served as president of four community college districts, including Santa Fe Community College in Gainesville from 1990-2001.

The AACCC cited Tyree for his focus on students during his Santa Fe presidency. The college's student center, student orientation program, student government, and student leadership and activities organization were all developed under his leadership. Santa Fe also developed its Center for Excellence for African American Students, a multicultural student center and a student health clinic while he was at the helm. He involved students in college governance by appointing them to his president's cabinet and governing board of trustees. He also promoted employee support and education through the college's Center for Academic and Professional Development.

The college's Institute of Higher Education, led by Tyree, offers programs to prepare future community college administrators and educators.



**Larry Tyree**

*John L. Mica, BAE '67, a U.S. Congressman for East Central Florida District 7 since 1992, received the College of Education's inaugural Alumnus Achievement Award at the college's commencement program last spring. He was cited for his long history of public service to his community, state and nation, and to his UF alma mater.*

**A**vowed history buff John Mica, a seventh-term Florida congressman (R-Winter Park), knows all too well that history often repeats itself. But even he is surprised to be fighting the same battle today that he faced in the mid-1960s as a UF College of Education student.

Mica admits his college studies sometimes took a backseat to his student-government and fraternity activities, but he was never shy about taking up social causes, and there were plenty of those in the idealistic Sixties. Serving as student body secretary for academic affairs—the first UF student appointed to that new post—Mica tackled a whopper of a cause. His idea was to mobilize the faculty, students and resources of his own school, the College of Education, and use them to improve the educational opportunities for young children in the poorer neighborhoods of Gainesville, UF's host town.

"I figured the key to assisting local minority children (in getting a better education) was to

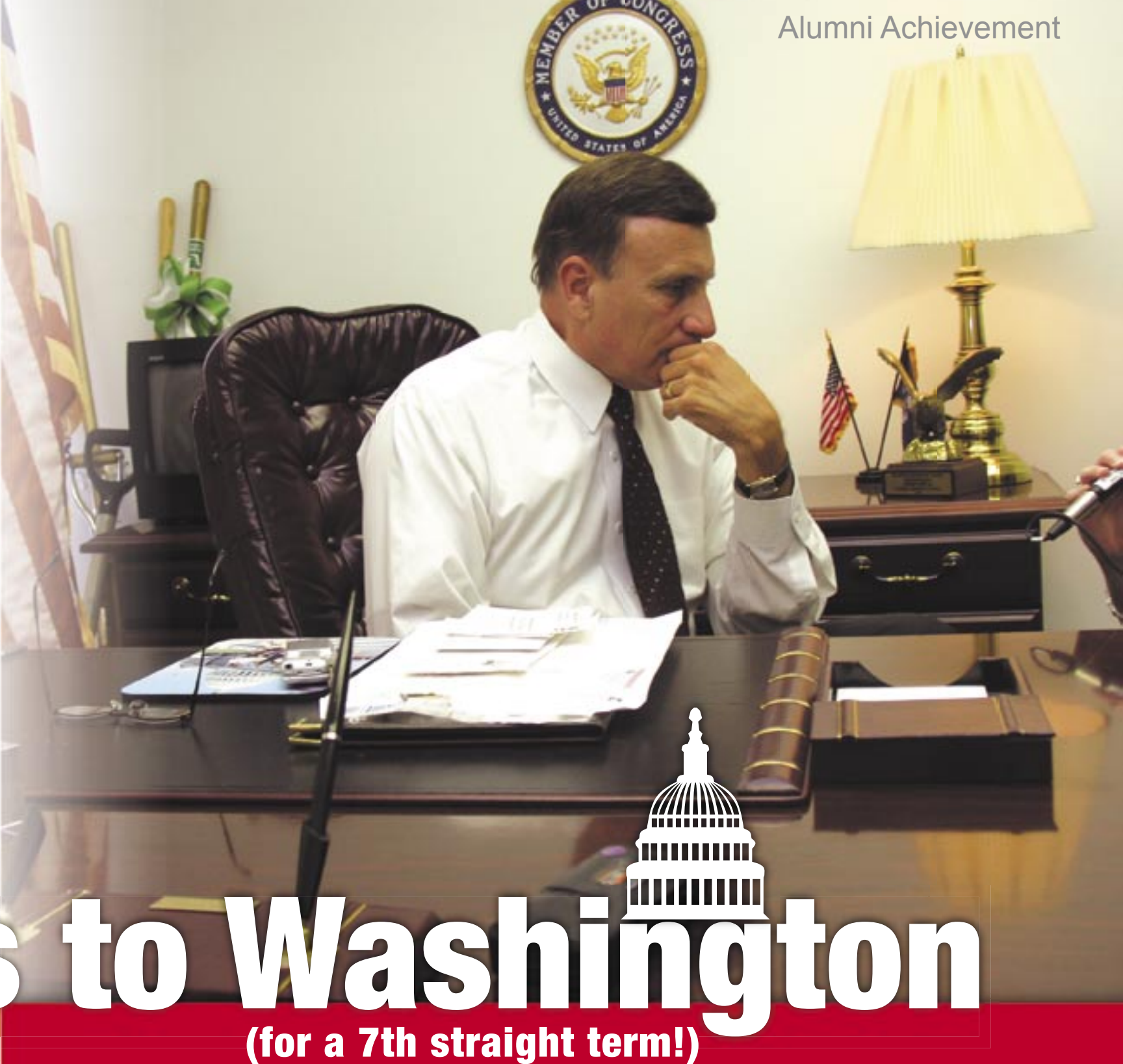
have more participation of the state's premier educational school, which happened to be just down the road in Norman Hall," Mica said, recalling his college days during a recent interview in his Maitland, Fla., congressional office, one of six district offices in his East Central Florida Seventh Congressional District. "We converted an old laundry mat in southeast Gainesville into a neighborhood community education center. We called it Project Begins Here. It was sort of a local forerunner to Project Head Start.

Today, nearly 40 years later, Mica ironically finds himself waging a similar crusade on the floor of the U.S. House of Representatives, trying to pass a bill that would link the federal Head Start child development program to 10 colleges of education and junior colleges—including his UF alma mater—to help develop more qualified preschool teachers. The colleges would serve as designated demonstration sites for developing model training programs for preschool teachers. Children

# Mr. Mica goes







# s to Washington

(for a 7th straight term!)

Story and photos (unless otherwise marked)  
by LARRY LANSFORD

*"In politics, there are talkers and doers. John Mica is a doer."*

*- President George W. Bush*

attending the college-linked preschools would be tracked over several years to see what effects the retooled Head Start program might have on their school achievement.

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*John comes up with creative solutions in his approach to problem-solving. He loves taking on projects and never does anything halfway. That's why he represents his district so well.*

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- Dan Mica

Mica decries the government bureaucracy and regulations that currently prevent the program from linking with the colleges. His proposal is tied to controversial legislation that shifts Head Start's emphasis from comprehensive preschool services to intellectual development and school readiness. It also turns program funding and coordination over to the states. The measure faces fierce opposition from both Congressional Democrats and Head Start stakeholders.

"I find it amazing that I'm fighting to do the same thing here with Head Start that I did 40 years ago as a UF student," Mica said, seemingly grinning and grimacing at once. "These are the most disadvantaged young children who need absolutely the very best working for them. I've been on a rampage for years to increase the quality of teachers in the program."

### **Inauspicious political debut at UF**

If Mica follows his public-service track record, the 61-year-old congressman (who can easily pass for 15 years younger) will pursue the Head Start reauthorization to the bitter end, win or lose. Bull-gatored persistence and seeing projects through to completion are hallmarks of his political career, which started inauspiciously during his senior year of college when he lost the race for UF student body president.

Mica majored in education, planning to teach courses on his two passions—history and government. He did some student teaching at a Gilchrist County school, but his favorite pastimes as a political junkie and social networker often got the best of him, drawing him into numerous student government elections and activities, plus social or civic events with the Florida Blue Key and his

Delta Chi fraternity, of which he was president his junior and senior years.

One of Mica's fraternity brothers, Fred Leonhardt, recalls meeting Mica in 1967 at the Plaza of Americas on his first day on campus as a UF freshman. Mica stood out in the crowd, dapper in his three-piece suit, the dress code for student government politicians of that era. He offered to help the bewildered first-year student register for classes and ended up inviting Leonhardt to a rush party that night at the Delta Chi house.

"I'd been thinking about joining a fraternity, so when John invited me to pledge Delta Chi I thought I'd be partying away in college," said Leonhardt, who today is a partner at Gray-Robinson in Orlando, one of Florida's top law firms. "Little did I know that at our first meeting of pledges, John told us in no uncertain terms that Delta Chi would have the highest GPA of all the pledge classes and would win the award for community service. We had study hall five times a week and he told us if we didn't make good grades, we wouldn't be invited to the parties."

"John is an inspiring leader who has been a major influence in my life. He's such a role model for counting our blessings and paying back society for everything we have to be thankful for. I always thank John for helping me make good grades so I could stay in school."

To keep up his own grades, Mica fondly remembers spending "a lot of time" in James W. Norman Hall, home of the College of Education—just not with the rest of his classmates.

"With all my other activities, I wasn't an outstanding student. I think the college just tolerated me," he said with a self-deprecating chuckle. "So, what I did was cram (for tests). I'd go to Norman Hall, which was open all the time back then, and I'd find an empty classroom. I could never get anything done in my dorm or frat house, so Norman Hall was my refuge. If not for Norman Hall, I never would have graduated. I remember nice quiet classrooms. I'd go there to study after classes were over and be the only one there for hours."

Whether or not his cramming sessions in the bowels of Old Norman helped, Mica left UF in 1967 with his bachelor's in education diploma in hand. His extracurricular networking and exposure to campus politics, though, would help pave the way for a career, not at the head of a classroom, but in business and public service.

"I was planning on teaching, but I got an offer through my fraternity for a job right out of college



as assistant to the national director of Delta Chi,” Mica said.

After a year at Delta Chi’s national headquarters in Iowa, his attraction to government and politics crystallized, leading to a series of jobs directing or consulting with charter study commissions for several local governments in south and central Florida. His work in governmental affairs, his involvement in Florida GOP pioneer William C. Cramer’s race for the U.S. Senate in 1970, and his charter membership in the Young Republican Club made Mica a rising star in the Republican Party.

He and his wife, Patricia, moved from south Florida to Winter Park in 1972 after their honeymoon, building their own home in which they would raise two children, D’Anne, now 28, and Clark, 25. Mica’s star continued skyward, and in 1973 the Florida Jaycees awarded him the Florida State Good Government Award for his work in reorganizing local governments. He sought public office for the first time in 1976 and won, serving for four years (two terms) in the Florida House of Representatives, and was named one of Florida’s Five Outstanding Young Men.

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**“**  
*John is an inspiring leader who has been a major influence in my life. He’s such a role model for counting our blessings and paying back society for everything we have to be thankful for.*

**”** - Fred Leonhardt

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Prior to his election to the U.S. House of Representatives in 1992, Mica lost a tight primary race for state senator in 1980 to Toni Jennings (now the lieutenant governor of Florida), served as chief of staff and administrative assistant to Florida Republican U.S. Senator Paula Hawkins from 1981-85, and established several successful businesses ventures including cellular telephones, real estate and international trade consulting.

## **Mica makes history as Congressman**

But the allure of public service beckoned, and in 1992 Mica staged a successful election campaign to serve the newly created East Central Florida Seventh Congressional District. Now, instead



**Congressman Mica (r) witnesses President Bush signing aviation safety legislation into law in December 2003. Mica authored the bill. Also pictured are (from left): FAA Administrator Marion Blakey, Transportation Secretary Norman Mineta and Sen. Bryon Dorgan of North Dakota.**

of studying history, he would make history as a member of the U.S. House of Representatives. In fact, he rewrote the history books just by winning the election.

“My brother, Dan, served for 10 years as a United States congressman from South Florida from 1978 to 1988. Dan’s a Democrat, so we were the first brothers to serve in Congress for different political parties since 1889,” Mica said.

Mica’s other brother, David, also is a Democrat and a former aide to then-Senator Lawton Chiles, who later became Florida governor on the Democratic ticket. Like John, David is a UF graduate and his son, Dave Jr., now attends UF. David Sr., the youngest Mica sibling, is executive director of the Florida Petroleum Council and immediate past president of the UF Alumni Association. The three brothers by blood also are Delta Chi Fraternity brothers.

So, do Democrats Dan and Mike gang up on their staunch Republican brother at family gatherings?

“Nah, we talk politics, but it’s usually cordial,” John Mica said. “Dan and Dave are fairly conservative Democrats so we actually share a lot of the same agendas.”

That may surprise some John Mica detractors who have attacked him for being “a rigid conservative” and for “speaking the language of the Religious Right.” Whatever label you hang on Mica, though, there’s no denying his penchant for getting things done in Washington.

“In politics, there are talkers and doers. John Mica is a doer,” President George W. Bush said,

stumping for Mica in Daytona Beach in 2002 during his sixth successful election campaign for Congress.

U.S. Transportation Secretary Norman Mineta said of Mica in a 2003 speech, “Without a doubt, Congressman Mica is what we call in Washington a go-to person at the White House in crafting legislation.”

In Mica’s first term in Congress, his freshman Republican colleagues chose him for their Outstanding Legislative Leadership Award. Each year since 1992, he has consistently received the Watchdog of the Treasury Award from the Citizens Against Government Waste, the Taxpayer’s Friend Award from the National Taxpayer’s Union, the Thomas Jefferson Award for Legislative Service and the Spirit of Enterprise Award from the U.S. Chamber of Commerce. As a member of the House Transportation and Infrastructure Committee, the Government Reform Committee and the House Administration Committee, the 12-year veteran of Congress has spearheaded many projects to support the people nationally and in his District 7 home district, which today consists of the suburban areas between Orlando, Daytona Beach and Jacksonville.

“The public servant ethic runs deep in John, and in all three Mica brothers,” said Dave Mica, who is 12 years younger than John. “John is good at running bills through Congress, but he derives a real sense of pleasure in helping individuals solve their smaller problems with the bureaucracy. He

enjoys casework.”

Dan Mica, a year younger than John, isn’t surprised his older brother followed him into Congress. He also said John’s business sense and his frugal spending habits emerged at an early age.

“John was always entrepreneurial and very creative. To this day, I’m amazed at his skills, talents and energy. He wears me out,” Dan said.

Dan, who is president and CEO of the Credit Union National Association in Washington, D.C., enjoys telling the story of John and his coin-collecting business as a kid.

“John would go to the bank and exchange a few dollars for rolls of pennies,” Dan said, “He’d go through those and pick out the collectible coins that were worth something, then he’d cash in the leftover pennies and exchange that money at the bank for more penny rolls. He’d advertise in trade magazines and earn good money selling coins all across the country. And this was long before the Internet.”

John Mica’s creative thinking has paid off for him in business, politics and his leisure pursuits, which include art and antique collecting, architectural history and design, and building renovation. In college, he used some leftover paint and lumber scraps to design the ultimate 1960s party room at the Delta Chi frat house. Years later in Washington, D.C., he bought a row of small apartment buildings on Capitol Hill and oversaw their conversion into stylish condominiums.

“As a congressman, John comes up with creative solutions in his approach to problem-solving. He loves taking on projects and never does anything half-way. That’s why he represents his district so well,” Dan added.

## Sept. 11 leaves its mark

Like many Americans, John Mica was greatly affected by the events of Sept. 11. He had left a breakfast meeting at the Pentagon with Secretary of Defense Donald Rumsfeld just 10 minutes before a hijacked airliner crashed into the side of the nation’s largest government building. Within weeks after Sept. 11, Mica, who was chairman of the House Subcommittee on Aviation, authored the Aviation and Transportation Security Act, which created the new Transportation Security Administration to focus on protecting aviation and other modes of transportation from future terrorist attacks.

Mica has long been recognized as a national and Florida leader in transportation issues. He’s



University of Florida photo

**Mica (r) poses with COE Dean Catherine Emihovich and UF President Bernie Machen after receiving the Alumnus Achievement Award at the college’s spring 2004 commencement.**

also known as a champion of small business, a tax fighter, a general in the anti-drug wars and a watchdog of government waste.

Not forgetting his roots in education, Mica has helped secure financial assistance to help colleges and universities in his home district construct new facilities and upgrade existing classroom buildings. Nationally, after learning of potential fraud and the loss of millions of dollars in loan funds, Mica took action to help restore fiscal stability to the federal Department of Education's student loan program. He also helped procure \$250,000 in federal funds to upgrade some timeworn computer labs in his old studying haunt at UF's Norman Hall. (More on that later.)

While his congressional resume is chock full of milestones and vital legislation, Mica thinks his most enduring legacy will be his leading role on the U.S. Capitol Preservation Commission in launching the construction of the Capitol Visitor Center. The 580,000-square-foot addition is sorely needed to make the Capitol building more accessible, comfortable, secure and informative for the three-million tourists who visit the historic landmark each year. Major construction began in 2002 and is on track for completion in spring of 2006. The center will include space for exhibits, food service, orientation theaters, an auditorium, gift shops, security, a service tunnel and expanded space for the House and Senate.

"John probably knows more about the Capitol than anyone besides the architect," Dave Mica said. "The tours he gives of the Capitol are renowned. He likes to lead very small groups at night when there are no crowds and he can take people places that only he has access to. Because of his interest in history, his knowledge of the architecture, the art and the detail of the building is phenomenal."

### Close ties with 'Old Norman' remain

UF's Norman Hall also may benefit from Mica's knack for sprucing up historic buildings. Running unopposed in his 2004 reelection for his seventh consecutive term in Congress, Mica suddenly had some time for other pet projects—such as raising money to restore Old Norman, home to the College of Education since 1934.

"I love history," Mica said, a response repeated several times in the interview to explain his actions. "I usually go back to UF at Homecoming every year and I'd watch the renovating of many of the historic buildings on campus. It's a sore point with me that Norman Hall doesn't receive the same



treatment as other campus landmarks.

"Norman Hall is one of the most important educational buildings in Florida. It houses Florida's first teaching college, which has been a major producer of educational leaders in Florida and the nation. With the increased visibility education issues are receiving at the state and federal level, the University of Florida should have a state-of-the-art College of Education building they can showcase. Norman Hall deserves total renovation."

College officials estimate it would cost at least \$35 million to make essential repairs and restore Old Norman to its former grandeur, plus add some cutting-edge computer, telecommunications and media systems for distance learning and teacher-training in the high technology environment of the 21<sup>st</sup> century.

While coordinating his moves with college administration, Mica essentially has engaged in an unofficial, one-man campaign to raise funds for the restoration project, although more help is on the way with the college's recent hiring of a new development director, Margaret Gaylord (*see story, page 31*). The college will rely on a combination of private donations, state matching funds and federal assistance to fund the project.

Why would Mica devote so much time and effort into helping UF's College of Education, when it likely won't land him any more votes in his own district?

Okay, we all know...John Mica **LIKES HISTORY!** But there's another explanation: He is being true to his school.

"The College of Education gave me such a well-rounded background and the luxury of having choices in my life. My education was a ticket to any success I've had in business and politics," Mica said. "As a graduate of the college, I'm personally committed to making sure Norman Hall gets the restoration it deserves."



# EDUGATOR NEWS

📅 1934 🎓

**Thomas E. Smith, MED '34**, is the author of two history books on Bay County, Fla. He has been named Outstanding Citizen of the Year and School Board Member of the Year as well as serving as president of the School Board Association.

📅 1953 🎓

**Robert O. Tyner, BAE '53, MED '56**, recently retired.

📅 1955 🎓

**George S. Beers, BSE '55, EDD '67**, a professor of mathematics, has retired from Middle Tennessee State University.

**Edna Opal (Russell) Byrd, MED '55**, has retired from secondary education.

📅 1957 🎓

**Jacqueline C. (Boldt) Poor, BAE '57**, retired in 2003 after teaching for 27 years at the elementary level in Seminole County. She is also a P. K. Yonge alumna.

📅 1958 🎓

**Hulda Grobman, EDD '58**, is a professor emeritus at St. Louis University.

📅 1960 🎓

**Marion (Mather) Sayger, BAE '60**, retired in 2003 after 42 years of teaching in the Florida public schools (37 years in Okaloosa County). She has just returned from teaching English in Poland for six months in a Methodist English Language School.

**John D. Shafer, BSE '60, MED '64**, has retired and moved to North Carolina.

📅 1962 🎓

**Barbara E. (Buchanan) Smith Johnson, BAE '62**, is a teacher at North Ft. Myers High School. While at Phillips High School in Orlando, she was named Teacher of the Year.

📅 1963 🎓

**Carol V. (Hayes) Christiansen, MED '63**, has retired and moved into Oak Hammock in Gainesville. She enjoys golfing, reading and directing the handbell choir at her church. She is currently serving as dean of the Gainesville chapter of the American Guild of Organists.

📅 1965 🎓

**Frank D. Campbell, BSE '65, EDS '82**, has retired after 39 years as a teacher/administrator (14 years in private schools; 21 years in Orlando; and four years at Blue Ridge Community College). He stays busy with substituting, volunteering and traveling.

📅 1968 🎓

**James E. McLean, BSE '68, MSTAT '71**, has been named dean of the College of Education at the University of Alabama.

📅 1969 🎓

**Beth Kirk-Kent, BAE '69**, is a sixth grade geography teacher at Howard A. Doolin Middle School in Miami (recently accepted as a NASA Explorer school). She has served as state coordinator for the National Geographic Bee since 1988. This past fall, she received national board certification in early adolescence/social studies/history.

**Gilbert N. Loeser, BAE '69**, a teacher and coach, has retired from Venice High School in Florida.

**Howard Rosenblatt, BAE '69, JD '81**, was recently named the Selective Service Region II Board Member of the Year, a region representing 15 states from Virginia to Texas. He is past president of the Gainesville-Ocala Society of Financial Service Professionals and the North Central Florida Estate Planning Council. Also a member of the Florida Bar, he is the immediate past president of the Clara Geham chapter of the Florida Association for Women Lawyers. He is married to author Eve Ackerman and has two sons.

📅 1974 🎓

**Judith H. (Roth) Crosby, BSE '74, MED '78**, taught for 11 years at Gainesville High School and Fairmont State College (W. Va.) before spending 11 years in real estate in West Virginia. She retired in the late 1990s and recently moved to The Villages in Lady Lakes, Fla.

📅 1975 🎓

**Cornelia W. (Strickland) Fountain, BAE '75**, retired from the Duval County Board of Public Instruction and now serves on the executive board of the Duval County Retired Education Association.

**Jim C. Heck, Jr., BA '75, MED '80, PHD '85**, dean of student services at Brevard Community College (Cocoa, Fla.), has been elected to the executive committee of the Florida Council of Student Services.

**Claudia R. McCulloch, BA '75**, has worked in public schools as a teacher, counselor and school psychologist for over 20 years. She has been in private practice as a licensed educational psychologist since 1993. She recently released a video/book through Grey Eyes Media entitled *Testing Your Child and Teen for Learning Disabilities*.

📅 1976 🎓

**Nancy A. Cerezo, BAE '76**, is an assistant professor of education at St. Leo University (Fla.).

📅 1977 🎓

**Carla (Fey) Marlier, MED '77**, is the vice president for WJCT in Jacksonville.

📅 1979 🎓

**Barbara A. (Jones) Henry, BAE '79** is the behavior resource specialist/assistant principal at Duval Elementary School, a fine arts magnet school. She has completed her PHD in educational leadership.

📅 1983 🎓

**Patricia (Dixon) Shaw, BAE '83**, is a Title I reading support teacher at Vero Beach Elementary School. She was named Indian River Teacher of the Year for 2004, one of five regional finalists for State Teacher of the Year.

📅 1985 🎓

**Sharon D. (Rickles) Johnson, BAE '85**, a stay-at-home mom with four boys, is active in coaching sports, serving as a team mom and school volunteer.

📅 1993 🎓

**Joan S. Lindgren, PHD '93**, an assistant professor at Florida Atlantic University in Boca Raton, received the 2003 Award for Excellence in Undergraduate Teaching from the College of Education at FAU.

📅 1995 🎓

**Rona F. Flippo, MED '95**, a professor of education at Fitchburg State College in Massachusetts, has just published her 12<sup>th</sup> book, *Tests and Tests: Teaching Study Skills Across Content Areas* (Heinemann, 2004). Additionally, her 11<sup>th</sup> book, *Assessing Readers* (Heinemann, 2003), has gone to a second printing.

📅 1997 🎓

**Lori K. Harvey, MED '97**, is a fourth grade teacher at Curlew Creek Elementary School (Pinellas County).

📅 2000 🎓

**Cristina L. (Pescatrice) Malphus, BAE '00**, teaches third grade at Waimanalo Elementary and Intermediate School in Hawaii.

📅 2002 🎓

**Adrianne B. (Schaefer) Turner, BAE '02**, is currently teaching second grade in Jacksonville.

📅 2004 🎓

**Maureen S. (Gallagher) Perkins, MED '04**, serves as the ESE liaison at Sarasota High School.

## '95 grad receives teaching excellence award

Russ Sabella, a 1995 graduate of UF's counselor education Ph.D. program, likes to think of himself as "the total package." He is a published author, a national leader in the field of counseling and an educator. He also recently received Florida Gulf Coast University's Senior Faculty Teaching Excellence Award, where he has taught courses in counselor education for the last six years.

"Sabella is the most recent of a long list of counseling education graduates who have made a name in our profession. It is a vicarious thrill to see somebody from our program achieve so much at such an early point in his career," said Harry Daniels, UF chairman of the department of counselor education.

Upon graduation from UF with a doctorate in counselor education, Sabella began teaching at the counselor education and counseling psychology department at the University of Louisville. He later became involved with the Louisville school system and joined the board of the Kentucky Counseling Association. He also began working with the American School Counselor Association and was the group's past president.

He returned to Florida in 1999, in Ft. Myers, to join the counselor education faculty at FGCU.

Sabella is the co-author of two books entitled *Confronting Sexual Harassment: Learning Activities for Teens* and *Counseling in the 21st Century: Using Technology to Improve Practice*. He is also author of *Schoolcounselor.com: A Friendly and Practical Guide to the World Wide Web*.



**Russ Sabella (r) receives award from FGCU President Bill Merwin.**

## In Memoriam

### Alumni

**Patricia L. Cone (BAE '57)**, died on March 6, 2004, at her home in St. Petersburg, Fla. Born in Kansas City, she came to UF in 1960, where she graduated with honors. She was a library information specialist for the Pinellas County schools and retired from Hamilton Disston School in Gulfport in 2003. She also taught in Levy County and Palm Beach County.

**Barbara Gallant (MEd '63)**, an outspoken advocate for school children, died of natural causes Sept. 29, 2004. She was 82. Gallant taught at Gainesville High School for 16 years until 1980, when she was elected to the Alachua County School Board, where she served until 1992. Gallant received two master's degrees from UF, including her first master's in education in 1963. In 1979, she was nominated for *The Gainesville Sun* "Citizen of the Year" award for starting the countywide "Up With Literacy" program. As a three-term school board member, she was known for her vocal stance favoring rezoning to achieve racial balance. She also pushed for more teacher independence and decried the standards-based curriculum that now dominates public schools.

### Faculty

**Theodore Wallace Hipple**, a long-time faculty member in the College of Education and the former chair of the Department of Instructional Leadership and Support (currently known as Educational Leadership, Policy and Foundations) passed away on Nov. 25, 2004, in Knoxville, Tenn., at the age of 69. He was a renowned education professor who split his career between UF and the University of Tennessee. Hipple joined the COE faculty in 1968, eventually serving as chair of the department from 1980-1984.



## Alumni Events

APRIL	21	<b>Alumni Night at <i>Anna and the Tropics</i></b> Hippodrome State Theater, 6:30 p.m.
MAY	13	<b>Alumni Lunch &amp; Lecture: <i>History of Education</i></b> Faculty lecturer: Sevan Terzian Terrace Room, 11:30 – 1 p.m.
JUNE	10	<b>Alumni Lunch &amp; Lecture: <i>UF Lastinger Center</i></b> Faculty lecturer: Don Pemberton Terrace Room, 11:30 – 1 p.m.
JULY	8	<b>Alumni Lunch &amp; Lecture: <i>Bilingual Literacy</i></b> Faculty lecturer: Danling Fu Terrace Room, 11:30 – 1 p.m.
AUGUST	12	<b>Alumni Lunch &amp; Lecture: <i>Immigrant Family Literacy</i></b> Faculty lecturer: Maria Coady Terrace Room, 11:30 – 1 p.m.
SEPTEMBER	9	<b>Alumni Lunch &amp; Lecture: <i>Math Education</i></b> Faculty lecturer: Thomasenia Adams Terrace Room, 11:30–1 p.m.
OCTOBER	7	<b>Homecoming Parade Alumni Gathering</b> Mellow Mushroom, 11:30 a.m.
	14	<b>Alumni Lunch &amp; Lecture: <i>Children's Literature</i></b> Faculty lecturer: Linda Lamme Terrace Room, 11:30–1 p.m.
	28	<b>Alumni Dinner Cruise</b> Jacksonville, 7-10 p.m.
NOVEMBER	4	<b>Grand Guard Luncheon</b> Terrace Room, noon–2 p.m.
	18	<b>Alumni Lunch &amp; Lecture: <i>The UF Alliance Program</i></b> Faculty lecturer: Mickie Miller Terrace Room, 11:30–1 p.m.
DECEMBER	9	<b>Alumni Lunch &amp; Lecture: <i>Reading</i></b> Faculty lecturer: Zhihui Fang Terrace Room, 11:30–1 p.m.

**For additional information, please contact:**

**Robin Frey** at

[rfrey@coe.ufl.edu](mailto:rfrey@coe.ufl.edu) or 352-392-0726, ext. 293;

or visit the COE Alumni Affairs website at:

[www.coe/dev/Alumni/](http://www.coe/dev/Alumni/)



## 1977 UF alumna is one of four Distinguished Educators in state

Education alumna Shawn Campbell, BAE '77, heads the list of the fall 2004 Distinguished Educator award recipients, a statewide honor. Campbell a fifth-grade teacher at Branford Elementary in Suwannee County, was one of four Florida teachers to receive the award in December at the University of Florida fall 2004 commencement.

As Florida's flagship university and education college, UF and the College of Education have presented the award after each fall and spring term since 1987, recognizing the state's most elite elementary and secondary school teachers and administrators. Each term, each

of the five educational regions of the state selects a representative of the area's outstanding educators—including teachers, principals, counselors and other education professionals.

Campbell has taught in the Suwannee, Levy and Gilchrist school districts for the past 27 years. She has twice been named her school's Teacher of the Year.

Other fall 2004 Distinguished Educator award recipients were:

- Sherri Albritton, principal at North Wauchula Elementary in Wauchula (Hardee County)
- Ruth Taylor Harvey, an English teacher at Taylor County High in Perry
- David Lee Finkle, a language arts teacher at Southwestern Middle School in Deland (Volusia County)

Criteria for the award includes demonstrated leadership, professionalism, community involvement and a strong commitment to creating a climate of caring and respect in the school and classroom settings.

The Distinguished Educator honorees participated in the university commencement ceremony as members of the platform assembly in full academic regalia and were presented their awards by UF President Bernie Machen.



University of Florida photo

**President Machen presents a Distinguished Educator award to Shawn Campbell, BAE '77.**



**Peggy Duryea in front of school bearing her name.**

## Houston school named for '68 alumna

The UF College of Education claims many distinguished educators as alumni, but it's always special when one has a school named after her. That's how a Houston area school district recently honored Peggy Bell Duryea, BAE '68, pictured in front of the new school bearing her name. Duryea spent most of her 33-year education career as a teacher, counselor, principal and school district administrator with Houston's Cypress-Fairbanks Independent School District. She is credited with helping to maintain the district's high education standards during its booming growth from a small suburban district to the fifth largest in Texas. Peggy retired in 2002 and lives with husband Tony in Montgomery, Tex.

**April 21 is COE Alumni Night**

**FOR TICKET INFORMATION**

Call Robin Frey, COE Alumni Affairs

**352-392-0728, x-293**

Or, visit the COE Web site for full details:

**[www.coe.ufl.edu/dev/alumni/](http://www.coe.ufl.edu/dev/alumni/)**

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While earning her M.Ed. degree, Alexis Lambert is

# *Licensed to*

Until the curtain closed on this year's critically acclaimed Gator Growl, this pretty much described Lambert's daily routine since the moment the previous Gator Growl in 2003 ended. The 25-year-old says planning the "world's biggest pep-rally" was a life-changing event.

Gator Growl is a student-run production coordinated by Florida Blue Key. The Homecoming and Growl theme this year was "Licensed to Growl." Lambert dedicated 40 hours weekly to the event since last spring, when the officers of Florida Blue Key elected her as producer. She oversaw every aspect of the event, supervising a crew of four assistant producers, 30 directors and 500 student volunteers. She also dealt with the alumni involvement, security, talent agents, public relations and finances.

"It's chaotic, exciting, labor-intensive, possibly hazardous to your health and the coolest opportunity ever," said Lambert, who first became involved in Gator Growl in 1998 as a UF freshman. By 2000, she graduated with a bachelor's in Spanish and participated as an actor in Gator Growl skits in 2000 and 2002. In 2003, while attending the UF Levin College of Law, she was preparing to play the part of a fake news anchor, when a tragic accident thrust her into a more prominent role.

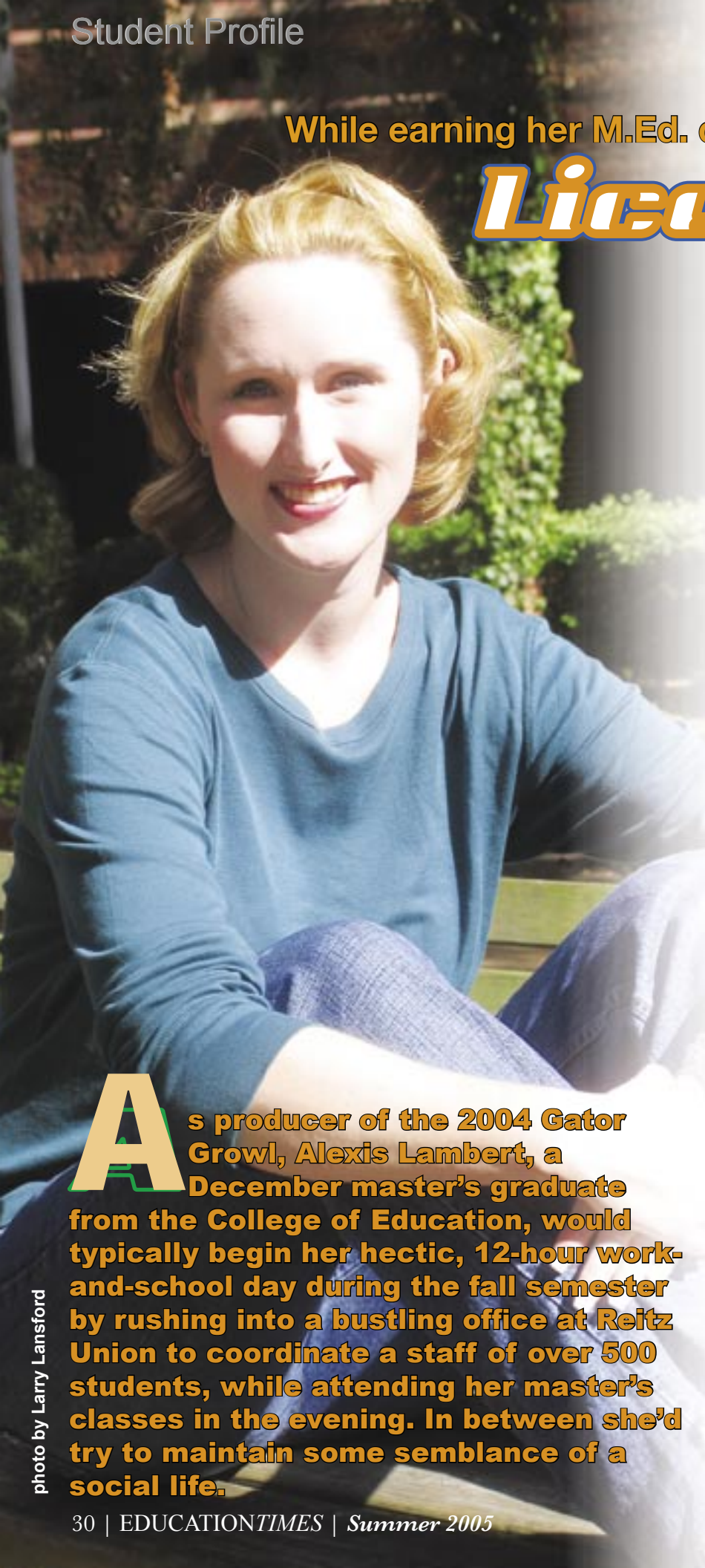
That year's Growl producer was seriously injured in a car accident only two weeks before show time. Lambert, then vice president of Florida Blue Key, stepped in as the emergency fill-in.

As they say, the show must go on.

After her show-saving understudy performance, Lambert was the natural choice for 2004 Gator Growl producer. She juggled her Growl duties with her studies while pursuing a master's degree in educational leadership, policy and foundations.

After the Gator Growl staff was hired, comedians Dane Cook and Bill Engvall were added to the bill.

On Wednesday, Nov. 10, two days before the Friday evening show time, the stage was set, the lights were fixed and Lambert proudly announced that her crew was hours ahead of schedule. Technical runs and stage lighting were coordinated and several acts performed on stage to accustom themselves to the venue. The crew received a last-minute cameo recording from "Tonight" host Jay Leno to include in the pre-taped opening video.



**A**s producer of the 2004 Gator Growl, Alexis Lambert, a December master's graduate from the College of Education, would typically begin her hectic, 12-hour work-and-school day during the fall semester by rushing into a bustling office at Reitz Union to coordinate a staff of over 500 students, while attending her master's classes in the evening. In between she'd try to maintain some semblance of a social life.

# Gator Growl

By DESIREE PENA

## as student-producer of 'world's biggest pep rally'

Lambert hadn't slept the night before due to pre-show jitters, and dress rehearsal on Thursday night was organized frenzy: golf carts darted around the stadium, the trailer-office buzzed with the chatter of student directors, while Gator cheerleaders and the dancing Dazzlers took the field preparing for their Friday night performance.

Lambert missed the first half of dress rehearsal accompanying the guest comedians to dinner at Steve's Americain Café in downtown Gainesville.

As soon as comic Bill Engvall blew into town, he had his limo take him on a trip down memory lane, also known as Fraternity Row. Engvall, a Kappa Alpha alum, visited the UF chapter house where he reportedly barged in and blurted out, "What, do I not get a beer or anything?"

Lambert describes Engvall as "a riot," making jokes throughout dinner while Dane Cook was more subdued, recovering from his performance the night before at Carnegie Hall.

Around 9 p.m., halfway through the dress rehearsal back at The Swamp, Cook ran a sound check. Lambert appeared somewhat apprehensive from her bird's-eye view in the press box. She was hoping for a Gator Growl crowd of 50,000. So far, 30,000 tickets had been sold. She figured the low advance sales were due to several factors: the recent firing of Gator football coach Ron Zook, the four hurricanes that struck the area a few months earlier and the rollercoaster season the football team was having.

By Friday night most of Lambert's gloom had dissipated, thanks to a huge boost in ticket sales. Attendance would top 42,000. Not even a pre-Growl downpour would dampen the festive evening. The cheerleaders and Dazzlers moved their segments onto the stage. The opening skit featured a surprise wedding proposal by a UF graduate to his girlfriend, a UF law student. Dane Cook targeted the student crowd with off-color jokes about one-night stands and making out, while blue collar comedian Bill Engvall focused his jokes on life as a married man and father.

After the show, Lambert dropped by the nearby Swamp Restaurant, where several patrons recognized her and congratulated her on the show's success. One reveler expressed his gratitude in his own special way.

"He just walked over to me and said, 'That was the best Growl I've ever seen.' Then he grabbed

me and kissed me in the middle of the bar. It was completely bizarre," Lambert said.

Lambert enjoyed the crowd's electric vibes and was pleased to learn attendance topped last year's by more than 10,000 people. The show also received favorable reviews the next morning from the *Gainesville Sun* and other media outlets.

Post-Growl, Lambert enjoyed resuming the life of a normal college student and preparing for graduation in December.

One of Lambert's favorite education courses was her diversity issues class, in which she read Beverly Daniel Tatum's book, *Why are all the black kids sitting together in the cafeteria? And other Conversations about Race*. She said the book made her realize the benefits of recruiting a diverse production group to help her stage Gator Growl.

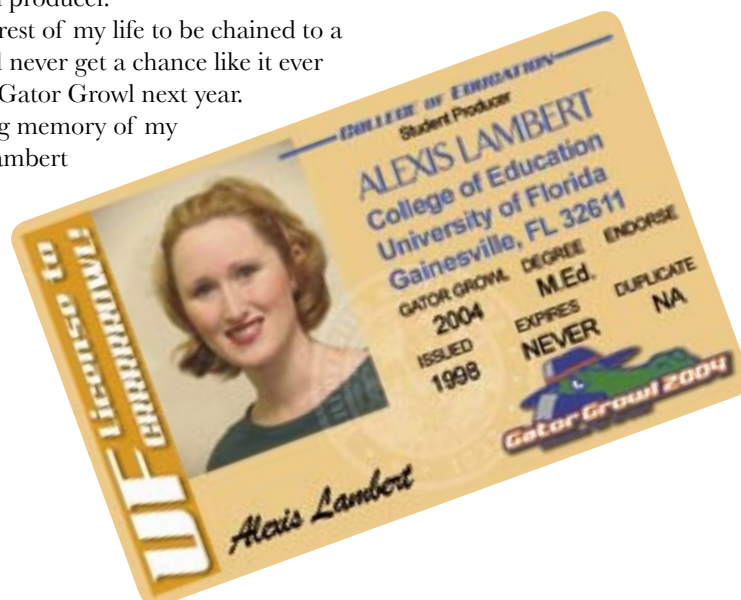
"Staffing an event like this needs people with a wide range of perspectives and backgrounds. As a leader, there's a need to recognize good leadership in all its forms," Lambert said.

After commencement, she returned home to parents Roger and Ellen Jane Lambert in Palm Beach Gardens. Her next big project would be studying for the Florida Bar exam, scheduled for February.

She hopes combining education and law degrees will help her land future jobs as a school board attorney and, ultimately, as a judge.

Despite the stress and disruptions to normal student life, she enjoyed her "last college-kid romp" as Gator Growl producer.

"I have the rest of my life to be chained to a desk, and you'll never get a chance like it ever again. I'll miss Gator Growl next year. It is the defining memory of my time at UF," Lambert said. "Part of being grown up is knowing when it's time to move on."





## 3 minority students earn Holmes scholarships

Three UF College of Education graduate students have received prestigious Holmes Scholarships that recognize advanced-degree students of color for their character, academic standing and career goals in education.

The national Holmes Partnership organization recently honored John Baker, Yashica Crawford and Michelle Dixon Thompson of UF. To qualify for the award, students must be working toward advanced degrees for careers in the education professorate and in professional development schools.

Baker is a doctoral student in school psychology. The Miami native completed his undergraduate studies at UF, graduating cum laude with a bachelor's degree in psychology.

Crawford, of San Francisco, previously graduated magna cum laude with bachelor's degrees in psychology and political science from Howard University in Washington, D.C. She began pursuing her doctorate in educational psychology at UF in 2001.

Thompson, of Indianapolis, is a doctoral candidate in the department of educational leadership, policy and foundations. She previously graduated magna cum laude with a bachelor's in communications from Bethune-Cookman College in Daytona Beach.



The national Holmes Partnership organization recently honored UF scholarship recipients (from left) Michelle Dixon Thompson, John Baker and Yashica Crawford.

Photo by Larry Lansford

The Holmes Partnership comprises 96 universities that annually award scholarships to minority students who are underrepresented in university leadership positions. Scholarship recipients at UF each receive a part-time assistantship in the College of Education, mentoring, plus opportunities to make presentations at the National Holmes Conference each year. The group strives to match their scholars with positions as college faculty members, K-12 administrators or with education policy organizations.

## Once upon a time, there was a book fair

UF COE students (from left) Caitie Galligane, Rachel Cox, Jess Hall and Natalie Pullaro browse through some of the 5,000 books on display recently at the COE Student Reading Council Book Fair. Proceeds benefited the local Ronald McDonald House. Scholastic, the nation's largest publisher of children's books, co-sponsored the fair and supplied the books.



## Multicultural Award winners

UF education students Brian Boyd, Yashica Crawford, and Rashida Williams were recognized at UF's 2004 Multicultural Awards Ceremony. The ceremony recognizes students of African-American, Hispanic-Latino, Native-American, Asian-American and multi-racial heritage for their scholarship, leadership and service activities.

## - Margaret's Message -

Hi, my name is Margaret Gaylord, the new development officer for the College of Education. I am a UF graduate of the College of Journalism and Communications and have lived in Gainesville for more than 25 years. I'm new to the College of Education, but I'm quickly learning about all the wonderful teacher preparation and research programs we provide for a variety of education and counseling disciplines. My terrific predecessor, Mary Driscoll, left behind a wealth of information that will help me and my staff continue to serve our alumni and college well.

As I walk through Norman Hall, I get a sense of the rich history of our university and college. I know I am seeing how men and women of ideas and courage worked, dreamed and believed to make this college one of the nation's most respected and progressive education schools. Many of you are making a difference right now by making this College and UF a better place for future generations. It's this type of sacrifice that will help move our College into a premier position nationally by preparing the teachers and education leaders of tomorrow.

As we begin a long-needed makeover of Norman Hall to better serve our students and faculty scholars, I know our alumni and friends will rise to the challenge and help us restore "Old Norman" back to its former grandeur and create the high-tech setting needed to transform education in the 21st century.

Other key initiatives that will further enhance our national reputation for innovative research, including a planned International Media Union technology annex, an Early Childhood Research Center (incorporating our Baby Gator laboratory preschool) and our proposed Center for Language, Literacy and Culture. We will be enhancing our graduate and doctoral-level student support and our faculty support through increased focus on endowed chairs, graduate fellowships and research funds.

Thanks to each of you for your sacrifice, your hard work and your efforts on behalf of the college and university. We face the future confidently, knowing that each of you will be playing a critical role to enhance the College of Education's stature as the premier institution for innovative educational programs around the globe. I look forward to meeting each of you in the coming months ahead. It's great to be an EduGator!

*Margaret*

Margaret Gaylord  
Director of Development & Alumni Affairs



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## College of Education

for Fiscal Year **2003-2004**

We are proud to present our Honor Roll of Donors, recognizing generous gifts from alumni, friends and corporate benefactors.

On behalf of our students, faculty and staff, I want to thank each and every individual and organization for their support. Throughout the year, I have had the privilege to meet with many of our alumni and friends, and I am so impressed with the enthusiasm with which they remember their time at the College and for their passionate support of our mission. Your generous giving has supported scholarships, research, supplies, special programs, activities and more.

Thanks to you, it was another outstanding year for the College of Education!

- Dean Catherine Emihovich

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# UNIVERSITY OF FLORIDA FACULTY Challenge

President Bernie Machen has formed a bold vision for the University: "In order for the University of Florida to reach its potential, we must find ways to do a better job supporting our faculty."

As the state's flagship institution and sole Florida member of the prestigious Association of American Universities, we owe our success to the hard work of our outstanding faculty. As we anticipate further recognition from the top tier of American universities, we understand that we will achieve higher status principally by the measure to which we recruit, retain and support our professors and researchers.

A gift for the Faculty Challenge can help by providing more discretionary funds for faculty research. These funds could be used for equipment, studies, or stipends for student research assistants. A generous gift can create an endowment to provide competitive salaries so UF and the College of Education can attract and retain the best and brightest faculty.

FOR MORE INFORMATION ON HOW YOU CAN CONTRIBUTE, CONTACT:

**Margaret Gaylord**  
Director of Development  
College of Education  
[www.coe.ufl.edu/dev](http://www.coe.ufl.edu/dev)

Phone: (352) 392-0728, ext. 290  
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140A Norman Hall

By LARRY LANSFORD



# EXTREME MAKEOVER

for old

# NORMAN

**Campaign set to bring timeworn building into 21<sup>st</sup> century via restoration, major expansion of classroom technology**

Restoration and innovation.

Those are the hallmarks of the College of Education's planned capital fundraising campaign that promises, at once, to restore the 1934-vintage Norman Hall to its former grandeur and upgrade its classrooms and laboratories with the latest computer, telecommunication and information presentation systems.

The union of these two efforts—renovation and technological reinforcement—will honor the College of Education's grand history while enabling its professors and students to continue the college's tradition of leadership and innovation deep into the 21<sup>st</sup> century.

The fund-raising effort is in the early "quiet phase." College and UF development officers and administrators are working to identify prospective major donors whose interest and early support would lay the foundation for a successful campaign. Plans are to eventually tie in the Norman Hall renovations project with the universitywide capital campaign, which is due to kick off in 2007. But the bulk of donations must be generated between now and 2007 to ensure the campaign's success. Gifts of stocks, land and bequests may be made, as well as cash.

COE officials estimate it will cost at least \$35 million to make essential repairs to bring Norman Hall up to existing building codes, plus add cutting-edge technology—in the form of an International Media Union (IMU)—required for distance learning and teacher-training in today's high-tech environment. Funding is being sought from three sources—private donations and state and federal funds—and the college hopes to raise enough money early on to begin a portion of the renovation work by late 2005 or 2006. That would be in time for the college's Centennial Celebration festivities in 2006.

The restoration project, including such work as wall panel and flooring replacement, will make a profound aesthetic improvement on the quality of the space and lift the spirit of students, faculty and staff. Other more subtle improvements are needed such as removing surface-mounted conduit and industrial light fixtures, replacing windows and installing new lighting in exterior and entry passageways. Additional improvements are needed to provide easy access to all locations and satisfy the requirements of the Americans with Disabilities Act.

A shining feature of the planned technology expansion is the addition of the IMU. Integrating technology into the classroom has become critical to teaching in today's high-tech world, and the challenges will only multiply. The IMU is considered vital to preparing Florida's

*"UF education faculty at the IMU will use its research knowledge and information technologies to transform how education has been traditionally defined and delivered."*

*- Catherine Emihovich  
Dean*

**How you  
can help Old Norman  
'feel young again'**

If you'd like to discuss any of the College initiatives listed here or in this magazine, please contact:

**Margaret Gaylord**  
**Director of Development**  
(352) 392-0728, ext. 290  
cell phone: (352) 262-4358  
or email her at [mgaylord@coe.ufl.edu](mailto:mgaylord@coe.ufl.edu)





Can we talk?

## Tell us why you love Norman Hall

*Many COE alumni and former faculty have vivid memories of Norman Hall. They recount with nostalgic relish the building's gothic architecture complete with inscriptions, statuary, hidden nooks and crannies, wood-trimmed classrooms, yellow-tiled floors, graceful live oak and, in more recent years, the shaded courtyard.*

*Elsewhere in this edition, we ask you to send us your fondest memories of your years attending the COE. Now, we're asking you to recount those special "Kodak moments" that occurred specifically in Old Norman.*

*Tell us and let us share your stories and photos with other alumni and friends in this and possibly other publications. You may send your letters and snapshots to:*

**"Dear Old Norman"**  
**Education Times Magazine**  
**News & Publications**  
**UF College of Education**  
**PO Box 117044**  
**Gainesville, FL 32611-7044**  
*(or email: [llansford@coe.ufl.edu](mailto:llansford@coe.ufl.edu))*

next generation of teachers and education leaders.

"Interdisciplinary research is key to determining the best practices for learning through technology," said Jeri Benson, COE associate dean of academic affairs, who is coordinating the Norman Hall improvements project. "What works best? What is the most productive mix of technology and long-standing teaching methods? The proposed International Media Union will be a place to explore and answer all these and many more questions."

Catherine Emihovich, the education dean since 2002, views educational technology as the new frontier in teacher preparation, and an opportunity for the UF College of Education to reclaim its stature as a top-tier education innovator.

"Surprisingly, educators have been slow to fully adopt new technologies or to study how they might assist student learning in the classroom," Emihovich said. "UF education faculty at the IMU will use its research knowledge and information technologies to transform how education has been traditionally defined and delivered."

Design plans call for the IMU to be located at the center of the COE complex and will architecturally express both the past and the future. A "Technology Gateway," a transparent glass portal, will connect old Norman Hall with the newer college library, instructional technology offices and the university's Digital Worlds Institute, which has converted old Norman Gym into a \$1.6 million "interactive classroom theater" with a large, three-wall screen.

Gateway finishes will include state-of-the-art furniture systems, evolving wireless technologies and flat-screen communication systems. Other

IMU features will include theater immersion classrooms, a center with worldwide video-conferencing capability and a media café.

The building improvements will transform Old Norman's current "chalk-and-talk" classrooms into a contemporary networked center, with capabilities for distance-learning and other high-tech features.

Since 1934, the College of Education in Norman Hall has produced more than 33,000 highly trained educators and scholars, but Emihovich says both the college and Norman Hall "are at a crossroads."

"No school in the land can compete in the high technology environment without complete computer, telecommunication and information presentation systems. The union of these two efforts—building restoration and technology reinforcement—will return Norman Hall to its architectural and functional glory and secure the College of Education's position at the forefront of education leadership."



# COLLEGE CALENDAR



<b>APRIL</b>	<b>15</b>	<b><i>Anna and the Tropics</i></b> opens at Hippodrome State Theater; COE co-sponsor; runs through May 8th
	<b>20</b>	<b>Education Career Night,</b> Terrace Room, 7 p.m. COE alumni panel
<b>MAY</b>	<b>1</b>	<b>Spring Commencement,</b> O'Connell Center, 9 a.m.
<b>AUGUST</b>	<b>24</b>	<b>Fall classes begin</b>
<b>SEPTEMBER</b>	<b>9</b>	<b>Monthly Alumni luncheon,</b> Terrace Room, 11:30 – 1 p.m.
	<b>14</b>	<b>New Faculty Reception</b> Terrace Room, 3–5 p.m.
	<b>16</b>	<b>Retired Faculty Reception,</b> Keene Faculty Center, 6:30-8:30 p.m.
<b>DECEMBER</b>	<b>16-18</b>	<b>Fall Commencement Weekend</b>



## SEMINARS &



## WORKSHOPS

<b>APRIL</b>	<b>23</b>	<b>Teaching, Inquiry &amp; Innovation Showcase</b> Co-sponsors: UF Center for School Improvement, P.K. Yonge Developmental Research School. and the Northeast Florida Education Consortium (NEFEC); (352) 392-0728, ext. 299
<b>JUNE</b>	<b>9-11</b>	<b>Explorations in Teaching Forum for High School Students</b> Co-sponsors: UF Alliance; COE Office of Recruitment, Retention and Multicultural Affairs; (352) 392-0728, ext.309
	<b>20-24</b>	<b>Summer Holocaust Institute for Florida Teachers</b> Co-sponsored by COE and UF Center for Jewish Studies; (352) 392-9247
<b>JULY</b>	<b>10-13</b>	<b>Summer Leadership Institute</b> Sponsor: UF Alliance (352) 392-0728, ext. 309

# College of Education

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