

Gatherings

News from the College of Education

Vol. 14, No. 2
Spring, 2001

Fourth Annual College of Education Convocation

The Faculty of the College of Education, State University of West Georgia, will host the Fourth Annual Evelyn Fulbright Lecture Program at 7 pm on April 19th, 2001 in the Education Center. Dr. Angela Lumpkin, former Dean of the College of Education, initiated the lecture series program in 1998 to honor and recognize the accomplishments the College of Education received under the leadership of Dr. Evelyn Fulbright, former Dean of the College of Education. Fulbright served as Professor of Education and Dean of the College for more than 17 years. During this span of time the enrollment of students and number of faculty more than doubled, as innovative programs were being developed to meet the educational needs in the service area.

The theme for this year's program is, **In Celebration of Education: Continuity and Change**, which recognizes both the continuation of exceptionally sound pedagogical ideas and the evolution of innovative and new educational programs. The guest speaker will be Dr. Richard A. Skinner, former President of Clayton College and State University, and currently President and Chief Executive Officer of Georgia G.L.O.B.E. (Global Learning Online for Business and Education) of the University

System of Georgia. In this capacity Dr. Skinner coordinates and promotes the continuing education and professional development of online programs of the University system's 34 institutions, while addressing the learning needs of non-traditional students, Georgia based organizations and corporations, all through the use of technology. He was cited by the Atlanta Journal Constitution in 1998 as being, "A National Ambassador for Technological Training."

He initiated the Information Technology Project (ITP) in 1997, which at that time was the largest single deployment of mobile computing in American higher education. Dr. Skinner writes and speaks widely on a diversity of issues regarding urban and rural development, teacher preparation, civic morality in contemporary America, and his personal favorite, "The Age of Learning".

A major focus of the Lecture series program is to honor and recognize the accomplishments and outstanding

achievements of COE students at the undergraduate, graduate and alumni levels. According to Dr. George E. Rolle, who has been a member of the Convocation Committee for 2 years and currently serves as Chair indicates that in previous years more than 250 persons have attended the event.

Traditionally, students and all others who are being honored and receiving awards usually invite parents, family members, friends and others to attend this celebration. Additionally, College of Education Faculty and Administrative Personnel usually are in attendance to show their support and provide encouragement. Many faculty members have brought their classes to

the program. Rolle anticipates that as many as 23 scholarships will be awarded and more than 50 achievement awards will be given to students and alumni representing each of the departments within the College of Education. Following the guest presentation and the awarding of certificates and scholarships, there will be a reception to conclude the program.



Dr. Richard A. Skinner

COLLEGE OF EDUCATION

Michael Named Interim Education Dean

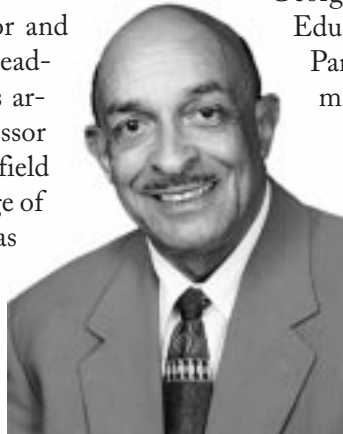
The College of Education at the State University of West Georgia is now under the direction of Dr. Price Michael, UWG professor of educational leadership, as interim dean.

According to Dr. Thomas J. Hynes, vice president for Academic Affairs, Michael's leadership qualities will greatly benefit the College of Education.

"Dr. Michael's own work on organizational leadership provides an exceptional foundation for his work with our colleagues and the community in the coming months," Hynes said. "He has our strong faith and support for his work with our colleagues across the campus to support the ways in which our students – and soon school students – will be prepared for lifetimes of learning."

Michael most recently served as professor and chair of UWG's Department of Educational Leadership and Professional Studies. Prior to his arrival at West Georgia, he was associate professor of educational leadership and coordinator of field experiences and internships at Peabody College of Vanderbilt University in Nashville. He also has experience as a public school principal in Cincinnati, Ohio.

Michael holds the Bachelor of Science degree in elementary education from Knoxville College, and both the Master of Education and the Doctor of Education in edu-



Dr. Price Michael

cational administration and supervision from the University of Cincinnati.

A past president of the Georgia Association of Teacher Education, Michael is also a member of the Association for Supervision and Curriculum Development, the Southern Regional Council on Educational Administration, and the Association of Teacher Educators.

He has numerous publications to his credit, and his most recent research has been in the area of shared governance and learning climates in culturally diverse settings.

In service to the community and the state, Michael has been an evaluator of School Improvement Grants for the Georgia Department of Education and served on the Educational Leadership Certification Validation Panel for Georgia's Professional Standards Commission.

Michael has served as a member of the Georgia Council for the Arts and on the Carroll County Convention and Visitors Association, Inc. He has served on visiting accreditation teams for the Southern Association of Colleges and Schools.

Michael's appointment as interim dean is scheduled through June 30. The university is presently conducting a search for the position of dean.

New Faculty in the College of Education

The College of Education welcomed 19 new faculty members for fall: (front row, l-r) Dr. Andrea Pent (physical education/recreation), Gwynne Bolton (special education/speech-language pathology), Dr. Kathy Brock (media/instructional technology), Dr. Linda Mechling (special education/speech-language pathology), Dr. Allison Nazzal (curriculum/instruction), Dr. Debra Dwight (special education/speech-language pathology), Dr. Maxine Newsome (curriculum/instruction), and (back row, l-r) Amy Draper (physical education/recreation), Dr. Jon Marshall (education leadership/professional studies), Dr. Leslie Harrelson (Dalton External Degree Program), Myrna Gantner (educational leadership/professional studies), Dr. Deborrah Jenkins (curriculum-instruction), Dr. Ronald Reigner (curriculum/instruction), Dr. Marie Holbein (curriculum/instruction, Richard Southall



(physical education/recreation), Janet Strickland (curriculum/instruction), Dr. Nancy Pollard (special education/speech-language pathology), Dr. Jill Mizell (curriculum/instruction) and Dr. John McLester (physical education/recreation).

Department of

MEDIA AND INSTRUCTIONAL TECHNOLOGY

Teacher Who Made a Difference

This semester *Gatherings* focuses on teachers who have made a difference in the lives of their students. The Media and Instructional Technology Department was fortunate to have such an educator as a faculty member from 1983 to 1999. On February 9, 2000 the Georgia House of Representatives, in response to a petition written by **Tony Pope** (media specialist at McHenry Primary School in Rome, Georgia; Ed.S., Media, 1994; M.Ed., Media, 1991) and signed by a number of West Georgia media graduates, adopted House Resolution Number 1005, recognizing **Dr. Priscilla Bennett** for “her influence on the school library media program in the State of Georgia [that] has helped make it one of the best in the nation.... her inspiration and ideals [that] will continue through her students and her fellow faculty members who have benefited greatly from her knowledge and talent.... and for her many outstanding accomplishments and for her numerous contributions to the citizens of the State of Georgia.”

On May 27, 2000 a group of Dr. Bennett’s former students honored her with a surprise luncheon where they presented her with a framed copy of the House resolution and a book entitled *Reflections of Dr. Bennett: A Collection of Thoughts & Thank Yous by Students, Friends, and Colleagues*. The following two selections document the impact Dr. Bennett has had on the lives of her students and colleagues.

Jacque Hornsby, (media specialist at West Side Elementary School in LaGrange, Georgia; Ed.S., Media, 1997; M.Ed., Media, 1988) reflected the voice of many when she wrote:

Dr. Bennett is a gifted instructor. She nurtured a media education program at the State University of West Georgia which is justly known for the demanding nature of the courses, the timely content and direction of the instruction, and the sense of professional teaming which develops within the framework of the program. Dr. Bennett’s courses of study were rigorous – challenging her students to stretch their capabilities and their perceptions of these abilities. She calls forth excellence by design and example.



Dr. Priscilla Bennett

Her courses were never limited to the classroom. Skills, ideas, passion for the profession were fostered in her courses – enabling her students to look beyond the task, the assignment, to the needs of the profession, the needs of the students, and the need of our society for information, insight and service. She remains an inspiration, a touchstone, a mentor, a friend, a catalyst for merit in the highest degree.

Clara Keith (United States Department of Education, Office of Elementary and Secondary Education; M.Ed., Media, 1988) captured the essence and illustrated the lasting influence of Dr. Bennett in her tribute:

The Past. You gave me the precious gift of wanting to know more. I remember days in your class that I thought if I learned one more thing, my brain would explode. Now I know there was a method to your madness – theory without practicality is like the Children’s Literature Conference without strawberry ice cream. What I learned – my students learned. You inspired your students – I inspired my students. You encouraged your students – I encouraged my students. You treated your students as individuals – My students became individuals. You reached out to your students with an understanding heart – I reached out to my students with an understanding heart. You gave your strength when tragedy struck your students – I became strong when tragedy struck my students. Imitation is truly the best form of flattery.

The Present. Your inspiration keeps me learning. Your courage gives me strength. Your wisdom helps me to be tolerant. Your kindness increases my faith. Your strength encourages me to help others. Your friendship reminds me that I am loved.

The Future. You were once my teacher, you will always be my friend.

On behalf of the Media and Instructional Technology Department, we offer thanks to Priscilla for her years of hard work and dedication — and for the standard of excellence she has left for us to follow.

Department of
EDUCATIONAL LEADERSHIP AND PROFESSIONAL STUDIES

Teachers Who Made a Difference

Mrs. Wall

It was late October in my sixth grade year. School was over for the day and I was heading out the door when Mrs. Wall called out “Clark. Will you come over here a minute?” She motioned for me to sit down in the chair next to her desk. All the other kids were gone. I was alone with Mrs. Wall. “Clark, why can’t you read?” she asked. I was taken aback, no one had asked me that before. They had tested me. Met with my parents. Diagnosed me. Sent me to summer school – Oh, what a horrible experience! The same horrible experience for three years in a row! But, Mrs. Wall was the first person to ask me why I couldn’t read.

I offered her the true tale about how in the second grade my teacher —I could not remember her name – made me sit in the center front row of the class even though I was much bigger than any of the other kids. I did not offer why I couldn’t read going into the second grade. That is another story.

I told Mrs. Wall about how my second grade teacher called on me to read out loud the first sentence in our reading book. I tried desperately to sound out the first word, but it came out wrong. She laughed, the class laughed. In humiliation I promised that I would punish her. I would never learn to read. I would show her. It would be all her fault! I did not attend school that year. I showed up for recess twice a day and was counted tardy both times receiving a total of 348 tardies for the year. No one but the teacher and I knew that I never attended school – not my parents, not the principal. Even the other kids didn’t seem to notice. I did hangout in strange places and got in a lot of fishing.

Mrs. Wall was a bit smarter than the other teachers, reading specialists, and counselors. She looked at me with a quizzical look and asked, “Clark, do you believe she even remembers your name?”

Nothing more was said. I slowly got up and left the room repeating to myself the question Mrs. Wall had asked: “Did she even remember my name?” I immediately knew the answer. I messed up myself to punish someone who didn’t even care. Had I made a stupid choice? Yes. Could I take it back? No. I had already developed a hatred for reading and anyone associated with reading. Powerful learned behavior.

Mrs. Wall, being a better than average teacher, did not push me. Instead, she let me check out my first book and spend the rest of the school year looking at it. Did I learn to read? No.

But, it did help to dissipate my avoidance of books and start me on a more productive path. It took another five years before I decided to learn to read. That was the summer between the 11th and 12th grades. As I progressed into junior high and then senior high school, I learned to cope so that no one, not my teachers, my girl friends, my parents – no one knew that I couldn’t read. I took a remedial reading course during my 16th summer after I chose to learn to read. Eight years later, I walked across the stage at the University of Kansas to be hooded with my doctorate degree in Measurement, Statistics, and Evaluation.

That three minutes with Mrs. Wall — a teacher who cared enough to ask me, smart enough to nudge me in the right direction, and patient enough to trust that I would someday make the right choice after understanding my options – made the difference in my life.

Jon Clark Marshall
Professor of Educational Leadership
and Professional Studies

Mr. Gary Green

In the fall of 1967, I began my second year of college at the University of North Alabama. Please note that I did not claim to be a sophomore because I had “played too much” as a freshman and I did not have a sufficient number of credits to qualify for sophomore status.

Over the summer of 1967, I had decided to settle down and get serious about my education. However, although I did not realize it at the time, I was still searching for someone to give me the personal motivation to become a college graduate. That person was Mr. Gary Green, Assistant Professor of Geography. Mr. Green was new on campus that fall semester. As the first month of class rolled along I was struck by how differently he developed personal relationships with his students. Not only did he have great teaching skills but also he actually cared that we learned. Our class met from 4:00 to 5:00 p.m., three days a week—generally considered the worst class meeting time possible. However, in Mr. Green’s class we had students to stay after class almost every day.

He was such a great inspiration I became dedicated to showing him that I could produce A+ quality work. I enrolled in another of his classes for the spring semester and by the end of the year he had invited me to serve as a departmental

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assistant for the next academic year. That personal turning point in my academic career influenced my work and dedication in my other classes as well and I transcended from academic probation to dean's list.

My senior year of college I changed my major to Geography and was elected to serve as the first president of our college Geography Club. The Geography Club was a special project of Mr. Green and he served as our sponsor. After graduation I taught Geography at the middle school level for five years. In my mind I tried to be "another Mr. Green" although I seldom measured up to that standard.

Mr. Green and I have remained friends now for more than 30 years. There has not been a single year to go by that I have not consulted with him regarding some aspect of my personal or professional life. Periodically we have exchanged gifts, books, and postcards.

This school year Gary Green will retire from his professorship at the University of North Alabama. He has occupied that same office and taught most of his courses in the same classroom for 33 years. He has touched the lives of thousands of students and, believe or not, he knows most of those students by name. Mr. Green is a remarkable, one-of-a-kind person and it has been my good fortune to be one of his students.

David E. Hulsey, Ph.D.
 Assistant Professor of Educational Leadership
 and Professional Studies

Fannie C. Clay

The teacher that made a difference in my life was Fannie C. Clay. Her contribution to my life was not so much her classroom instruction, but her influence on my leadership development. Miss Clay encouraged me to join the Youth Chapter of the NAACP as a second year high school student. I served as a committee member, later as president of the NAACP Council, and in my senior year in high school as State NAACP Youth Council Director. Miss Clay identified my leadership potential and placed me in the right places at the right time.

Because of my work with the NAACP, I was selected to go to England for a summer stay sponsored by the Experiment in International Living. This international experience and personal growth enabled me to go to college thinking I had the ability to make a difference in the political and social conditions in the South. I led sit-ins on the trains to force the issue of segregated trains; I participated in sit-in at lunch counters, and contributed in other ways to the forces for integration during the 1960's.

I am sure the influence of Miss Clay is a part of who I am and what I am today.

Her life lives on today through my work and interactions with the undergraduate and graduate students.

Price Michael, Professor
 Educational Leadership and
 Professional Studies

**New Faculty Join the Department of
 Educational Leadership and Professional Studies**

The Department of Educational Leadership & Professional Studies at the State University of West Georgia is pleased to welcome *Dr. Myrna Gantner* to its faculty. Dr.



Dr. Myrna Gantner

Gantner comes to us from the University of Texas at El Paso where she recently completed her doctorate in educational administration. Her preparation and experience provides a new dimension to the expertise found in the Department.

Professor Gantner's undergraduate studies in biology and chemistry, and later work in blood banking as a registered

medical technologist, strengthened her instructional approach as she moved to a new career teaching middle and high school science in urban schools along the US-Mexico border. Her interest in researching ways to improve schools emerged from her experiences working with low-income, minority youth as both a teacher and campus principal.

Prior to joining West Georgia, Dr. Gantner served as an evaluator with two Technology Innovation Challenge Grants at the University of Texas at El Paso examining issues such as technology in schools, comprehensive school reform, and the preparation of school leaders.

Dr. Jon Marshall comes to West Georgia from South Dakota State University where he administered and

taught in off-campus graduate education programs and conducted research. He is



Dr. Jon Marshall

completing a three-year national study of staff development and organizational improvement funded by the U.S. Department of Education for over \$550,000.

Dr. Marshall has also served on the doctoral faculties of North Carolina State University and the University of Missouri-St. Louis. He has extensive publication in staff development, measurement, and program evaluation. The Department is excited about Dr. Marshall's decision to join us at UWG.

Department of

PHYSICAL EDUCATION AND RECREATION

Teachers Who Made a Difference

As we meet our personal educational goals, whether they are P-12 or university oriented, we gain from experiences through the interactions we have had with our former teachers. Some of those interactions were simply academic, but many times those associations may have gone beyond the basic knowledge gained in the classroom and left lasting impressions about how we perceived those teachers. Many teachers do make a lasting difference in their respective students' lives and the comments related below are a few of our faculty's thoughts about such teachers.

Dr. Terry O'Toole related that while sitting in a 9th grade health class discussing new terminology, attitudes, behaviors, and seemingly embarrassing topics that can be an intimidating venture for any freshman in high school, **Mr. Gordon Warren** had a way about him that immediately put his students at ease. As he stood in front of the class talking about healthy relationships, taking care of one's body physically, emotionally, spiritually, sexually, etc., he embodied characteristics of being a successful teacher. He was honest, open, friendly, consistent, fair, and intelligent. He coached a sport as well, thus demonstrating his commitment to the development of the whole person. Although as a student in his class, one wouldn't necessarily know he was a coach. No, he demonstrated respect for his teaching responsibility by delivering the content employing a



Dr. Terry O'Toole

variety of learning strategies, virtually devoid of any vain attempt to laud us with athletic allegory. In short, Coach Warren enticed him into the education profession, not through any particular words of encouragement he may have spoken, but by his actions, modeling how a teacher was to be indeed!

Dr. Lynne Gaskin recalls that when she went to college, she realized for the first time how fortunate she had been to have such outstanding high school **English teachers**. Those educators taught her the fundamentals of good writing, how to read critically, and how to appreciate good literature. As she has progressed through her professional career and has been expected to generate manuscripts, reports, and other scholarly papers, she has continued to acknowledge the significantly positive influence her high school English teachers had on her. At least once a year, she has sent each of them a note to say, "thank you" and to share with them that much of who she is today, as a person and as a professional educator, she owes to them. One of the greatest gifts a teacher can give her students is to pass on to them the best of what she has received from her teachers. To be able to share a love of the English language and help students have confidence in themselves as they read and write has become one of her primary goals as a teacher.

Ms. LeGrande recalled the small Midwest town where she grew up and

Ms. Bailey, her first grade teacher. Ms. Bailey was beautiful and she was kind and warm and never ever did she raise her voice. Our classroom was neat, it was fun and she made it feel like home. She made it that way with all the little things she put into it. She loved each one of us and showed it in everything she did and in every interaction she had. Her joy was in seeing us learn and we loved her too. Her compassion and her dedication, not to her job first and foremost, but to her students, impact the teacher that I have become. I don't know if Ms. Bailey is even alive today, but if she is, I hope she knows that she is still remembered for the wonderful teacher she was.

Dr. Andrea Pent reflected upon one of her university educators, **Dr. Harry Mallios**, at the University of Miami. She relates that Dr. Mallios influenced my decision to switch my course of study from exercise physiology to sport management. He is a lively lecturer with a boisterous character. His support reinforced that genuine care for students, their well-being, and success which is one of the most important aspects of teaching. He has always been available to me and has always been willing to support me in any way. I admire his willingness to advise me, long after my student status expired.

Mr. Russ Roper recalls his undergraduate days and feeling that as long as he made a "D", he would survive and move on through the ranks like everyone else. College baseball was his commitment, while education ran a distant second. He says that during my years at Furman University, several

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Ms. Deborah LeGrande

Department of

PHYSICAL EDUCATION AND RECREATION

New Faculty

Dr. Andrea Pent obtained her B.S. in Physical Education from the College of Charleston and her M.Ed. in Sport Management from the University of Miami where she worked as a graduate assistant tennis coach. Her Ph.D. in Sport Management from Florida State University was obtained while working with the Florida Sports Foundation and as a Project Manager for the Harvard Alcohol Study.



Dr. Andrea Pent

Before pursuing a doctorate, Dr. Pent worked at Alabama State University as an Instructor of Health and Physical Education, Head Men's and Women's Tennis Coach, and Assistant Athletic Director for 4 years. She earned Coach-of-the-Year honors in 1995. Her research interests include participation in decision making, sports sponsorship, brand loyalty, Internet marketing, new stadium growth and financing, and sports commissions. She has 2 brothers and a sister who reside in New York, Charlotte, and Atlanta. She enjoys water sports, yard work, and cooking and still aspires to playing tennis competitively.

Dr. John McLester grew up in Alabama, and just recently moved to

Georgia. He received his B.S. in Exercise Science from Jacksonville State University in 1994. He then attended the University of Alabama for graduate study in Exercise Physiology, receiving a M.A. in 1998 and a Ph.D. in 2000. His professional interests include anaerobic energy systems and physical conditioning research. He enjoys studying human physiology, especially muscle physiology, as well as comparative physiology. Dr. McLester has recently married, has two small dogs, enjoys exercise, reading classic literature, and camping.



Dr. John McLester

Ms. Amy Draper was born in Atlanta but spent most of her early childhood in Arlington, Texas. She attended Mississippi State University on a volleyball scholarship and received her B.S. in Physical Education and Health. In 1993, after graduating, Ms. Draper married and moved to Carrollton where she served as a graduate assistant in the



Ms. Amy Draper

Physical Education and Recreation Department at West Georgia. After completion of her M.Ed. in Physical Education at West Georgia, she continued to reside in Carrollton and taught for 3 years at Carrollton High School. Ms. Draper has a personal commitment to health issues as they relate to the college age student. High on her list are nutrition, female health issues, relationships, weight management, and fitness concepts. She also enjoys spending time with her family, exercising, and keeping up with the latest health issues.

Mr. Richard Southall is currently in the completion stage of his Ed.D. at the University of Northern Colorado with an expected graduation date of May 2001. His specialty area is Sport Management and his interests are intercollegiate athletics, policy development, organizational culture, and sociology of sport. His teaching specialty is ethics, sport law, public relations, and sociology of sport. Personal interest includes spending time with family, skiing, biking, strength training, scuba diving, and traveling.



Mr. Richard Southall

College of Education Retirees:

THE COLLEGE OF EDUCATION PROUDLY ACKNOWLEDGES THE MANY YEARS OF DEDICATION AND SERVICE OF DR. CAROLYN N. SCHERM AND MARY ANNE CRIFE. WISHING THEM THE VERY BEST IN THEIR RETIREMENT.

Department of

SPECIAL EDUCATION AND SPEECH LANGUAGE PATHOLOGY

New Faculty in the Department

Three new faculty members joined the department. Together they bring many years of classroom experience which will greatly enrich their instruction in the University classrooms.

Dr. Nancy Ellen Pollard, who has assumed the Chair position, has returned to West Georgia following twelve years as a special education teacher and department chair at Central High School. Even during her tenure at CHS, Dr. Pollard taught many courses at UWG as an adjunct faculty member. Since returning to the University, she has had the opportunity of renewing acquaintances with many of her former undergraduate and graduate students who are now pursuing advanced degrees. Dr. Pollard is active in community organizations and continues to advocate for persons with disabilities. Her research interests include litigation and legislation in special education, mentoring of neophyte teachers, and retention of teachers in special education.



Dr. Nancy Ellen Pollard

Dr. Linda Mechling comes to UWG after four years of teaching at the University of Georgia. During her 16 years of teaching, her experiences primarily focused on teaching children and young adults with disabilities in both the private and public school sector. Her research interests include the use of video-based computer technology to teach community skills to persons with disabilities.



Dr. Linda Mechling

Dr. Mechling and her husband live in Atlanta where they are restoring a 100 year old Victorian home in the midtown area. In addition to restoration projects she is interested in gardening and collecting and selling antique furniture.

Ms Gwynne Bolton, a graduate of the special education program at UWG, comes from a family that includes a long list of Georgia educators beginning in 1897. Thus, Ms. Bolton states that "chalk rather than blood courses through her veins." Her most recent teaching experience was in the Juvenile Justice Program. This, along with her experiences in settings ranging from public schools to psychiatric facilities, provides her with many interesting vignettes that greatly enhance her instruction. When she is not teaching, Ms. Bolton enjoys her second home in the Ellijay mountains and listening to folk music. Ms. Bolton's primary research interest is child advocacy, and she intends to pursue a doctorate in special education in the very near future.



Ms Gwynne Bolton

Please stop by and visit with all of the new faculty as well as returning faculty. The door is open and faculty and staff members are anxious to assist students with their educational programs.

Graduate Assistants—Future Educators Hard at Work

The department is very fortunate to have six vivacious young women, future speech/language pathologists, assisting all members of the faculty. These young women are quite talented in many different areas, not the least of which is their combined technology



expertise. On a daily basis they exhibit the cooperative spirit that will be needed for success in their future endeavors. If you have not met Jamie, Ami, Tracey, Jessica, Brigid, and Kami, just follow the sounds of laughter.

Department of

SPECIAL EDUCATION AND SPEECH LANGUAGE PATHOLOGY

A Teacher of Great Impact

Debra Dwight

Before beginning this effort to highlight a former teacher who greatly impacted my life, I conducted a web search - not because I needed to research the background of the educator of whom I now speak and not because I needed material for this effort. I conducted the search so that I might marvel, now as always, at the true splendor, the tremendous impact that good teachers have on the lives of those whom they teach. Many teachers did a wonderful job of helping me reach goals in education. Some made notable imprints on my life, and all contributed to the quality of my education. However, one left a legacy of love, of labor, of such sincere, selfless giving in her work that I still carry with me the embodiment of her teachings.

I actually entered the teaching profession through a non-traditional program called Teacher Corps, a U.S. DOE teacher-training program based at the University of South Alabama in the early 70s. Teacher Corps was a

wonderful, hands-on training program designed to recruit and train post-baccalaureate, non-education majors to become future classroom teachers. Participants in the program were vigorously interviewed and screened for the program. Although I brought with me a basic love of working with children, I was clueless about how to educate a young person. Where did I fit in? What was I supposed to actually do? Then entered this educator, one of the mentor teachers of the Teacher Corps program, who just made it all make sense. She showed me how to teach; she taught me to love teaching.

I'm not sure if it was her ability to truly understand that the world of a young black woman, a product of the educational system of the 50s and 60s, was somehow just a little different than the world of many. Or, maybe, it was her sense of humor that helped me to see that everything really does have its place in the scheme of things. Sometimes, I think it was the fact that

this educator took me to her kitchen and showed me how to make seafood gumbo - Mobile, Alabama style - that made the difference. The elements involved in one person's impact on the life of another are often difficult to pinpoint. This particular educator, though, succeeded in not only making a very positive difference in my life, but she was the essential cornerstone in the development of another young black woman, a product of the educational system of the 50s and 60s. For you see, Mrs. Gloria Broadus Caponis, my mentor, a teacher to whom I will always be grateful, not only inspired me to become a teacher, she also inspired her daughter, Ms. Alexis Herman, U.S. Secretary of Labor, to meet the everyday challenges of completing a job. Unfortunately, Gloria is now deceased, but I encourage you to visit Alexis by simply entering the key search words: Alexis Herman. Oh, Gloria would be so proud!

The Influence of Mrs. Gillespie

Gwynne Bolton

Mrs. Gillespie was my 6th grade Mathematics teacher. She was a very special, warm person. In fact, as I begin to think back, she may be the only elementary school teacher who cared about me as a person. She was not only a caring teacher, but she could teach math to monkeys (and that included me.)

As an unmotivated learner, I am sure that Mrs. Gillespie had many frustrating evenings trying to develop

a plan to teach math to the "Principal's daughter" when she did not want to learn. As I recall, she was a short, kind of round woman with a very pleasant smile and wonderful laugh. We would be given riddles to solve and puzzles to untangle, and she tried to call it math. But, we students knew that she was only giving us something "fun" to do during class. How on earth could anyone think that math, of all subjects, could actually be fun? Boy

did she have us fooled! That entire year stands out in my mind as one of the few successes I ever felt in public school.

Who was this woman, this teacher who could motivate the least of the unmotivated? As an adult, I had the opportunity to find some of those answers. You see, Mrs. Gillespie was not only my teacher; she ended up being a true friend to me and to my

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Department of

SPECIAL EDUCATION AND SPEECH LANGUAGE PATHOLOGY

Dedicated teacher nominated for excellence award

Dr. Meg Cooper, Department of Special Education and Speech Language Pathology, has been selected as the State University of West Georgia's nominee for the Regents' Teaching Excellence Award. This honor acknowledges Dr. Cooper's dedication to the teaching profession, her students, and citizens with disabilities.

Dr. Meg Cooper came to West Georgia from Auburn University in 1990 and was promoted to Associate Professor in 1996. When she first arrived at West Georgia, Dr. Cooper was the undergraduate program. Now the program involves several faculty members, and Dr. Cooper, while continuing to teach, coordinates the program, arranges practicum and internship experiences, and advises students. During her tenure at West Georgia, she has developed the undergraduate program into one that is acknowledged for its excellence as demonstrated by the breadth of knowledge and skills possessed by its graduates. In this undergraduate program students receive instruction in all areas of mental retardation, and under Dr. Cooper's careful guidance

and tutelage develop the knowledge, skills, and dispositions required of successful teachers of students with mild, moderate, severe, and/or profound mental retardation.

Dr. Carolyn Scherm, retired Associate Dean of the College of Education, wrote that, "the graduates of the mental retardation program at West Georgia are recognized by personnel directors as excellent recruits for their faculties." She further noted that one personnel director stated that of "all the interviewees for special education positions in his county, only West Georgia graduates knew what was expected of beginning teachers and how to perform in the classroom."

Students of Dr. Cooper, both present and former, describe this quiet, unassuming woman as an excellent professor, someone who is clear and concise and always willing to answer questions. They talk of her high expectations and demands but acknowledge her willingness to work with them until they obtain mastery of those skills required of successful teachers. Dr. Cooper models those

skills she expects her students to acquire. But like any teacher of excellence, Dr. Cooper realizes that there is more to teaching than the acquisition of skills. Her love of teaching and children with special needs permeates each lecture and every instructional activity; she's exemplary of what she expects of her students.

Perhaps one of Dr. Cooper's students summarized Dr. Cooper's teaching excellence most precisely. This student wrote: "I am grateful for your lessons in character building, professionalism, communication, and service that aren't to be found in our lecture notes, lesson plans, or supplemental worksheets, but which you have imprinted in our minds from the thousands of observations we've made of YOUR character, professionalism, communication, and service. I appreciate that every class is interesting, because you bring to it abundant love and knowledge of what is being passed on." Congratulations, Dr. Cooper, on your well deserved university-wide nomination for the Regents' Teaching Excellence Award.

The Influence of Mrs. Gillespie

family through attending the same place of worship. Mrs. Gillespie was a super mom, a person who always had a smile on her face and a laugh in her heart. She was an accepting woman. In a time of racial inequality and the beginnings of the integration of schools, there was Mrs. Gillespie

helping children to understand there was no difference in any of us as people, that how we judged each other had to depend on our own actions. She reinforced the home teachings of self respect and responsibility to your fellow man. No harsh words were ever spoken, but gentle guidelines for

behavior were there. A laugh, a joke, a welcoming smile for all of her students encouraged us to learn, set an example for good work habits and inspired several of her students to teach. I only hope that I do not disappoint her as she supervises me once more from a happy place far and away.

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Department of

SPECIAL EDUCATION AND SPEECH LANGUAGE PATHOLOGY

Technology Expo 2001 to be Hosted by University of West Georgia's PT3 Project InSight

Keeping up with technology is like trying to manage a group of energetic toddlers. It's going in so many directions at once, it's difficult to know what to expect next, let alone how to react. Educators agree that technology is changing so quickly, that it has become an increasing challenge for them to keep up with what's new and on the horizon with potentially powerful instructional technologies. Project InSight, a UWG grant funded out of the U. S. DOE's 2000-2001 Preparing Tomorrow's Teachers to Use Technology (PT3) initiative, is holding the second in a series of annual activities designed to help university faculty and area teachers meet the challenge of keeping up with new technologies for teaching.

Technology Expo 2001, will be held February 16, 2001, from 9:00 am - 1:00 pm at the Carrollton Element-

ary School. The Expo will feature demonstrations of new technologies by technology companies such as Sun Microsystems (a Carrollton City Schools corporate partner) and Apple Computer, as well as displays by PT3 partners Prentice Hall and McGraw Hill publishing companies. The featured speaker for the Expo is Dr. Tom Carroll, U. S. DOE Program Director for the national PT3 initiative. Dr. Carroll will speak to attendees beginning at 10:00 am via streaming video from Washington, DC, and answer questions via telephone connection between the two sites.

All University faculty and area teachers are invited to attend this annual event. Please contact Project InSight Director Dr. M. D. Roblyer (mroblyer@westga.edu) for additional information.

Teachers Who Made a Difference

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professors who had recognized my less than perfect class attendance record and lack of desire to memorize also recognized the raw potential in me. Those educators made it known that they believed in my academic abilities, but it would be up to me to make the behavioral changes necessary to bring them out. I thank those educators who could have just let me slide through with less than mediocrity, but instead, instilled motivation in me to achieve. Now, as I return to the classroom once again as a student, I remember those teachers who cared enough about me to want to see what I could really do.

Ms. Amy Draper recalls her impressions. As with all relationships in life, every single teacher made an impression, some good and some not so good. The one commonality in all teachers is their love and thirst for

helping others to learn and find knowledge. Knowledge is the window to opportunity! The key to being a good teacher is knowing how to teach students to open the windows they thought were painted shut. I commend all teachers that helped me to open the windows I never knew existed, which has allowed me to find new opportunities and live a very self-fulfilling life.

In thinking about an educator who had made a difference in my life, Mr. Richard Southall related, I was struck by the thought that my parents, my brothers and sisters, and my wife and kids really were and are the "educators" who have made the biggest impact on my life, because they were, and still are, the people who shape my life. But, if I had to choose an educator outside my family, it would be my philosophy professor, **Dr. Larimore**

Nichols from the University of Southern Colorado. He was that teacher who reached out and grabbed me out of my "complacent, get-by world" and showed me what it meant to be a "scholar." He constantly challenged me to find another way of analyzing an issue and seemed to shake loose a desire in me to go to the crux of an argument, find the weakness, and probe for alternatives. He provided an environment, both in the classroom and in lengthy discussions in his office and at informal gatherings, of in-depth, intellectual discussions among students and other professors. He provided me an opportunity to stop in my walk in the woods and look upon learning for the sake of learning as an option—a path less-often chosen in today's focus on education as simply "job training." And for me, that has made all the difference.

Department of

CURRICULUM AND INSTRUCTION**The Child Development Center**

The Child Development Center, located in the Education Annex building, is part of the College of Education in the Department of Curriculum and Instruction. We serve our faculty, students of West Georgia, and the community. We have sixty students in three Pre-K classrooms, and the Office of School Readiness governs us for the State of Georgia.

We are very fortunate to have parents who are extremely involved in our program. The parents read to the children, teach French classes for them, go on field trips, sit in observation rooms, and eat lunch with their child in the classroom regularly.

We have an added benefit of serving as a lab school for our education students. The college students observe, participate in

lessons, and learn from our four-year-olds. Our four-year-olds enjoy this great deal of individual attention.

We have a wonderful, dedicated staff of teachers and assistants who serve as mentors, role models, and friends. We feel very lucky to have a beautiful facility in which to work and learn, and most grateful to have a terrific staff, great parents and children, and the support of our administrators.

Our staff includes Ms. Cindy Bagwell, Ms. Amy Moon, Ms. Johnnie Samples, Ms. Gussie Thrasher, Ms. Perran Makulu, and Ms. Yuvonne Pate. For further information on the CDC and its program, contact Ms. Doris Watkins at 770-836-4411 or dwatkins@westga.edu

Secondary Education Teacher Who Makes a Difference

This summer, Joan Madaglia of Central Middle School was one of eleven local middle and high school mathematics teachers who became students and participated in a course to learn how to effectively teach Algebra by integrating problem solving, manipulatives, and technology. This course, offered through the State University of West Georgia, was funded through a \$10,000 grant from The Eisenhower Program for the Improvement of Mathematics and Science. The grant was a collaborative effort between Dr. Janie Cates, Assistant Professor at the State University of West Georgia, and Karen Suddeth, Director of Instruction 6-12 for Carroll County Schools. The Carroll County School System provided \$10,000 in matching funds to ensure that participating teachers received the appropriate materials, resources, and technology for successful classroom implementation.

Under the guidance of Dr. Cates, and graduate assistant Angie Wood, the teachers participated in a variety of hands-on Algebra activities, gaining experience using problem solving and manipulatives such as Algeblocks, Hands-On Equations, and colored cubes. They were also introduced to graphing calculators (TI-73 and TI-83), calculator based laboratories (CBLs), and

calculator based rangers (CBRs). With these technologies, real-world data was collected and analyzed for algebraic relationships. As part of the course, each teacher had to present three hands-on, activity-driven Algebra lessons.

Though summer is over, the teachers are continuing their work. During Fall Semester 2000, each grant participant will be visited three times by Dr. Cates for the purpose of observing and assessing the techniques being implemented in the teachers' classrooms. Other fall activities include: additional training sessions, group update meetings, weekly progress reports via WebCT, and in-service sessions to be held at each participant's school for their mathematics teachers.

Joan feels that she is truly benefiting by "learning from each other about what has worked best." The participants represented Carroll County, Carrollton City, Coweta County, and Heard County. Expectations are that these teachers will make a real effort to share their knowledge with their peers and encourage them to incorporate some of the strategies into their own mathematics classrooms.

Early Childhood/Elementary Education Teacher Who Makes A Difference

Jean Reeves teaches 3rd through 5th grade science education full time at Carrollton Elementary School. She affects the lives of so many children by the quality and variety of science lessons she teaches. Throughout her instruction, Jean implements hands-on learning, which as we all know, requires more preparation time on the part of the teacher. Also, Jean Reeves sponsors the highly active Science Club at Carrollton Elementary School, which is an endeavor that often takes precious after school time and results in taking school work home. In addition, Jean continues to go the extra mile for the children by pursuing external funding in the form of grant writing. She has written four grants for elementary science education and received funding on all. This extra mile has netted a

butterfly garden grant, a grant on outdoor alliance, a grant for instructional excellence, and a grant from Southwire Corporation. Jean also actively collaborates on university research projects. Currently Dr. Rebecca Dodge, Dr. Genell Harris, and she are researching how children construct science meaning through experiential (hands-on) investigations. Jean has applied for funding to attend and present these findings at the National Science Teachers Association meeting in Baltimore, Maryland. Jean is also pursuing a graduate degree at the State University of West Georgia. Ms. Jean Reeves is an exemplary educator who is making a positive difference in the education of our future citizens.

Department of

CURRICULUM AND INSTRUCTION

Reading Education Teacher Who Makes a Difference

"The most important thing about being in the classroom is developing relationships with the children," says Christy Mayfield, a fourth grade teacher at Whitesburg Elementary in Carroll County. Christy's classroom is a reflection of that statement. From the student work displayed in her classroom to the interactions between teacher and students, her students are actively involved in the learning that takes place there. Christy models effective literacy strategies for her students as a means of guiding them into lifelong learning. She uses creative ways to keep her students engaged and thinking critically.

Christy graduated from the State University of West Georgia in May, 1998, with a Bachelor of Science degree in Early Childhood Education. She followed that degree with a Masters of Education in Reading from the State University of West Georgia in August, 2000. Christy is a single parent who combined family life, working, and studying while a student. She is currently in her third year of

teaching full time. Prior to this year, Christy taught in Fulton County schools. Her first year of teaching was in an Inter-related Special Education classroom. Of that experience Christy says, "I had the pleasure of teaching in a Special Education classroom where the focus was on the individual needs of students. I learned to transfer that kind of instruction into a third grade classroom in Fulton County and to my class here [at Whitesburg Elementary]."

Christy says, "West Georgia has been home to me. People there have held me up when I didn't think I could go on. The bond created within Early Childhood and Reading has been important to me. I was given not only book knowledge but the tools to truly become a teaching professional."

The bond that Christy has developed with West Georgia faculty, other graduate students, and her own students continues to accentuate her passion for teaching and her desire to make a difference in her students lives. Colleagues who were in a

graduate reading class together and who have formed a community of learners meet regularly to continue professional development activities and to share strategies and practices from classroom experiences.

One of the projects, which Christy developed while at West Georgia, was a "Tool Box" of reading strategies for her students. Christy teaches her students reading strategies such as predicting, connecting, and chunking to help them improve their comprehension. For each strategy she discusses with her students, Christy has associated a tool from the Tool Box. The tools then become a visual representation for her students to help them remember and use the strategies. Christy encourages her students to think about appropriate strategies when reading and use that "tool" to build understanding. Her students enthusiastically incorporate that technique during their classroom activities and "understand the importance of working with words and transferring that knowledge to text."

The Developmental and Diagnostic Reading Clinic

The Developmental and Diagnostic Reading Clinic is operated by the Department of Curriculum and Instruction and is located in the Education Annex. The purpose of the Clinic is twofold: to serve the needs of the surrounding community of learners and to support the on-going preparation of current and future teachers.

The major function of the Clinic is to provide assessment and instructional services to a wide variety of students, grades K-12, and adults who are having difficulties with reading. Clients served by the Clinic may have a reading disability or

may simply need help in one or more areas of reading such as pre-reading skills, decoding, comprehension, or study skills.

Clinic clients are assessed individually through a variety of both formal and informal evaluations to determine abilities in reading skills. The reading diagnosis leads to a recommendation of the most appropriate reading instruction for the client. Every client is unique and learns in different ways, so each instructional plan is individualized.

Tutoring is offered in the Clinic to address each client's specific reading

difficulties after his or her initial assessment. Clinic staff members, who are graduate students and certified teachers, provide tutoring as a part of their instructional programs.

Tutoring is provided in a one-on-one or small group environment and is based on the instructional plan for each child. Parents are welcome and encouraged to observe any part of the assessment or tutoring process. For further information on the D&D Reading Clinic and its program, contact Dr. Donna Harkins at 770-838-3202 or at dharkins@westga.edu

Department of

COUNSELING AND EDUCATIONAL PSYCHOLOGY**Educators Who Made a Difference**

Mary Beth Wulff

My parents have been for me, for as long as I can remember, a source of pride, inspiration, and love. They have provided me with a home, a family, and a sense of belonging. When asked to write about a particularly meaningful mentoring relationship in my life, it was clear to me that my parents had to be at the top of the list. According to Webster's dictionary, a mentor is defined as a wise and faithful counselor, a teacher or a coach. I agree with this definition and feel as though it is very descriptive of what my parents have been to me over the years. I have always been a firm believer that an individual's development is very much embedded in history. I could not possibly have become the person that I am today without the influence of my parents.

Dr. and Mrs. John W. Wulff (Jack & Beth to friends) are currently enjoying the early stages of a well-deserved retirement. My mother retired from the school system (school nurse) a few years back and my father just recently retired as a Professor of Education at my alma mater. To try to describe the many ways in which they have "mentored" me is like trying to decide just which psychological theory really has had the most influence on education (not an easy question to answer in just a few words).

Those in the field of education are in a constant battle over whether or not teaching is an art or a science, and it is certainly not hard to find individuals on either side of the fence. Many think it to be fine mixture of the two. Although I am not sure of what the technical answer to this question is, I can tell you what makes a fine educator.



When I think of the educator that I would like to become some day, I think of both my mother and my father. Both have been educators throughout their lives, albeit in very different circumstances. My father has taught me, among other things, the value of education and the importance of providing the very best to my students on a daily basis. I am a life-long learner because of him. My father has

shown me, through example, that you have to work hard for education to succeed and it is a lesson I bring with me to the classroom everyday. My mother, on the other hand, has taught me how to use the knowledge I have gained to become a better person, both in and out of the classroom. Her gentle guiding hand allowed me to make decisions for myself and live with

the consequences of those decisions.

To say that I was somewhat of a challenge growing up would be an understatement (no surprise to those of you who know me). I believe that my parents have always made very wise choices where I was concerned and did a great job channeling a lot of excess energy into some productive avenues. I believe it is also important to note that my parent's success as mentors is certainly not limited to the guidance that they gave to me. The personal and professional gains made by my brothers' (3) and my sister are also a daily testament to my parents' influence. In fact, it is really hard to judge just how extensive their influence has been. I know only this, I am lucky to have them.

New Faculty in Media & Instructional Technology

The Media and Instructional Department is proud to welcome Kathy Brock as a new faculty member. Kathy and her husband Hiram both grew up in Carroll County. Their country home sits on family acreage near Temple where Hiram has a pick-your-own blueberry patch. He also maintains 130 beehives and has a loyal following of customers



for his local blend of tulip poplar, blackberry, and sourwood honey. Kathy loves reading, needlework, music, travel, and being with family and friends (human and feline). She also likes to make grapevine wreaths, watch sporting events, and research local and family history.

*Department of***COUNSELING AND EDUCATIONAL PSYCHOLOGY**

A Tribute to My Dad

As educators we are in a constant battle over whether or not teaching is an art or a science. It is not hard to find individuals on either side of the fence. Many believe education to be a fine mixture of the two. I guess I am not sure of the technical answer to this question, but I am sure what makes up an outstanding educator. I know this, and have become the educator I am today, because I have been fortunate enough to have this fine educator as a professor in the classroom of life. This man is my father, Dr. Jack Wulff.

Although Salisbury State has been lucky to have an educator as dedicated and concerned about education as my father for the last 27 years, he has been, and continues to be, a guiding factor in my life. I believe the number of lives my father has touched and the continued daily successes of those with whom he has come in contact with in the classroom are a true testament to the everlasting presence of a caring educator's influence. Many have seen and experienced the result of my father's diligence and hard work, and I know that they are appreciative of his efforts. I, however, have seen the "behind the scenes action" that makes my father the exceptional educator that

he is and always will be. I would like to share with you some of the things that I learned from my father (outside of the classroom) that have helped to make me a better educator, and a better person.

1. You must work for education to succeed. Preparation is a never ending process, but also the key to success in the classroom.
2. The education of a teacher is never ending. Induction into the profession is induction into life-long learning.
3. Respect and care for your students and colleagues, and you will be respected in return.
4. Always believe in yourself and do what you feel is right.
5. And last, but certainly not least, a good putting stroke is the key to a good golf game.

My father is very blessed in the "art of education" and worked hard to succeed in the "science of education". All of his students are lucky to have had him and I am lucky enough to love him. Thanks, Dad, for going that extra mile!

The Collaborative Schools Initiative

The Collaborative Schools Initiative in the College of Education continues to reach out in ways that will involve local school personnel and West Georgia faculty creating opportunities together to enhance P-12 learning.

The committee intends to continue encouraging university faculty to build on the foundations already created in various area schools. By interfacing with school personnel, a symbiotic relationship will be developed with the purpose of assisting teachers in their professional development. This, the committee intends, will lead us toward

the goal of developing new teachers, which will ultimately have a lasting, positive impact on P-12 students.

Several faculty members in the College of Education are currently engaged in collaborative ventures with elementary, middle and high schools. These experiences, several of which began last year, have proved to be rewarding to our faculty as well as to the staff and students in the schools in which they have occurred. In all cases, faculty members and school personnel alike have reported that they have personally and professionally benefited

from these partnerships and that P-12 students in the schools had their learning enhanced.

It is becoming vitally important that higher education institutions preparing P-12 teachers can guarantee that those entering the teaching workforce have the skills necessary to bring about improved student learning. The Collaborative Schools Committee is committed to assisting all faculty at the State University of West Georgia in developing meaningful partnerships with local schools to accomplish this mission.

Middle Grades Education Teacher Who Makes a Difference

Kay Atchison is an exemplary teacher at Bay Springs Middle School. She has done an outstanding job supervising four teaching interns from the State University of West Georgia. Kay never intended to go to college, yet continued her education and graduated from the University of Montevallo in Alabama with a Specialist Degree in Education. The first ten years of her teaching career were spent in Birmingham, Alabama, teaching grades five through eight. When she joined the faculty of Villa Rica Middle School in 1985, Kay knew that she had found a home. At Bay Springs Middle School, she teaches seventh grade social studies and language arts. Kay is convinced that there is no better place to teach and no better faculty anywhere. The comradery and support there make coming to school a blessing.

Throughout her career, Kay has had opportunities to conduct language arts workshops at local, national, and international conferences. The last one, held in Bermuda, revolved around integrating fables and fairy tales into the language arts classroom. She often uses her travel experiences as a motivating part of her teaching. She shares pictures, souvenirs, and amusing anecdotes with her students. Although the textbook that she uses doesn't emphasize the history of Russia, she hooked her students into exploring the chapter with intriguing stories of Ivan the Terrible and Peter the Great. Kay believes that getting the students' attention is half the challenge of teaching. We are fortunate to have high caliber supervising teachers like Kay Atchison. She makes our profession one of which we can all be proud.