



# Austin College

Magazine Summer 2012

Who Values Education?

### Travels and Conversations

I have had a busy time of travel since Austin College's Commencement weekend. Larry and I have been in Seattle, Vancouver, Aspen, Houston, Washington, D.C., and London. Some of that was for vacation (a week in London to celebrate our 25th wedding anniversary); some was for Larry's projects (he performed and lectured in both Seattle and Vancouver); nearly all involved opportunities to see Austin College alumni and friends or to meet with other higher education leaders at a variety of meetings and conferences. I've learned a great deal in the last several weeks and am delighted to share some of that with you.

First of all, everywhere I visited, people wanted to talk with me about the future of independent higher education. Families are finding it ever more difficult to make tuition payments; students are scared about their future in this unsettled economy; and public support for education is waning. At Austin College we are fortunate to have a robust scholarship program and engaged and active alumni who value the individual and societal benefits that liberal arts education provides. You will find some additional thoughts on the current context for Austin College in that discussion on pages 24 and 25 in this magazine.

A second thing that emerged from this whirlwind of travel is a deeper appreciation for what all Austin College Kangaroos share. Although I was able to talk to alumni from widely different backgrounds and with widely differing careers and family situations, several things remain constant. Austin College alumni are engaged with their communities; they believe their education prepared them for success in their careers and success in forming a sustaining life of the mind; and they reflect fondly on the relationships they formed during their Austin College years.

It is particularly fun to gather a group of alumni of differing generations and ask questions: What was the course you dreaded at the time but now realize was important to your life path? What was something significant that a professor told you outside of class that changed you in some way? How do your Austin College friends differ from your other friends? How did you integrate an "outside" experience such as Jan Term, an internship, or varsity athletics with the "inside" of your academic life? Pose these next time you get together with members of Kangaroo Nation, and I assure you the conversation will be lively. This magazine includes the stories of faculty and students living out today many of the

same experiences that you remember from your days on campus. Details may differ, but the sense of community, adventurous learning, and an excellent faculty remain constant.

And finally, traveling with Larry means that I am never far away from a brilliant new idea. We spent time this month thinking about the difference between mystery and wonder. Larry encourages me to pay more attention to wonder (i.e., the immense joy and passion that comes from paying close attention to the world as it is before us) and less to mystery (i.e., that which seems to lie "beyond the veil" of experience and sensibility). I discovered that following this advice keeps me grounded in the Source of being and love and gives me a feeling of both home and adventure no matter where I happen to visit.

I hope you will visit us on campus this fall and rekindle your own sense of home at Austin College.

Gratefully,

*Marjorie Hass*

Marjorie Hass, President  
Austin College







*From the Shine: Vintage Photographs and Shoe Shine Boxes exhibit in Forster Art Studio Complex this spring.*

## Austin College Magazine

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# CLASS OF 2012



*Commencement 2012 was highlighted by sunshine and smiles, the May showers breaking for the day's festivities as some 318 graduates including senior speaker **Asil Yassine**, above, received degrees from President **Marjorie Hass**.*

*Find details of the weekend's activities and many more photos at [www.austincollege.edu/commencement](http://www.austincollege.edu/commencement).*



# At the Top of Their Class

Each year, the Austin College faculty selects two outstanding students in the graduating class for special recognition by the Board of Trustees, based upon the students' entire academic record. During Commencement, the two students, with no distinction between them, receive the J.M. Robinson and J.C. Kidd Memorial Scholarship Medals, first presented in 1935 and 1940, respectively.

**Alicia Houser**, pictured at left, and **Nicole Breckling**, right, have excelled not only in academics but also have been active in many aspects of campus life.

Alicia received the J. M. Robinson Medal. She completed majors in international relations and African studies and is preparing for a year of service through AmeriCorps before pursuing graduate studies in international education development. Her eventual career goal is to work abroad, combining her interests in development, education, conflict studies, Africa, and improving the lives of others.

She gained experience in all those areas at Austin College. Involved in many social organizations, like Omega Zeta sorority, she also participated in four Model United Nations conferences, was a member of the Posey Leadership Institute, served as a resident assistant, studied abroad for a semester in Uganda and Rwanda, and spent January Terms in India and Morocco as well as Egypt and

Palestine. A Lilly grant enabled her to serve at a school in Sierra Leone, which, she said, "changed how I view myself and my ideas of what I want to do for a career (which will always be changing)."

A Robert L. and Mae F. Wood Presidential Scholar, Alicia also had support for her Austin College experiences through the Kappa Gamma Chi Alumni Scholarship and the James Knowlton Memorial Endowment for Travel Abroad.

Selected as a member of Phi Beta Kappa and Alpha Chi honor societies, as well as Pi Sigma Alpha honor society for political science, Alicia earned Honors in Political Science, completing an honors thesis on "The Nexus: History Education in Bosnia and Herzegovina, Rwanda, and Northern Ireland."

Nicole received the J.C. Kidd Medal. A math major with a minor in German, she has enrolled in Austin Teacher Program (ATP) graduate studies and will complete her Master of Arts in Teaching degree in 2013. She plans to teach high school math, hoping to have long-lasting and positive influence on her students, and eventually, to teach in a low-income school. She received Austin College's Carl B. and Florence E.

King Fellowship for an Outstanding Student in Teacher Education to continue her studies.

A member of Phi Beta Kappa academic honor society and Delta Phi Alpha national honor society for students in German, Nicole maintained a busy co-curricular schedule, serving as a Sallie Majors Religious Life intern and an Academic Skills Center peer tutor. She also lived the hectic life of a scholar-athlete on the women's soccer team, receiving conference and regional academic honors.

Nicole spent spring 2011 in a study abroad program in Berlin, Germany. Along with her regular studies there, she completed an internship, teaching English as a foreign language to fifth- and sixth-grade students. "My experience abroad showed me how capable I am of being self-sufficient and adapting to new situations," she said. Nicole's study was supported through the Charles F. Richardson III International Studies Scholarship Program.

When she began exploring college options, Nicole found everything she was looking for at Austin College—international study, soccer, and a teacher education program. She also found a faculty that inspired her. "Professors push us to critically think and analyze ideas," Nicole said. "They don't expect us to only regurgitate information, but to apply our new knowledge to new situations and to our own lives. I think that makes the learning experience much more relevant and engaging to students."



**I will forever be indebted to all the professors I had for seeing my potential and pushing me to do more.**

– Alicia Houser



**George Diggs**, professor of biology, received Austin College's distinguished Homer P. Rainey Award at Honors Convocation this spring. The award is presented annually by the Board of Trustees to a member of the faculty or staff for outstanding achievement and service to the College. During the convocation, he also was installed as the Donald MacGregor Chair of Natural Science.

Diggs has been a member of the Austin College faculty for more than 30 years. A botanist, he is an expert on the plants of north Texas and has published, with coauthors, two large volumes of work as part of the Illustrated Texas Floras Project, a collaborative effort between the Botanical Research Institute of Texas in Fort Worth and the Austin College Center for Environmental Studies.

Announcing the award, President **Marjorie Hass** said, "George is a true ambassador for the College. His contributions to the educational mission of the College are diverse, meaningful, and profound. He serves this institution with great dedication and his scholarship work has transformed Texas botany. He also has demonstrated servant leadership in his career and in his community."

Diggs earned his undergraduate and master's degrees at the College of William and Mary and a Ph.D. at University of Wisconsin – Madison.

The Rainey Award memorializes **Homer P. Rainey** '19, whose prestigious career as a college president included leading four institutions. He received an honorary doctorate from Austin College as well as the Founders Medal. He was named an Austin College Distinguished Alumnus in 1973.

Two other faculty members were named to endowed chairs and professorships at Honors Convocation. **Michael S. Fairley** was named to the Cecil H. Green Professorship in Communication Arts, and **Frank Rohmer** was installed to the John D. Moseley Chair in Government and Public Policy.

Fairley, associate professor of communication, joined the Austin College faculty in 2000. He earned a bachelor's degree and a master's degree at University of Arkansas and a Ph.D. at University of Oklahoma. His Austin College courses include all aspects of communication from "Interpersonal Communication" and "Public Speaking" to "Intercultural Communication" and "Organizational Communication," with many related courses.

Rohmer, associate professor of political science, joined the Austin College faculty in 1988. He earned his bachelor's degree at Spring Hill College in Alabama and his master's and doctoral degrees at the University of Chicago. His courses include "American Political Thought," "U.S. Constitutional Law," and "Political Theory." The pre-law advisor for Austin College, Rohmer works with the alumni "L" Law Association to host the annual Kenneth L. Street Law Symposium. He also coordinates the Public Administration Symposium and the Hatton W. Sumners scholarship competition.

Three faculty members were granted tenure this spring and promoted to associate professor: **Nate Bigelow**, political science; **J'Lee Bumpus**, mathematics; and **Greg Kinzer**, English. Peter Anderson also was granted tenure, and previously had held the rank of associate professor of English. Additionally **David Baker**, physics, and **David Griffith**, business administration, were promoted to professor. Griffith holds the Jack B. Morris Chair in Entrepreneurial Studies.

*(See page 18 for information on the winners of the College's annual teaching awards.)*

# Faculty Receive Honors



George Diggs



Michael Fairley



Frank Rohmer

## MORE AWARDS

**Victor “Abe” Menaldo** '12 has been selected as one of 75 participants for the 2012-2013 Congress-Bundestag Youth Exchange for Young Professionals. The program includes a year of study and internship in Germany. Abe, who completed majors in economics and German with a minor in environmental studies, has studied internationally since arriving at Austin College from his Mexico City home. However, he also traveled to Germany for a January Term course and spent his entire junior year abroad, split between Austria and Germany.

**Eric Schuppe** '13 and **Carina Parikh** '13 have received National Science Foundation Research Experiences for Undergraduates awards in psychology. The two are among 12 students selected to participate in the Biological Basis of Human and Animal Behavior summer research program at Oklahoma State University.

**Ashton Gelat** '13 has been awarded a U.S. Department of State Critical Language Scholarship for study of Arabic in Amman, Jordan, this summer. The eight-week program covers approximately one academic year of university-level Arabic, with 20 hours of formal language instruction per week as well as regular opportunities for conversational practice and activities and excursions designed to expand understanding of Jordanian culture within the broader tapestry of the Arab world.

**Christina Babu** '13 and **Eric Schuppe** '13 won first place in the Undergraduate Research Competition of the Southwestern Psychological Association in April, presenting their paper, “Males Rate Romantic Attraction Higher when Placed in Uncertain Conditions.”

## Fulbright Award to South Korea

**Allison Lowe** '12 is one of 1,500 U.S. citizens awarded Fulbright Student Program awards this spring. She will spend the 2012-2013 academic year in South Korea, participating in the Fulbright English Teaching Assistant (ETA) Program, which places new college graduates as English teaching assistants in schools or universities, where they increase foreign students' English language abilities and knowledge of the United States. They are integrated into the host community, which improves their own foreign language skills and knowledge of the host country.

In her application, Allison wrote, “Teaching in Korea would be an incomparable opportunity for me as a teacher, as a student of the English language, as a learner, and as a person who wants to experience more than she ever has.”

She chose to apply for the program because “teaching is what I do,” she said. In fact, when she returns from South Korea, she will begin a Ph.D. program in English literature at University of North Texas, preparing for her goal of becoming a professor of English.

Some of her inspiration and preparation for her future career came through an Austin College Lilly internship at a Montessori school in Sherman and observation in public schools through a course of the Austin Teacher Program.

And, as a teacher, she understands that continued learning is critical. “I also want to go to Korea not just to teach but to learn,” she said. “Just as I learned so much from my students in my previous teaching experiences, I’m sure my students in Korea will teach me an incredible amount about a place I have never been. I believe my contact with them will help me integrate more successfully, as they provide me insight to Korean cultures. As a history major as well as an English major, I know what things can happen when two cultures are brought together in peace. Usually both parties gain knowledge and understanding. When so many people came together on the Silk Road, an exchange of ideas flourished.”

Allison knows, too, that the experience will enhance her teaching skills. “Teaching English in Korea will help me become a better teacher in so many ways,” she said. “Teaching abroad will help me teach in American classrooms that are becoming more and more diversified. I am sure being put into a foreign country for a year will help me relate to my future students who may be trying to integrate within the United States.”

While teaching English, Allison hopes to learn to speak Korean as well, having started learning on her own. She also hopes to explore Korean Buddhism as well as the general culture and history of the Korean people. “I don’t want to be a tourist in Korea,” she said. “I want to experience it as Koreans do.”

2012 Magna Cum Laude Graduate  
Majors: English and History, Honors in History  
Grace Dupree Ridings Scholarship  
Stephens International Studies Scholarship





## Grand Times

The Village on Grand housing seems to have found its place in the campus community. In May, then-seniors **Bridgette Deem** and her roommates had many good things to say about their home in the Village. From being close enough to stay involved in campus activities to saving money on gas to the luxuries of a full kitchen and laundry room, the responses were positive about the living opportunity. Another perk? “I absolutely love having a porch!” Bridgette said. “My roommates and I sit outside and do our class work whenever there’s nice weather, or we sit outside just to chat and enjoy the sunshine.”



*Ashley Jones and Bridgette enjoy the porch, above, and, at right, their housemates Katie Heath and Ellen Kenzora enjoy an afternoon snack. At far right, Bridgette Deem.*



## An End to Poverty

Under the guidance of **Don Rodgers**, associate professor of political science, Austin College students are working to end poverty in the United States—eventually. The seven students in the program are beginning with the Texoma area, but they have big dreams. “We want to serve as a pilot program for the whole country,” Rodgers said.

Students in the Social Entrepreneurship for Poverty Alleviation (SEPA) program gained grant writing skills and have partnered this summer with local nonprofit organizations. While learning about the issues addressed by the nonprofit groups, the student interns are writing grant proposals to help the agencies to address economic and social problems in the local community.

Rodgers, who directs the College’s minor in nonprofit organizations and policy and leads the students, has partnered with **Katy Cummins** ’07 of the Texoma Council of Governments (TCOG) and grant writing specialist Beverly Santicola, CEO of U.S. Government Grants, a grant writing and community development training and consulting firm. She donated her time for a two-day grant writing workshop this spring and continues to advise the student interns this summer.

Students receive a \$2,000 stipend for their work, funded by their nonprofit agency and funds from TCOG and Austin College. And, they get great experience. “These students have an interest in nonprofit work and a big part of that is grant writing. It’s a real selling point for their career to have a proven track record in winning grants,” Rodgers said.

But any student can benefit, as grant writing skills are not that different from those needed to create a business plan or investigate a problem—checking available resources, outlining a plan of action, and setting measurable outcomes. “You’re trying to sell funders on your project,” Rodgers said. “Even students who aren’t interested in this sort of career—but who might want to be involved in their community as volunteers—can benefit from knowing how to write grants.”

Having an Austin College intern is good for the nonprofits, too, as they may not have the staff or time to do grant writing and fundraising.

Staff at TCOG will track the results of the grant requests to measure the students’ progress. Rodgers, Cummins, and Santicola plan to expand the program and increase the number of student interns next year, continuing the declared war on poverty, locally and beyond.

## Thinking—and Acting—Green

Austin College Kangaroos went green this spring. For the College's annual GreenServe event in April, alumni and students joined in community service with an environmental focus. From work on the prairie restoration project at Sneed Environmental Research Area near campus to cleanup of a wetlands habitat near Portland, Oregon, to a preservation effort at Theodore Roosevelt Island in Washington, D.C., students, faculty, staff, and alumni turned out to "Think Green" in a variety of projects.

In addition to the Sneed Prairie volunteers, the campus contingent also created a native plant garden on campus, worked at the Buckner Biology Lab property, took part in a letter-writing campaign, posted campus Think signs, and volunteered at Texoma Earth Day and Earth Day Dallas. The main student project involved 65 students who traveled to Eisenhower State Park in Denison to work with area bicyclists and Texas Parks and Wildlife staff to repair damaged portions of the park's five miles of trails.

Across the country, alumni joined in the effort with events in Washington, D.C.; Portland, Oregon; and in Saint Joe, Galveston, Dallas, and Kerrville, Texas. Some alumni created their own events; others joined community projects held in conjunction with Earth Day. **Amity Overall-Laib '01**, a member of the Alumni Board, encouraged all alumni to take part in efforts in their own areas in support of the campus projects.

GreenServe is a joint project of Austin College's Service Station and Thinking Green Initiative. The Thinking Green Initiative is showing successful results. Austin College was named to the Princeton Review's *Guide to 322 Green Colleges* in April.



## Outstanding Leaders

Within a class of 300-plus students, many leaders emerge. When those leaders' spheres of influence extend from academics to community service to campus organizations, people take notice. Two such campus leaders are recognized each spring as the Altrusa Outstanding Senior Woman and as the Outstanding Senior Man.

**Kimberly Cook** and **Daryl McKee** received those awards in 2012, their co-curricular involvement spanning from Service Station board and Alpha Phi Omega national service fraternity to lacrosse and Austin College Dance Team. They were involved in religious life groups, Greek organizations, and academic and cultural organizations.

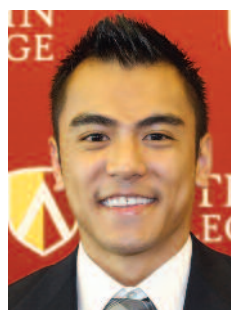
Kim completed majors in biology and history and begins study next spring at University of Texas School of Public Health. Daryl, who completed a major in biochemistry and a minor in mathematics, is enrolled in a one-year master's degree program in medical sciences at University of North Texas Health Science Center. Both plan to attend medical school.

A past president of Zeta Chi Beta fraternity, Daryl also was selected as Outstanding Greek Man. **Laylee Ghafar '13**, a member of Alpha Delta Chi sorority and Greek Council, was selected as the 2012 Outstanding Greek Woman.



**Kimberly Cook**  
*Robert W. Knox Memorial  
Scholarship*

*Alfred Lafayette Ridings M.D.  
Scholarship*



**Daryl McKee**  
*Edwin B. and Louise C. Jordan  
Scholarship Program*

*Robert D. Bradshaw Scholarship for  
Co-Curricular Leadership*

*John D. Moseley Alumni Scholars  
Program*



## 100 YEARS OF SCIENCE



*Editor's Note: Following the Winter 2012 Austin College Magazine focus on "100 years of Science" at the College, we received notes from multiple alumni that a distinguished faculty member from the past century deserved recognition in such an article. While the issue was not intended as a comprehensive look at the 100 years, we recognize the contributions of Frank Clark Edwards indeed were significant. Since the late professor has two sons, **David** '83 and **Frank** '81, who are graduates of Austin College, we were able to gain some personal insights from David. The Edwards story continues through the experiences of David's children **Margaret**, who graduated from Austin College in 2012, and **David, Jr.**, who is a member of the Class of 2014.*

Professor of Chemistry **Frank Clark Edwards**, according to his son David, arrived at Austin College in 1961 to coordinate the construction of Moody Science Center, completed in 1965. He was a key figure in the growth of the sciences and assisted the College in realizing much of President **John D. Moseley's** vision in the 1960s and 1970s. His service also included work in implementation of the IDEAS program (Individual Development: Encounter with the Arts and Sciences), perhaps a foreshadower of the comprehensive education program that the new IDEA Center, with its science and technology focus, will continue in future generations.

David holds a fondness for Moody Science Center, which he described as "one of the best designed and implemented" campus buildings and "both timeless and in harmony with the original architecture of the campus." He expressed regret that the new IDEA Center location required the loss of the original Russell Tennis Stadium, dedicated in 1974 with his father and legendary women's coach **Gene Day** playing mixed doubles against the famous actress, dancer, and one-time Austin College trustee **Ginger Rogers** and her tennis partner. The family tradition continued, however, as Margaret '12 was a Kangaroo tennis player.

The chemistry professor also served as director of a Moseley program known as the Total Institutional Project, which examined the nature of college leadership, its decision-making processes, and its augmentation of the new IDEAS curriculum. During his tenure, Edwards also served as

chairman of the science department and as dean of educational research and development.

Before joining the Austin College faculty, Edwards was involved in the Manhattan Project at Iowa State University, where he invented a quartz fiber microbalance (for which he was awarded his Ph.D.), and worked in plutonium experiments that his son said resulted in radiation exposure and ultimately, his father's untimely death.

"Although my dad lived a relatively short life and was at Austin College for only 14 years, he was a remarkable man and accomplished many great things," David said. "His students inspired him. He was an innovative teacher and was loved by everyone who knew him. He worked on the IDEAS Project up until his final days, taking his work with him to MD Anderson and literally working from his hospital bed until his illness became too advanced to continue. To this day, I still get emails from his former students, thanking me for the difference he made in their lives."

Indeed, the hallmark of an Austin College professor.



Frank Clark Edwards

*More about the science faculty of the past 100 years will be available on campus this fall through a project undertaken by current science faculty **Peggy Redshaw** and **John Richardson**. They prepared an exhibit on the faculty and students of 1910 through 1940 in fall 2011 and are researching those of the next 30 years for a fall 2012 display in Abell Library.*

## The Next 100 Years



Two Austin College chemistry majors hope to make their mark in the sciences, taking part in work that could have impact on future fuel sources and on health care. The two received National Science Foundation Research Experiences for Undergraduates (REU) awards this summer. **Jessie Berger** '13 is working with inorganic research on molecular mimics of photosynthetic systems at Penn State, and **Catherine McKenas** '14 has joined a bioanalytical team at University of Illinois Urbana-Champaign researching highly multiplexed, label-free biosensors.

Jessie, at left, plans to earn a Ph.D. in chemistry, but is undecided whether she will pursue work in academia or industry.

Catherine also plans to complete a Ph.D. in chemistry and work in academia and research.

# Building Up the IDEA Center



Construction on the IDEA Center continues on schedule, with occupancy planned for Fall Term 2013. A Topping Out ceremony on June 27 marked the completion of the highest level of the steel structure of the building. Friends, faculty, and staff watched as Hunt Construction crews hoisted a tree atop the building in a construction industry tradition. Guests also signed interior columns to “make a mark upon the future of science education at Austin College.”

The IDEA Center’s main entrance, pictured above, will open onto a light-filled commons and will showcase the observatory tower, which will rise through the square opening visible at the top left of the curving façade.





# I AM A TEACHER

**David Marquis '73** began teaching upon completing his master's degree at Austin College in 1974. He developed an interdisciplinary American Studies curriculum and more than once butted heads with the administration at his school because of his creative approach to teaching.

In 1976, one of his former students was shot and killed. The trauma led Marquis to write a play about what it means to be a teacher who cares about his students. The result was the one-man show "*I Am A Teacher*," which premiered at Austin College in 1977. The story revolved around Ben James, a young, caring, history teacher who managed to impart some knowledge of the importance of history to his students even as he faced the challenges of the politics of the school system and supported his students through a variety of personal crises.

That show went on to tour throughout the country from 1981 to 1989. Marquis performed at the Kennedy Center, in 40 of the 50 states, and in venues from schools to theatres, corporate boardrooms to college campuses, and even in a Congressional hearing room.

Marquis and photographer Robin Sachs wrote the book, *I Am a Teacher*, featuring photographs and interviews with teachers from every state in the United States. The book, published in 1990 by Simon and Schuster, was a Critic's Choice in *Time* magazine and received a five-page spread in *Newsweek*.

More important to Marquis, however, was the response he received from teachers, who laughed, cried, and identified with the issues of the drama. He continues to receive emails, calls, and comments from people who saw the play years ago and still recall the impact the story had on them.

In the early 1990s, Marquis updated the play, with Ben James then a middle-aged teacher trying to decide whether to remain in teaching or move into a family business position offering far more money. Meanwhile, he deals with an ethical challenge, having been pushed by a supervisor to pass a troubled student though she had not completed the work. Instead, the teacher works one-on-one with the student to help her barely make a passing grade. He decides to remain in the classroom. Part Two of the play ran until 1997.

On September 13, Marquis will launch Part Three, returning to Austin College's Ida Green Theatre where the play first was performed. Now in his early 60s, Ben James is considering retirement and is assigned a rookie teacher to mentor. He shares 40 years of experiences but realizes how unfulfilled he remains because he believes American education should offer more to its students. His new struggle: to return for one more year of teaching in the traditional public school or form an independent school based on his own philosophy. "What decision will this veteran teacher make?" Marquis wrote in notes for the updated version. "Does he have one good fight left in him? Can he still cut it as a teacher? Can he not only inspire his students but also the young teacher he has been assigned to mentor?"

"This version will get big laughs, but pulls no punches as it deals both with decades of American education and the potential for new schools and new ways of educating," Marquis said.

Ticket reservation information for the September show will be available on the Austin College website as more details are available.

## I Am A Teacher III

September 13, 2012

7 p.m.

Ida Green Theatre,  
Ida Green  
Communication Center  
Austin College

*In Appreciation of Teachers  
Everywhere*

*Teaching is not Marquis' only theatrical inspiration. He has written six one-person plays in addition to I Am A Teacher, all having been produced throughout the country, and has written three other books. His interests have taken him to El Salvador where he was an election observer, to refugee camps along the border of Pakistan to spend time with Afghan freedom fighters at war with the Soviet Union, to South Africa during the apartheid movement, and to Nicaragua and the Philippines for grassroots economic development work. He also is an environmental and education activist. David, named an Austin College Distinguished Alumnus in 1992, dedicates his work as an author and an activist to his grandchildren, "that I might leave the world a better place for them."*

# Founders Society Inducts Charter Members

Since 1849, Austin College has been enabling students to find their True North by equipping them with the tools to navigate the world as fully engaged citizens. The Founders Society was established to honor those individuals who, through extraordinary philanthropy and lifetime giving, have been foremost in the success of the College. These generous individuals are helping chart the course for our continuing journey, while upholding the spirit and values of the institution's Presbyterian founders. Austin College gratefully acknowledge these friends who stand at the helm, compass in hand, as members of the Founders Society.

## Founders Society Charter Members:

- ❖ Carolyn and Houston Harte of San Antonio, Texas
- ❖ Robert M. '53 and Joyce Johnson of McLean, Virginia
- ❖ Linda Morris Elsey, the late Jack Morris, and the Morris Foundation of Fort Worth, Texas
- ❖ Sally and the late Lee Posey of Dallas, Texas
- ❖ Robert and the late Ruby Priddy of Wichita Falls, Texas
- ❖ Todd '82 and Abigail Williams of Dallas, Texas
- ❖ The late A.M. and Mary Wood of Dallas, Texas
- ❖ Robert J. and Mary Wright of Dallas, Texas

The inaugural inductees were honored at a gathering of friends, alumni, and students in March at Union Station's Grand Hall in Dallas, Texas.

# Karen Nelson

For the past 35 years, the Austin College campus has served as something of a research lab for **Karen Nelson**. From 1977 to 2007, she mostly taught full time in the Psychology Department, specializing in lifespan development, young adults being a particular focus of her study. For the past five years, she has taught only one course each term while serving the College as associate vice president for institutional effectiveness, collecting and examining data about those same students and alumni, as well as college programs and projects.

Now she is turning her focus to other labs, having retired from the College last month. For the next year, she will consult on a few Austin College projects to see them to completion and has promised to assist on an assignment or two, but those are just tying up loose ends.

Come summer 2013, she will be living in southern Maine, just an Amtrak stop from the Boston area she calls home, having completed her undergraduate degree at Clark University and her master's and doctoral degrees at Harvard University. To make Maine even more appealing, two of her three children live in the area. And then there's the weather. Since she will be moving from Texas in the summer, not much more need be said. (Her California-born husband, however, is a bit concerned about the winters.)

The pair of psychologists likely will address those concerns easily. Much of Karen's work has been problem-focused, she said. In her role in administration, she collected and pored through all sorts of data about the College, determining ways to assess programs and means to articulate the findings. One aim was to "keep the College honest," she said. "Are the things we claim about Austin College true and accurate?" Another of her goals was to ensure that when someone had a question about College data, there would be one answer and a means by which that answer could be retrieved.

One of the "answers" that appeared in the data was somewhat unexpected. "What surprised me most was the diversity of the campus, not only in terms of ethnic and racial diversity, but also socioeconomic and religious diversity and all the things that make a place as small as we are a really interesting community." Karen was pleased to find that Austin College students, unlike students at some peer institutions, show an increasing openness to others over the four years.

"When I talk with our seniors, they are describing multiple networks they have created for themselves and are continuing to find interesting ways to discover how different the world can be," she said.





# Retires

As a pre-teen, Karen told her mother she was interested in finding out how four siblings can be raised together in the same family and be so totally different. “That’s what a psychologist does,” her mother told her—and her path was set. Karen knew she would love to study and research, but expected teaching to be “the price I would pay to do what I found interesting.” Another surprise: she absolutely loved teaching.

She found teaching to be her greatest satisfaction, and student accomplishments, her greatest pleasure. Her first faculty position was at a large university where she said the attitude was “we’re glad you like to teach, but no one cares,” and the priority was research and publication. She was pleased to find a better fit at Austin College. “But I don’t think I expected to enjoy it as much and have the opportunity for as great a variety of things as I have been able to do here,” she said.

In her role in administration, she has continued to teach, but to a different audience. The role, she said, allowed her to wean herself from teaching. “It would be much harder to walk away if I were walking away from the classroom,” she said.

Beyond the College, Karen calls her interests “predictable”; she enjoys cooking, photography, crocheting, walking her dog, being outdoors when she can, and “being Nana to two gorgeous granddaughters in Austin.”

Once she and her husband make the move to Maine, Karen does expect to do some writing and has some things on her professional to-do list she hasn’t quite finished. “But,” she said, “I do look forward to having those days, when you wake up and there is nothing you have to do before the day is up.”

## HONORING KAREN NELSON

*Karen’s faculty colleagues hope to fund an endowment in her honor that will facilitate collaborative student-faculty research and presentation opportunities. “If someone had asked me what I would want them to do for me, that is what I would have told them,” Karen said. “No one asked, so I guess they know me well.”*

*Lisa Brown, department chair, said Karen had long been a proponent of student research projects and students’ presentations of findings at professional meetings, and had begun the psychology research forums now held each year. This year, two psychology students won first place at the Southwest Psychology Association conference and two students received National Science Foundation research fellowships in psychology. “We continue to build upon the foundation Karen established,” Lisa said.*

*To contribute to the Dr. Karen H. Nelson Psychology Endowed Fund, contact Paula Jonse, executive director of alumni engagement, at 903.813.2389.*

# A Legacy to Note



Her late son’s love of music at Austin College led Opal Carlton to make a bequest in his memory.

When Mrs. Carlton’s family presented the estate gift in June 2012, her legacy had been realized—and the names of Opal Carlton and her son **Steven Findlay** ‘69 will be remembered for generations to come through the creation of music scholarships, funding for pianos and the Wynne Chapel organ, and naming of a faculty office in the new IDEA Center for Findlay, a distinguished clinician and physician.

Donors who place Austin College in their estate plans are included in the Covenant Society, and their generosity ensures that future ‘Roos can discover the melody of their own lives. Through Opal’s gift, the Carlton and Findlay families join many benefactors who have made a lasting commitment for Austin College’s future.

For more information about membership in the Covenant Society through legacy gifts to Austin College, contact Jennifer Pearson at 903.813.2336 or visit [www.austincollege.edu/giving](http://www.austincollege.edu/giving).



AUSTIN  
COLLEGE



### WINNING ATHLETES

**Josh Saunders '12** and **Jessica Fleming '12** received top athletics honors in May, selected as the Pete Cawthon Male Athlete and Gene Day Female Athlete of the Year.

Jessica, a four-year starter for the volleyball squad, twice led the nation in statistical categories, was a two-time First Team All-Conference selection, and was twice named runner-up for SCAC Player of the Year. In 2011, she was among the conference leaders in kills, hitting percentage, and blocks. Jessica completed majors in psychology and biology and has entered a training program with Abercrombie & Fitch with a goal to work in marketing at the company.

Josh, a four-year letter winner and two-year starter for the men's basketball team, finished this season among the SCAC leaders in scoring, rebounding, blocked shots, steals, free throw percentage, and assists. He also was named to the SCAC Character and Community program. He completed majors in business administration and environmental science and has accepted a position with Lone Star Capital Bank in San Antonio, Texas.

See the full list of athletics awards online.

### MORE SUCCESS

Scholar-athletes named to the SCAC Academic Honor Roll for winter/spring sports: 58, a school record. In fall 2011, 53 Kangaroos made the honor roll that requires a 3.25 GPA for the term.

Athletes also participated in service projects, including fundraising for cancer research, working with the Special Olympics, and volunteering at local elementary schools.

## A Comeback in Hannah Natatorium

At the 2012 Southern Collegiate Athletic Conference Swimming and Diving Championship Meet, 36 swimmers participated in the 500-yard freestyle event. Finishing 27th, with a time of 5:24.43, was Austin College junior **Jeff Munn**. That finish did not earn him a spot in the final heat, but was memorable for several reasons. First, it was his best time of the season. The second, much more incredible reason: just a few months before, in October 2011, Munn very nearly died on the deck of the pool in Austin College's Hannah Natatorium.

Munn has been swimming since he was 10 years old. He learned many years ago that he was born with a heart defect called a ventricular aortic heart murmur, which doctors told him could become fatal under the stress and rigors of competitive sports. Swimming, they told him, would offer the least risk, and he's been in the pool ever since.

For the past three seasons, Jeff has been a key member of the Austin College swimming and diving team, but this year his career—and his life—very nearly came to an abrupt and untimely end when, during a mock swim meet, he began to experience an irregular heartbeat that he later reported he could both feel and hear in his head while swimming the 500-yard freestyle.

"After 400 yards, I don't remember past that point," said Munn. He finished his race in first place, and climbed out of the pool before collapsing on the deck. Initially, he said, his teammates believed he was just exhausted from his swim.

What they soon realized was that he was suffering cardiac arrest. Once they realized the seriousness of the situation, his teammates and head swimming coach **Brian Wright** sprang into action, with assistant coach **Bob Filander** racing for the Automated External Defibrillator (AED) while Wright and Munn's teammate **Sean Ryan '15** performed CPR. Their quick action, along with the aid of other members of the team, saved Munn's life.

"He couldn't have asked for a better group of people to be around at the time," said Wright, referring to the fact that many members of the swimming and diving team have worked as life guards and are Red Cross-certified in CPR and use of an AED. "I couldn't be more proud of them," Wright said. "It speaks a lot about them as individuals."

Munn recognizes how fortunate he was to be around such a strong group of people, and is grateful both for what they did for him and in learning how much the incident affected them. His comeback also served to strengthen the team, despite concerns that Munn could experience another incident.

In order to prevent that very thing from happening, doctors have given Munn an implantable cardioverter-defibrillator, which will shock him back to a regular heartbeat. Munn admits that he is somewhat worried that another attack could happen in the future, but with the ICD and proper medication, he is confident enough to continue and finish his career next season with hopes of breaking the Austin College record in the 500 freestyle.

None of this surprises his coach, of course. "It shows he is a dedicated individual," said Wright. "He always believes he's capable of more."

Next season, thanks to the life-saving actions of his teammates, he hopes to prove exactly that.



*Jeff Munn, seated, and Brian Wright*



**All of us should be challenged to redefine success in America ... asking not 'how can I find myself,' but 'how can I lose myself in service to others?'**

– Marian Wright Edelman,  
founder and president of the Children's Defense Fund and  
2012 Austin College Posey Leadership Award recipient

**Retail is an enormous area of opportunity for a profession. It is so much fun and challenging if you do it right. There is no profession I could enjoy any more.**

– Garrett Boone,  
co-founder and chairman emeritus of The Container Store  
Austin College 2011 Williams Executive in Residence

**Life is not mapped out,  
but it is not chaotic.  
It is a dance between us  
and God.  
Sometimes we lead;  
sometimes God does.**

– Robert Crilley,  
pastor of First Presbyterian  
Church of Grapevine, Texas,  
and 2012 Baccalaureate speaker

**In traveling the  
country, what I  
learned is that if we  
listen to one another,  
we have much more  
commonality than  
difference.**

– Mary Henning Clare '78,  
psychologist and author of 100 Voices:  
Americans Talk About Change, and February  
speaker at Austin College

**Many people believe that slavery was abolished 150 years ago, and yet there are three times as many slaves right now in the world as there were throughout the whole 400-year transatlantic slave era.**

– Andy Hein, International Justice Mission representative and Austin College March 2012 convocation speaker

**Genuine learning  
moves us away  
from ourselves in  
order to discover  
an entirely  
unknown world  
around us ... to  
shatter the belief  
that things are as  
they are, without  
the possibility or  
inevitability of  
change for  
the better.**

– Commander Stan Fornea,  
chaplain, White House Military Office, and  
2012 Commencement speaker

**If I could be granted only  
one wish and pass only  
one universal law, I would  
dismantle all the arsenals of  
nuclear and conventional  
weapons of death in the  
world, produce no more,  
and invest the trillions of  
saved resources and tools of  
life for the poor and hungry  
and homeless and sick and  
uneducated children and  
peoples on God's earth.**

– Marian Wright Edelman,  
founder and president of the Children's Defense Fund and  
2012 Austin College Posey Leadership Award  
recipient

# Detours to

by Anne Deming '12

Here I am, drowsily boarding my 8 a.m. flight headed to Hong Kong, mind struggling with the all-important question of the moment: should I sleep now, or wait to help fight off the jetlag later? Twenty-four hours ago, I was lined up outside Moody Science Center with a few hundred other graduates, shoveling a donut into my

mouth while simultaneously guzzling coffee and cursing myself for not pinning on my cap in front of a mirror. Needless to say, the last 24 hours have been quite the whirlwind—but this is reflective of the last four years at Austin College.

When I applied to colleges as a high school senior, I envied all those around me who had known what they wanted to do since their first day of kindergarten. To some schools, I applied as a mathematics major (laughable now, but I see this as proof that at one point in my life I understood those numbers and squiggles); other schools interviewed me for scholarships based on my desire to be a pre-pharmacy biochemistry major; and I still held out that perhaps I could major in my first loves of art or music. Yesterday, I graduated with a degree in international relations and Chinese—guess I got a little sidetracked.

With that, let me say that Austin College is very good at encouraging detours and sidetrack trips, a statement that I may need to explain. Most of us, when we go to college, don't really have any idea of what we want. At the tender age of 18 we are forced to make a decision that will affect the rest of our lives. Everyone wants us to do what will "make us happy," but I can tell you that what makes me happy now was not necessarily what I would have claimed four years ago. Detours have helped me realize what makes me happy, and what I hope will continue to make me happy throughout my life.

The first detour resulted from the freshman language placement test: everyone was taking Spanish (yet another major I considered), and I panicked when I realized that even fluency would not set me apart. My mentor at the





# Adventure

time was beginning her second year at Austin College, working hard to develop a Chinese program. After a short meeting with her, I employed a skill that has since become incredibly useful throughout my life: going for it.

Chinese? Sure, why not? And thus began the detour that has changed my life—one day at a time, 50 minutes, every day.

I decided that if I was learning the language, I had better supplement it with some knowledge of the culture and system, and in this manner met my mentor of three years and yet another of the most influential people in my life. If I were to tout any facet of Austin College, it would (and will) be the relationships that develop between mentor and student. What starts out as a series of advising sessions eventually evolves into a friendship. Very few of my friends at other colleges feel as though they can simply drop in on their professors to grumble about/plan their lives, but for me, not only was this normal, it was something that I relied on to get me through some tough times. My professors, and especially my mentors, at Austin College did not just encourage me to detour and experiment, but they were there for me whenever I needed them along the way.

I mentioned that the last four years had been a whirlwind, and truly they have been. I remember moving in to my fourth-floor dorm room in Caruth, trying to figure out how the heck I was supposed to fit all my stuff AND my roommate's stuff into this tiny room with vaulted ceilings, and choir tours involving hours spent on a bus or plane getting to know my new "family." I remember Jan Term my sophomore year when a very terrified me tried to act cool boarding my first international flight (to Berlin). I remember countless hours spent researching for Model United Nations, and the awe of being in the United Nations General Assembly Hall in New York. I remember rushing home from my junior year in China to be at graduation to see off friends, and leaving for France (on another choir tour) 10 days later.

Perhaps it's because detours are encouraged that everything flew by so quickly. Or perhaps the detours just made time at Austin College so enjoyable that it was over before I knew it. Whatever the reason, the detours these past few years have made for the most amazing adventure, and set me up for many more. For this I thank you, Austin College.

*Anne was heading to Hong Kong the day after graduation with her new job with the Osgood Center for International Studies in Washington, D.C. She offers another thank you to the donors of the Elizabeth Naylor Moorman Memorial Scholarship, "which was the reason I was able to attend Austin College in the first place," Anne said.*

*I also want to thank the donors who contributed to endowments and funds for programs on campus such as the Model United Nations and the A Cappella Choir. These were integral parts of my Austin College experience, but without help from outside funding I wouldn't have been able to participate.*

To read another student story, see the online magazine for a first-person account of the Washington Semester experiences of **Eristeo Perez '13**.

# At the Core

*When alumni reflect on their Austin College experiences, it doesn't take long for faculty names to enter the conversation. In fact, the agenda for every official gathering of alumni should include a moment to honor faculty—because that moment likely will happen regardless of planning. Alumni tell some stories with laughter and others with a tear or two, but all with appreciation for the men and women who have helped shape their lives.*

*The tradition of academic excellence at Austin College indeed has its foundation in a team of experts in their academic disciplines—experts dedicated to teaching and learning, with students their foremost priority.*

*Administrators and current students join alumni in acknowledging the quality of the Austin College faculty; recognition comes from many other sources, too. Several current and emeriti faculty members have been honored with Minnie Stevens Piper Awards for teaching or selected as Fulbright Scholars who have*





# *of Excellence*

by Megan Kinkade and Vickie Kirby

*shared their talents around the world. The faculty includes a past CASE Texas Professor of the Year and many who have been recognized for excellence within an array of prestigious professional organizations.*

*Each spring, three faculty members are recognized for teaching excellence at the Austin College Honors Convocation. One receives the Excellence in Teaching Award; the other two are put forth as the College's nominees for external teaching awards—considered Austin College awards and providing stipends, as does the Excellence in Teaching Award. This spring's awardees, along with another year-end honoree, are offered here as examples of the excellence of Austin College faculty.*

*One commonality binds these educators: they define their work not in research or in grading or giving lectures, but in mentoring their students and inspiring them to discover and reach toward their own potentials.*



## HOWARD A. STARR

2012 Austin College Excellence in Teaching Award

Howard Starr completed 47 years on the Austin College faculty this spring, certainly placing him among the longest-tenured faculty at the College, if not the longest. “I’ve seen so many buildings come and go, I can probably tell you where every nail is,” he said. He’s seen a lot—and he’s taught a lot of students. And, this spring, he received the 2012 Austin College Excellence in Teaching Award.

“To me, teaching is both an art and a science,” Howard said. “As a professor over the last 47 years at Austin College and five years as a high school Advanced Placement biology teacher, I know of no other position where the slate is clean each September. Yet the challenges to harness the most from each of the new and returning students remain utmost. It has been fun to say the least!”



In his many years at Austin College, Howard has added myriad positions to his teaching, from chair of the counseling center to campus ombudsman to dean of educational administration. Juggling multiple positions wasn’t always easy: after the construction of Wortham Center, Howard was both a psychology professor and vice president of the now-defunct College Relations Division (including the areas of admission, financial aid, alumni and parent relations, college information, and the mailing and printing services).

“There were days when I’d go from the second floor, running departments, downstairs to teach in the classroom there at that time, then back upstairs for another meeting,” he said.

But over the years, Howard has held to his first passion: teaching psychology. That passion for his field and for his students has remained constant and has made an impression. He also received the College’s Excellence in Teaching Award 10 years ago.

His flagship course is “Death and Dying,” which grew out of his interest in the psychology of hospice. It was a new arena of study when he took it up, and so required that he spend a sabbatical in England to study hospice treatments. He also spent time in Israel studying and exploring the psychology of bereavement.

He now has taught the course every semester for 25 years. “That’s my favorite course, but what I learned in the ombudsman position is that students are not numbers,” Howard said. “I think being the campus ombudsman was one of my formative jobs. It was day-in and day-out about solving problems for students. All have their own private stories—some are good, some are not so good. I began to see just how many students are carrying emotional burdens, and understanding where they are emotionally versus academically.”

That realization colors his interactions with his students from day one. “I’ll say, ‘I’m Howard—let’s get that ‘doctor’ out of the way. I want you to enjoy this class; I want you to feel the way I feel.’ That can only be done with one-on-one interaction,” he said.

His classes, heavily laced with film clips to convey emotion and realism, carry the impression of a one-act play, with Howard front and center as the hypnotic lead. Barely checking his notes, he educates and entertains with frequent stories and asides. And he isn’t afraid to take an intermission—he will pause in his lectures to encourage students to stretch or do jumping-jacks. “Make sure you’re awake!” he says boisterously.

His students appreciate it. “I like that he pauses and encourages us to stand up to make sure we’re awake and paying attention,” said **Jake Wilson** ’14. “He really seems to enjoy what he’s teaching.”

Professor of Psychology and Education

B.A., University of Dallas. M.A., Southern Methodist University. Ph.D., East Texas State University

Began teaching at Austin College in 1964



## PETER SCHULZE

Austin College 2012 Nominee: CASE Professor of the Year

Peter Schulze, professor of biology and environmental science, was surprised when he was named the 2012 CASE Professor of the Year nominee.

"I have lots of colleagues who are outstanding scholars, so it is quite an honor. But one does have to wonder about a computer error," he said with a wry smile.

As a child, he was familiar with the career of a college professor. His father was a sociology professor, and his mother was an academic librarian. "As a kid I didn't think about my career path that much," Peter said. "It wasn't a foreign idea to be in education. Later I realized my career is a great deal—I don't know any other career where one has so much freedom and is so routinely assumed to be doing one's best."

"College professors basically get to do what they want to do all day long (except grading) and—at a well-run institution like Austin College—get to teach courses they are best suited for because that is best for the students," he said. "Every year, we get new crops of strong students, and that's energizing. And often they go on to great success and keep in touch now and then, and that's a gas. Research is similar in terms of the freedom—we choose our own questions and discover things no one knew. Some of those discoveries are pretty trivial, but it's still fun."

Peter is enthusiastic about his subject, making him a good fit for his role as the director of the Center for Environmental Studies. Every other year, Peter now teaches "Prairie Restoration" during January Term, focusing on the College's Sneed Environmental Research Area. During the course, students conduct controlled burns, do other land management tasks, and track the recovery of the prairie restoration Peter has been leading since 2001.

"I think of the Sneed project as 'hobby research,' and I think of my 'real' research as aquatic ecology, because I have more experience with plankton than prairies," he said. His aquatic research focuses on plankton ecology, and particularly the effects of sediment in Lake Texoma.

"I didn't intend to add a second research topic. Students led me to try to restore native prairie at the Sneed property. Sneed probably will never again be a true native prairie, but it's come a long way. The project has grown very opportunistically, but it's worked out well so far," he said.

Peter hopes to be just as flexible in his classroom. "You can't do the same things in classes of different sizes," he said. His classes range from four students to 50.

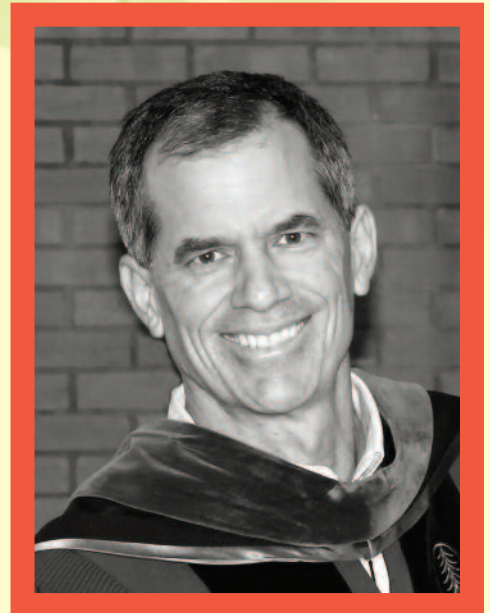
"My students don't seem shy about asking questions and engaging in discussions," he said. "I hope they see me as approachable. I have an 18-year-old son, and I'm teaching to 18-year-olds. I like to imagine that I have some insight into what high school was like for them and how college is different. Compared to years ago, my freshman classes spend much more time on basic skills, like how to take notes and study. Years ago I would have thought it irresponsible to take that time away from topical coverage."

When asked what advice he would give a first-year college teacher, Peter said not to feel obliged to cover all of the "usual" material for a particular course, but rather do more justice to the most important material. "Develop your own courses; don't just imitate models that you experienced or have imagined," he said.

Again smiling dryly, he said, "I don't consider myself particularly innovative; I just try to figure out what seems to work okay."

Professor of Biology and Environmental Science  
Director of the Center for Environmental Studies

B.A., Lawrence University. M.S., University of Wisconsin-Milwaukee. Ph.D., Dartmouth College  
Began teaching at Austin College in 1994



## JULIE HEMPEL

Fulbright Scholar for 2012 – 2013

It's possible Julie Hempel grew up in the wrong country.



"Mexico holds a big draw for me, and has formed the person that I am," she said. Her first trip was at age 16—and it ignited her interest in Mexican culture, history, and expression. "I went to Mexico and fell in love with the culture," she said. "I thought, 'this is something I can't just push to the side—this can't be just a hobby. This has to be a big part of my life.'"

And it is. Julie, an associate professor of Spanish, was named a Fulbright Scholar for 2012 – 2013 and began this month to teach and research at the Universidad Autónoma de Querétaro in Querétaro, Mexico, where she will remain until June 2013.

She is teaching upper-level literature in English and graduate-level literature in Spanish, and both courses focus on narrative written by descendants of Mexicans in the United States, known as Mexican-American or Chicano literature. In addition, Julie will translate the novel *Hasta el año que viene* (*Until the Coming Year*) by Aurora Velasco from Spanish to English, and plans to write additional articles and collect research for the course "Hybrid Identities: Asian Immigrants in Latin America" that she teaches with **Terry Hoops**, Austin College associate professor of anthropology.

Julie is particularly interested in the stories of Mexican-Americans or Chicanos, and has taught various Austin College classes on the subject, including: "Difference and Identity on the Border," "Mexican and Chicano Popular Culture," and "Borderlands/La Frontera."

"The cultural wall is starting to come down between Mexicans and Mexican-Americans; or, at least, there's a willingness to start adding some windows," she said.

She feels this study of identity is important for everyone. "In general, every person should reflect on his or her identity. None of us should take for granted who we are, what groups we move in, and how those groups mix to form our identity," she said.

The Fulbright trip has its challenges. "The Mexican education system tends to be much more formal and programmatic," Julie said. "Moreover, hardly any academics trained in Mexican-American literature have taught there." It's rare for Mexican students to have read Chicano stories.

"The border is porous when it comes to people and big business, but books don't make it across the border well," Julie said. "I've become the book 'smuggler'—not that the books are illegal, but I'm carrying them back and forth." She is excited about the \$750 provided by the Fulbright award to buy materials to use in her class and donate to the host school. Her trip will leave a lasting impact on the Universidad Autónoma de Querétaro—particularly in the library offerings.

Language is another challenge. "I've never actually been in a classroom with Mexican students learning English, so that will be challenging," Julie said. But that challenge is balanced with opportunity; most Mexican-American literature written since the 1980s has been written in English, and so is better-suited to an English-based course on Mexican-American literature than to her Spanish courses at Austin College.

Julie is enthusiastic about Mexico and about teaching. "From an early age, some of my favorite people were teachers. With my early respect and admiration for teachers, when I decided to study Spanish, I decided to teach it, and I found it brought me out of my shell," she said. She brings that sense of excitement and discovery to the classroom.

"I hope for a sense of exploration and dialogue in the classroom, of experiencing something together as a group, trying to lead students but also to let them explore for themselves," she said.

"I realized that here at Austin College, even more than during graduate school," Julie said. "The focus is on teaching and you get to see that blossom."

Associate Professor of Spanish

B.A., Eastern Michigan University. M.A., University of Arizona. Ph.D., University of Michigan

Began teaching at Austin College in 2002

*My advice to new faculty would be to take the time to get a sense of the college by attending some extra-curricular events. This has given me a multidimensional view of my students that has informed the way I teach. I feel I have a better sense of what is important to students and what they are aware or not aware of, as well as how I might better reach and challenge them.*



## HUNT TOOLEY

Austin College 2012 Nominee: Minnie Stevens Piper Professor

Hunt Tooley is an academic storyteller. Like Aesop's fables, his tales are packed with lessons for the modern world; unlike Aesop, all of Hunt's "stories" are true.

"I try to go beyond a mere textbook approach," the professor of history said. "I hope to engage the students with layers of narratives—often conflicting—that face them, the students, with choices. I try to do this through telling various stories in class and bringing the students to make sense of them, in discussion and writing. Thus, I try to encourage critical thinking in history. But it is only possible to think critically about history once you build up some historical knowledge."

Hunt came to the College in 1991, and has been connecting the past to the present for students ever since. But he came to teaching only through his devotion to history.

"I think I went into teaching so that I could make a living as a historian. The original draw was not teaching, per se, but history," he said. He found he loves teaching, but remains dedicated to his own scholarship, with particular research interests focusing on modern Europe after the French Revolution. His recent studies analyze the growth of mass brutality, war, revolution, and peacemaking, as well as issues of ethnic identity and ethnic conflict.

But Hunt's unique characteristic is his "ability to make connections between the material we are studying, the questions and comments of the students, and the issues that modern Americans face today," he said. "I really enjoy my work."

One way Hunt is able to make connections with history and with his students is by taking students to the places of history. He has led January Term courses on World War I and several on World War II, taking students to battlefields from Normandy to Berlin. He has taught "Imperial Capitals, Imperial Cultures," and traveled with students to Istanbul, Vienna, Venice, and Rome to see the modern cities for themselves, so to better connect to the cities of the past. His January Term courses also have included trips to Turkey, Paris, the Franco-Spanish border, and the Italian Basilicata.

"I think history can be enhanced by going to the place, sometimes," he said. "Certainly, we can get closer to the reality of a situation, of a culture, of an event. This certainly can intensify historical issues for students. And for some it can serve in the opposite direction: offering a great introduction to find out more."

Hunt said he has had good teachers come in all varieties. "Great teachers are those who awaken the interest of students or manage to open the minds of students to new information and to new ideas," he said. "Some good teachers give great lectures. Some good teachers hardly lecture at all but rather use some other approach. At the most general level, I think it is best to find out what you do best, to try to find new ways to engage students, and then over time to work between those two goals."

Hunt also can be found outside the classroom, pursuing his other passion: music. He first started playing the trombone when he was 12, and marched in the Texas A&M Aggie Band in college. Now, he plays ukulele and other instruments in Bad Hat, his band, and he has been the principal trombonist in the Sherman Symphony since his first month at Austin College.

"I have been involved in music in some way all my life," he said, and of course, he has found ways to mix history with his love of music. For several years, Hunt and his wife have led English Country Dance sessions locally, and several Austin College students have taken part, even forming a campus group. "In several cases, when the theme or subject matter of a class has warranted, I have made the dances a part of the course," Hunt said. "To tell the truth, this dancing gives a much more internal understanding, reproducing the actual movements of individuals from two or three hundred years ago while hearing the music to which they actually were dancing. Plus, it is fun to do."



Professor of History

B.A., M.A., Texas A&M University. Ph.D., University of Virginia

Began teaching at Austin College in 1991

# Who Values Education?

*Assaults on higher education—  
its costs, value, and  
methodology—  
were widespread this spring.  
Austin College  
President Marjorie Hass shares  
her thoughts on the issues.*



I am reading a lot of criticisms of higher education. People are saying that student debt is too high, that colleges cost too much, and that the liberal arts are a waste of time. What is behind all of this criticism?

One of the things that unites these criticisms is the view that the value of an education is to be determined primarily by comparing the student's cost to his or her future earnings. We no longer spend much time thinking about the relationship between an educated citizenry and a strong democracy or a growing economy. For a long time, higher education was understood as the underlying secret to American progress and to the promise of a society in which there is social mobility, a society in which your future is determined by your effort and not by the economic status of your parents.

This meant that Americans assumed that individual students and families would not be asked to shoulder the full financial burden of educating their children. So we have public institution where citizens collectively provide for the education of young people. And we have the education model like ours in which the education of an individual is subsidized by grants and gifts from private individuals who believe in the mission of the institution and believe in its students.

But increasingly, education in this country is being viewed not as a societal good or promise, but as an individual good. We are seeing dramatic underfunding of public education at every level, for example, and a renewed emphasis on the cash value to the student of a degree. Individual families are being asked to bear more and more of the cost—often requiring significant debt—and the worth of that investment is measured in individual terms.

## ***What effect is this public dialogue having on Austin College?***

The reduction of public support (Pell Grant and Tuition Equalization Grant funding cuts as well as sharply increased interest rates and origination fees for student loan programs) is directly affecting our students. Austin College has a longstanding commitment to access, which means that we do our very best to keep our doors open to students from a range of financial and social backgrounds. Twenty-five percent of our students are Pell grant eligible; we enroll 30 percent “students of color” and many, many first-generation college students. We are able to do this by making financial aid and scholarships a top priority. Austin College currently returns more than 52 cents of every tuition dollar received in the form of financial aid to students. But reductions in public support, coupled with strains on family budgets (for both our students and our donors), mean that access is increasingly at risk. It is heartbreaking to talk to families who absolutely understand the value of an Austin College education—but simply cannot pay for it.



# WE DO!

## *How is Austin College responding to these concerns?*

We can't afford to approach this issue with an air of defensiveness or knee-jerk platitudes about the value of the liberal arts. There are legitimate critics of "business as usual" in higher education, and we would be foolish not to learn from those.

We are working hard to contain costs without sacrificing educational quality. This is a challenge because there is no evidence yet that radically lower cost alternatives can produce the kind of results that we produce at Austin College. One can certainly offer a cheaper education, an education that is more mass-produced, an education that does not foster individual development, an education that is based on the passive reception of information rather than the act of collaboration between faculty member and student. We see models of this all the time. But there is no evidence—and in fact there is evidence to the contrary—that those forms of education are successful in producing results.

If you look at outcomes, the sector that has the highest graduation rates is the private liberal arts college. The sector with the highest rates of success for students from reduced circumstances is the private liberal arts college. The sector that goes on to produce the most Ph.D. graduates and the most leaders in a wide range of fields is the private liberal arts college.

So in addition to strategic cost containment, we also are stepping up our efforts to create scholarship support for talented students. As a private institution, the core of our "cost sharing" is between today's generation of students and previous generations. We have to nurture the Kangaroo spirit of "paying it forward."

Finally, we have learned that we must be ever more focused on measuring the outcomes of an Austin College education. We know in our hearts and souls that Austin College prepares students for lives of leadership, lives of service, lives of productive, flourishing careers—but that knowledge must be translated into real data collection and real measurement. We need to make sure, of course, that we are not simply measuring facile things. It isn't just the salaries of our graduates that we consider; we need to have a broader understanding of life's satisfactions and communal contributions and of the contributions our graduates make to society.

## *What are the outcomes we want for our students?*

I am always just stunned when I learn the kinds of weak outcomes that some institutions are willing to accept. The quality measures that economic leaders, employers, and business leaders say that we need for our workforce to be competitive are the skills learned in a liberal arts curriculum. Results of a recent employer survey by the Association of American Colleges and Universities (AACU) included this finding:

"Employers believe that two- and four-year colleges should be placing more emphasis on several key learning outcomes to increase graduates' potential to be successful and contributing members of today's global economy. The learning outcomes that employers perceive to be in need of increased focus range from communication skills to critical thinking and complex problem solving, from ethical decision making to science and the real-world application of knowledge and skills."<sup>1</sup>

The promise of low-cost alternatives is that they can provide information to students in a mass and inexpensive way—and there is absolute truth to that. There may be some things for us to learn from that, even in our sector, in our way of providing an education. But these skills that we know are so essential to an Austin College education require a much more interactive and individual approach than we see provided in these lower cost alternatives.

We expect an Austin College education to produce intellectual and practical skills of inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, and teamwork and problem solving. But we also promote skills in personal and social responsibility, including local and global civic knowledge and engagement, intercultural knowledge and competence, and ethical reasoning and action, as well as foundations for lifelong learning. We want our students to be able to apply those skills in ever-changing situations to address complex problems.

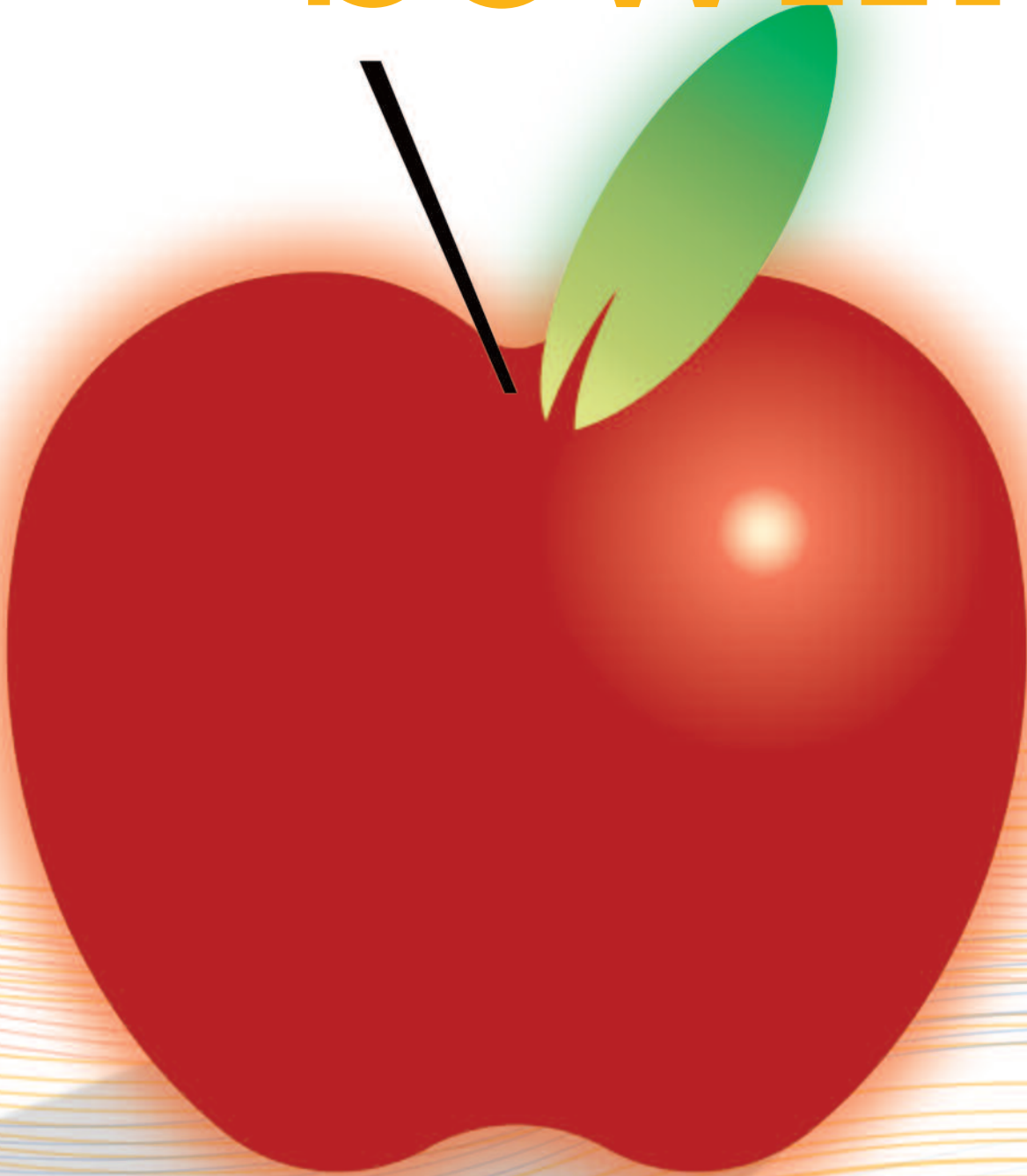
We believe the type of education offered by Austin College provides much better outcomes than other options. However, this does not mean that we can be complacent. We are going to need to be creative and energetic in seeking ways to ensure access to a high quality liberal arts education. It is going to take every one of us working together to do that. There will not be easy answers, and it is not going to be business-as-usual for colleges like ours.

We will have to be more creative and more flexible than we have had to be in the last 50 years in understanding how we can best respond to this change in climate. As a private institution, no one is going to bail us out. It is up to the 'Roo Nation, and each of us will have to collectively find ways to ensure that Austin College's twin traditions of excellence and access are not compromised.

<sup>1</sup>"Raising the Bar: Employers' Views on College Learning in the Wake of the Economic Downturn." January, 2010, by the Association of American Colleges and Universities  
[http://www.aacu.org/leap/public\\_opinion\\_research.cfm](http://www.aacu.org/leap/public_opinion_research.cfm)

*"All work is a seed sown;  
it grows and spreads and sows itself anew."*

# Sowing





# the Seeds

The Austin Teacher Program aims to educate individuals who will be active learners in their personal and professional lives, who will become dedicated and creative teachers, and who will be educational leaders in their schools. The program's graduates are equipped with a strong curricular base and an ability to evaluate the needs of their students and their classrooms and to determine the best approaches to meet those needs. So say the Austin College faculty members who prepare those future teachers.

A look at ATP graduates confirms their descriptions. Program alumni are teachers, principals, superintendents, coaches, athletic directors, and policy makers. The program's faculty members are committed to a unified philosophy of educating their students. They offer a constructivist approach, instructing not by telling—"This is what you do"—but by asking—"What does effective teaching look like?" And the students discover the answers for themselves, each developing a professional teaching philosophy and persona in the process.

The Austin Teacher Program is a five-year program culminating in a Master of Arts in Teaching degree. Students undertake their Austin College education and complete majors and minors based upon their areas of interest. They also will take three undergraduate courses in teacher education along with other professional courses and, in the last semester of study, apply to the graduate program.

"We get amazing students who have chosen Austin College so they know they will have to work hard, and they continue that work ethic in teaching," said **Jane White**, associate professor and member of the faculty since 1994. "They are critical thinkers, considering not just 'why' but 'why not.'"

**Barbara Sylvester**, ATP chair, agrees. "Part of the strength of our program lies in the preparation students receive as undergraduates both in their content areas and in the liberal arts tradition," she said.

A hallmark of the Austin Teacher Program is the practical experience in teaching that begins with the first course and continues through the last course. The first undergraduate course offers a critical study of "Schools and Society," examining issues of effective teaching and productive schools, as well as issues of equity, special needs students, bilingual education, and policy-making in education. And critical to the course, students spend time in a classroom to observe the daily reality of the issues under consideration.

Classroom observations grow into teaching experiences. During the second undergraduate course, students spend 30 hours in the classroom (45 as of this fall), observing and assisting, and by term's end, teaching

at least five lessons. The next course includes 45 hours in the classroom, but this time, the future teachers are responsible for an hour of teaching each day during eight of the nine weeks. These experiences serve to demystify teaching, according to the faculty, allowing the future teachers to discern what they do know and what they don't know and need to work on during the graduate portion of the program.

"The combination of theory and practice students receive in our field-based experiences—that are an integral part of our courses—allows them to reflectively grow at a faster pace than they would without the time in schools," Barbara said.

Once accepted into the graduate program, classroom observation and teaching components increase progressively to the student teaching semester. ATP faculty members observe students and offer feedback and coaching, and the future teachers continue to reflect upon their experiences and critically assess their teaching and the classroom experiences.

"Our students come out as critical friends of education—in the field not just to comply but also to participate," said **John White**, a member of the teacher education faculty since 1980. "They are committed to becoming leaders and change-makers, not just dispensers of curriculum."

But for the Austin Teacher Program faculty and for the future teachers in their courses, the main focus is the students. "The structure of our program is such that students consider first whom they teach, then what they teach," John said. "The learner-teacher interaction is critical. Our students know that learning and teaching are reciprocal relational activities."

Just as the ATP faculty members are constructivists, guiding their students to form their own understanding, so are the future teachers. "Our students are setting up learning so that their students are constructing," said **Julia Shahid** of the ATP faculty. "That's the kind of learning that lasts—hands-on, minds-on learning."

With challenges ranging from budget cuts to discipline issues to test-score-bound success ratings, teaching in today's schools is tough business. But for those who want to be teachers, each hardship is another issue to be analyzed and addressed—something else the members of the ATP faculty want students to expect and be prepared to manage.

"I want students to leave on fire to be a teacher, but to know how hard it will be," Jane White said. "They need to have the intellect, the heart, and the commitment."

# In Their Own Classrooms

## One Austin College alumna has found her own classroom—on the Austin College campus.

**Sandy Philipose** '99 completed her Master of Arts in Teaching degree the next year through the ATP. That January, she accepted a paid teaching internship at a high school in Plano. "I felt ready to step into the role of head teacher even though that is what is normally the student teaching semester," Sandy said. "At a time most people are just getting their feet wet, I was ready to take the lead and be the head teacher in the room. We are very well-prepared beginners."

Sandy remained at the school for four more years, then felt she had come to realize some of the difficulties of the teaching profession and wanted to help prepare young teachers to face them. She entered Stanford University to complete a Ph.D. in curriculum and education.

She had joked with her Austin College teacher education professors that she would take their jobs when they retired. The completion of her Ph.D. coincided instead with the sad news of the death of longtime ATP professor **Tom Baker**. Sandy had to consider whether she wanted to apply. "From my Ph.D. work, I knew the model Austin College uses has been researched and supported," she said. "I realized the strength of it and that this would be my dream job."

She joined the ATP faculty in 2010. "To have five years to help a student grow is an honor," she said. She pointed out that ATP-prepared teachers tend to have long careers, differing from the general population of teachers. Research shows that, in general, 50 percent of new teachers leave the profession within five years. "That's not the case for Austin College students," Sandy said. "Even if no longer in the classroom, many Austin College alumni have moved into leadership or have taken on some other role in education."

"Austin Teacher Program graduates have staying power," Sandy said. "That's connected to the fact that with so many hours of classroom experience, we already know that we are truly committed to education."

## From student to principal, **Thomas Garrison** '06 has seen everything at Jesuit College Preparatory School.

"The only time being back at Jesuit as a professional threw me was early on with my former teachers still working here. Now that I have the position I have, it's been fine, but every now and then, I think it's a little ironic. I've got a lot of good relationships with people who taught me, and now they've become my coworkers and colleagues," he said.

Tom just completed his first year as principal at the private school in Dallas. He graduated from Jesuit in 1992 and earned his Austin College bachelor's degree in psychology in 1996 and master's degree in secondary education in 1998, which resulted in a teaching internship at Jesuit. The internship turned into teaching English full time in 1998 and appointment to assistant principal of academics in 2003. In July 2011, Tom became the principal at Jesuit.

"I'm enjoying it. It's faster-paced than my previous eight years were. It's never the same thing twice. Every day is different and I get to relate to people on a lot of different levels," Tom said. "I get to have a relationship with all aspects of our school community."

Jesuit is a Catholic-affiliated all-male school for approximately 1,000 students in grades 9 through 12. The faculty totals 111 and includes Jesuit priests and lay men and women. The school has seen more than 8,000 graduates since its beginnings in 1942.

"I think single-sex education has allowed us to tailor our approach to different learning styles. I do think there is some difference between adolescent males and adolescent females. It gives us fewer variables to work with," he said. "You're providing a safe place where





conflict with the other gender is removed. We work on the subject matter and don't deal with a lot of the developmental gender things going on."

Tom knows his school environment changes things, and he has a close understanding of the differences—his wife, Allison, is a high school art teacher in a public school in Plano.

"We compare notes a lot. She's got a really good principal, so I like to find out how he's approaching things; he's got good ideas," he said. "She'll get my take on things when she wants to get an idea of what administration is thinking. Because she's at a public school, we compare notes about differences in teacher retention programs and development. It's a pretty different world, so we have a lot to talk about."

That kind of reflection is iconic of Tom's style. It's something he learned from the Austin College Teacher Program and maintains today.

"In the education program we were encouraged to be reflective on what we were doing. We had to videotape ourselves teaching, and that was painful, but we had to watch it and take criticism," he said. "It was very powerful, because you see what the kids are seeing and what's going on in the classroom. I think good educators are reflective of what they're teaching. I still keep a journal of what decisions I make. I think Austin College prepared me very well for that. No one should do their job in a vacuum."

**Challenges come both big and small for Amanda Patterson Valenti '04.** "I deal with kids who cannot tie their shoes or walk straight in a line and then with high schoolers and the typical issues teenagers go through—all in one day. The variety of learning, conversation, questions, problems, and answers gives me a challenge that I love. I never have a boring day!" Amanda said.

Amanda is head swim coach at Plano East High School as well as the physical education teacher for kindergarten to second grade at Rasor Elementary School.

After her Austin College graduation with majors in exercise and sports science and psychology and a master's degree in secondary education, Amanda accepted the teaching position at Rasor Elementary, in the district in which she grew up.

"I chose to work in a school district that was once my own and now I see how much it is evolving," she said. "Austin College prepares you for the changes we face today as people and as educators."

Happenstance joined with her swimming experience—Amanda was on the varsity swimming and diving team all four years at Austin College—to create her unusual position.

"During teacher in-service, I ran into a former coach, who was the head swimming coach at Plano Senior High. I asked if he needed any help with his team and my principal gave me permission to volunteer as his assistant coach," she said.

Her biggest challenge, however, covers all grade levels. "Class size is always a challenge, even for PE. Ideally, a class of 20 would be great, but I usually have 60 at a time. It is hard to be able to allow for each child to have his/her own piece of equipment when the class size gets larger. This is a challenge in the grade levels, too ... classes keep getting bigger, and budgets seem to keep decreasing," she said.

While it can be a struggle to balance class sizes with student needs, Amanda came into teaching feeling prepared. "The Austin Teacher Program (ATP) especially prepared me for my own teaching. We were constantly discussing diversity and cultural changes and how to adapt lessons to allow each child to learn at his or her best. The innovation of the ATP is what I enjoyed the most. ... What is current? What is upcoming? What would best fit my classroom?" she said.

The challenges of working with both polished athletes and tripping kindergarteners have produced rewards, however. After only a year of volunteering as assistant swim coach, she was offered the fulltime coaching position, and this year was named Experienced Teacher of the Year at Rasor Elementary School.



**The variety...  
gives me a  
challenge  
that I love.  
I never have a  
boring day!**



**As a varsity football player and member of the track and field team,** Otis Amy '89 always was looking for an edge. At Austin College, he found that advantage not just in athletics, but in education.

"Austin College is an awesome training ground for educators. My background from the Austin College teacher education program gave me a competitive advantage over my peers," he said.

Otis earned his bachelor's degree with an emphasis on physical education, and his master's degree in education. He also founded the Black Expressions student organization and even lettered in basketball one year. He came to Austin College partially because of the athletics program, but has found his education has helped him succeed as a school administrator.

"I wanted to become a teacher because I always idolized teachers and coaches when I was in grade school and high school," he said. "I worked 19 years in public education along with serving three years in the U.S. Army. I received a second master's degree in educational leadership from University of Texas at Tyler in May 2007."

Today, Otis is principal at Carthage High School, where he also attended.

"As an administrator you have to balance the agendas and interests of all stakeholders—students, parents, administrators, central administrators, school board members, community leaders, etc.," he said.

Remembering the community from his own youth has helped. "I know a lot of the personnel, students, and parents. Also, having lived here, I know the culture and expectations of the school and city," Otis said.

"The greatest challenge is balancing self, blending personalities, interests, agendas, rules and regulations, and professional ethics while simultaneously keeping student achievement at the forefront," he said. But the challenge also is a benefit: "No two days are the same," he said.

**He has had an unusual career.** After graduating from the Austin Teacher Program, **Richard Matkin** '74 worked as basketball coach, teacher, bus driver, and director of operations, and this May, was named superintendent of Plano Independent School District.

"I've been at a lot of great places and could have stayed at all of them my whole career, but with the CPA and education background, I was able to get to the highest level," Richard said.

That's right—he's also a certified public accountant. After teaching history and math for a few years, he started night school in accounting. His children were young, and his wife, **Deborah (White)** '74, was a stay-at-home mom. Teaching was satisfying, but he hoped accounting would provide a little more stability.

But, unexpectedly, after he completed his certification, Richard found himself back in education. "I got the experience out of the way and then I found my way back to schools. I missed the education part, and had the opportunity to get a business manager's job in Red Oak ISD," he said.

Richard joined Plano ISD in 2001 as chief financial officer and head of business finance. In that role, he was responsible for the district's finances, as well as demographics, facilities, transportation, food, and nutritional services.

"It's been a journey, and I really carved a nice career out of that finance thing. Early in my career, when I came in, there weren't many CPAs and accounting people in education. As schools started getting more money and more sophistication, they started looking for more CPAs," he said. "What made my



**I'm always grounded on what happens in the classroom.**



career so unique was that I had my master's in education but the CPA in accounting, so my roots were still back in the classroom. I'm always grounded on what happens in the classroom."

He served as interim superintendent beginning in February, and the school board selected Richard for the top position in April.

"The interaction with the community is motivating and stimulating," he said. "It's moving forward, for something I see as the highest level of helping society. If a kid doesn't have an education, he doesn't have the opportunities that those that are educated have. It's very gratifying to be able to work at the very top of an organization that is trying to design things to make it better in the classroom."

**"At first, I stayed as far away from the ATP as possible."** Darcy White Young '94 was not interested in classes in which she would see her parents—Drs. John and Jane White, both associate professors of education in the Austin Teacher Program (ATP).

"I started as a psychology major, but there was a lot more science involved than I had realized. I just wanted to give people advice. ... Why not? At the ripe age of 18, I was quite certain that I was wise beyond my years and would give excellent advice," she laughs. "After abandoning psychology, I threw myself into learning French and planning to be a French major, largely because I imagined living in Paris one day in an adorable flat and eating croissants and making cassoulet. Not exactly a life plan ... and I had no real aptitude for the language."

Darcy switched majors again, to English, and "everything just fell in to place. My interest in working with people and love of reading and writing turned into an interest in sharing that with kids—teaching."

But she took her time getting there. After earning her bachelor's degree, she moved to Ashland, Oregon, where her brother was acting with the Oregon Shakespeare Festival. "I worked in restaurants, substitute taught, and went to as many plays as I could. It was a great time in my life, but intellectually and professionally unfulfilling," she said.

She came back to Sherman and completed her master's degree in education at Austin College. "I interviewed at a new middle school in McKinney in the hopes of securing an internship for the fall semester that would actually be a year-long contract to teach while earning a salary and finishing my final semester in the ATP," she said. "I was offered the job during the interview—I think that speaks volumes as to the preparation I received in the ATP."

Darcy had only three classes taught by her parents in her five years on campus, but she has become a strong advocate for the program they help to lead.

"Between the liberal arts education we all receive as students at Austin College and the experiential learning in the ATP, there are few, if any, gaps in preparing students to become competent teachers," Darcy said. "ATP students are well-grounded in the knowledge of education theories and have a clear notion of their own beliefs before they ever enter a classroom. We also have the humility that a strong liberal arts education provides—we know that we don't know everything, and that as the world changes and new knowledge is revealed, we must evolve as educators as well."

Darcy is now an English teacher at Highland Park High School in Dallas. Though she initially struggled with the idea of following in her parents' footsteps, she is certain she found her vocation.

"To a degree, I think teaching is a calling, and I felt that call," she said. "The environment and mission of Austin College develop a sense of responsibility to one's community and not only a desire to bring change but also the knowledge and skills necessary to do so. Education is such a primal right ... something so crucial should be undertaken with care and competence. I wanted to meet that challenge."

**To a degree, I think teaching is a calling, and I felt that call.**



# Banned, Buoyed, & Laureled:

So far in 2012, I have been banned in Arizona, smuggled (in written form, anyway) by librotraficantes in a truckload of “wetbooks” across several state lines, cherished by teens who now owned their own forbidden copies of a 30-year-old book of poetry, crowned with a wreath of laurels, and named the first Poet Laureate of the city of San Antonio. I cannot even begin to explain the cause for these contrasting events without a quick trip through history.

I skim the news online every morning, making mental notes of where the world stands and where stands the fate of my people. I shiver at xenophobic legislation popping up in areas new to Latino settlement. I smile at the commercials from cell phone, toy, and cable companies pitching to the new “Latino market.” I cringe at the civil rights lost with legitimized racial profiling. I have watched the xenophobia in this nation grow and transform into a Latinophobia that now dominates the political dialogue in parts of the nation where Latino populations are new.

I don’t come from one of those areas. I come from a place where Spanish-speaking settlements preceded the existence of the United States. My city saw Spanish-speakers join the community in 1718 and watched those Spanish-speakers blend in with our established indigenous populations. I come from one of those profoundly bicultural families that have been literate in two languages for five or six generations. And while I will never attempt to claim that there was no prejudice against the “Mexicans” of San Antonio, folks in San Antonio would have been hard put to try to claim shock at the long-term presence here of Spanish-speakers.

Yet, there was always the stubbornly-pervasive Eurocentrism that faded Indian history into mere props for the early missions, and pockmarked Tejano history with segregation, exclusion, stereotyping, daily frisking of young students, and legal struggles for our basic civil rights. But we were here. We worked here; we built highways, neighborhoods, and businesses. It may not have been proclaimed loudly outside of our cultural community, but we were American citizens—most of us—and politicians of all colors came eagerly to seek our vote. We were empowered by the knowledge we kept alive through our oral histories and Spanish-language newspapers. We knew we had the highest percentage of Medal of Honor winners of any ethnic group in the United States. We knew we had a history in this country and had helped to build it. We knew this, but it was often not known outside our own barrios, and it was not recognized in the educational institutions. Even with the city’s long history of Spanish-speaking

residents, it was difficult to find our literature or our existence reflected in our textbooks.

But in the late 1960s, the Chicano Movement arrived, brimming with an affirming literature that reflected our bicultural, bilingual reality, and filled and delighted me! And while this new literature was not easily welcomed into traditional journals, the mere fact that it existed was enough to fill us with hope. Soon we were creating back garage presses. Magazines produced on kitchen table printers were churning out the material we knew had been left out of American history and American literature.

Being part of that movement was liberating, exhilarating, transforming. It was the reclaiming of our voice and our identity. The big publishing houses may not have been open to us, but we were still making our voice heard, chipping away at the stereotypes, the racism, and the ignorance. We created our own publishing houses, developed our own critics, disseminated our own books. And slowly, very slowly, we began to be published by the major presses.

My first book, *Get Your Tortillas Together*, co-authored in 1976 with Cecilio Garcia-Camarillo and Reyes Cardenas, was published in one of those kitchen presses. Many anthologies with larger presses followed. *Curandera*, my first solo book of poetry, in 1983, ended up being taught by teachers in classrooms throughout the Southwest. That same year, I appeared in an American literature textbook alongside Robert Frost and Carl Sandburg. Change was beginning to happen. By the 1990s I was regularly writing stories for school readers, stories set in Latino neighborhoods and with Latino characters.

Then, Latino population numbers began to shift to new areas—no longer to the traditional Southwest but to North Carolina, Delaware, and New York—anywhere there were farms or factories or jobs. After 9/11, another element was added—a fear of terrorism. Pressured to respond to why national security was not tighter, President Bush blamed terrorism on the always-porous Mexican border to the south, and the thousands who crossed it without papers every month. This was news to many regions, coming simultaneously with a sudden sprouting of Spanish-speaking populations in areas that had previously had none.

“WHAT!” many parts of the country exclaimed. “There are Mexicans in the U.S.? Illegally here?” Panic, outrage, xenophobia set in. And so-called “Minute Men” from northern states began to appear in south Texas and southern Arizona, spread along this immense borderline with guns aimed at anyone who looked to be Mexican, or brown. ...



## *A Poet Laureate speaks on Latinophobia, Censorship, and the Revitalizing Power of Diversity*

by Carmen Tafolla '72

Societies, like adolescents, go through a crisis-filled maturation process. In Arizona, “Ethnic Studies” was banned in the state as a whole. Tucson USD, whose exemplary K-12 Mexican-American Studies Program claimed a 93 percent high school graduation rate—easily twice the rates for Latinos in most urban districts anywhere in the nation—shut down its Mexican-American Studies curriculum, and hundreds of books used in it were carted away, including Cisneros’ *House on Mango Street*, Freire’s *Pedagogy of the Oppressed*, Shakespeare’s *The Tempest*, Arturo Rosales’ *Chicano! The History of the Mexican Civil Rights Movement*, and my small and innocuous (I had once thought) *Curandera*.

The very works that had helped young Americans in Tucson connect with literature and excel academically were now being withdrawn from their reach. From the standpoint of a writer, I was troubled. But from the standpoint of an educator, I was incensed. Did state administrators truly feel that this literature was anti-patriotic? Or was there a deeper fear—that these growing numbers of young, educated brown people would change the traditional leadership and socioeconomic hierarchy in the state?

This was clearly a censorship focused on materials that made Mexican-Americans feel proud of who they were, and excel in school. Censorship was an important part of Nazi control tactics, and has always been a favorite tool of repressive governments. My conscientious educator-friends in Tucson blanched with anger. Some took early retirement; some moved to alternative settings; some stayed to protect their students from what they saw as a new reign of terror.

Simultaneously, the city of San Antonio had been working on a vision for its future—a healthier, greener, arts-infused, education-oriented community. To stimulate the brainpower, literacy, and literary involvement of its community, leaders had decided to appoint a city Poet Laureate. The diversity of the score of nominees and of the national committee of judges was considered a special advantage, and my April investiture as the Inaugural Poet Laureate of San Antonio was celebrated in City Council chambers. While Arizona attempted to exclude the writings of its Mexican-American authors, San Antonio was embracing theirs as a reflection of who we, as a nation, are.

Banned and Laureled—an odd combination, but one that buoys me up with hope. There is hope where people are willing to stand boldly against the tide, to resist a zeitgeist of fear, stereotypes, and distrust. Perhaps moments of crisis serve to create greater strength in individuals and in communities. It is possible that this moment of history, challenging the rights of all people to know and value their

cultural heritage, will reveal more clearly the revitalizing power of diversity, the great wealth of opportunity that a diversity of creative solutions to our ever-more-complex problems brings to a society.

I skim the news online every morning, making mental notes of where the world stands and where stands the fate of my people. You might think that “my people” refers to Latinos, but it doesn’t. “My people” includes my ethnic group, but also my political, ideological, and national heritage. I am concerned about the fate of an America that is represented by a statue with torch held high for the teeming hungry yearning to be free, and by a promise of equality for all. And even with all the censure, hate, and xenophobia that is happening, I am buoyed up by hopes that rise by reason of lightness, of clarity, that float and survive, despite the storm, because of our diversity.

*Dr. Carmen Tafolla, who earned her B.A. and M.A. from Austin College and her Ph.D. from University of Texas, is the award-winning author of more than 20 books and was inducted in April as the First Poet Laureate of the City of San Antonio. As writer-in-residence for children’s, youth, and transformative literature, she teaches in the Department of Bicultural Bilingual Studies at University of Texas at San Antonio.*



HONORING INTERNATIONAL SERVANT LEADERSHIP

## HELP US NOMINATE NUMBER EIGHT

Please join the  
conversation  
and submit a nomination for the  
8th Austin College  
Posey Leadership Award

The recipient will share insights at  
Austin College  
and at the 2013 GO! Forum  
in Dallas next spring

Nominations close  
August 20, 2012

[www.austincollege.edu/nominate](http://www.austincollege.edu/nominate)



John Hitt is 72 and has never left college. After graduating from Austin College in 1962 with a major in psychology and communication arts, John headed right back to higher education. Today, he is the president of University of Central Florida in Orlando, with a reputation as one of the longest-tenured and most successful college presidents in the country.





# A Lifetime in College

"It's a very gratifying career," Hitt said. "Higher education really helps people transform their lives for the better, and the opportunity to do that is pretty much irresistible."

Hitt earned his master's and doctoral degrees from Tulane University, and stayed on as assistant professor of psychology. He climbed the academic career ladder from the teaching faculty at TCU to administrative roles at Bradley University in Illinois and the University of Maine. When the University of Maine president left, Hitt was called to fill in as interim president—until his UM boss called to tell him about the position at UCF.

"He called me up and suggested I let him nominate me for the position at UCF. He characterized it as the best position in the United States for me, and so I said, 'well, go ahead!'" Hitt said. This year marks Hitt's 20th anniversary as president. Since he took office, enrollment has increased from about 21,000 to more than 58,000; more than \$1 billion has been spent on new construction; and research grants have grown from \$28.4 million to more than \$100 million annually for the last seven years. UCF has established partnerships with employers and community colleges, and was named the nation's No. 4 "Up and Coming" university in a list published by *U.S. News and World Report*.

"Austin College prepared me pretty well," Hitt said.

"From the first, we've approached building the university from the standpoint of seeing it as a resource for what we refer to as city-state Orlando," he explained. "We try to align our programs with the needs of the regional economy. This is a rapidly growing area; we obviously have a strong need for a well-educated workforce in fields from education to electrical engineering and computer science. We've been able to build a very strong and diverse set of academic programs that meet the needs of our region. It makes it easy to get our graduates jobs, and it makes it easy to convince the (government) leadership that we need their support."

Though he runs a large public university, Hitt sees his grounding in education from Austin College as vital.

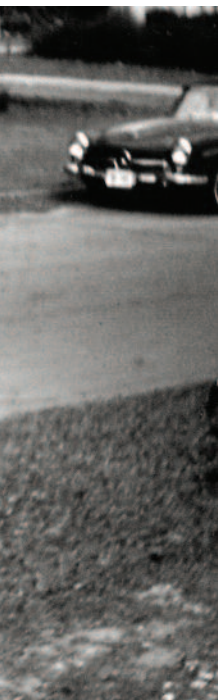
"I will always be grateful for the very thoughtful, well-planned-out educational opportunities we had at Austin College. In particular, I think the exposure to the arts and humanities, a good general education program, as well as the really excellent professors that I had, were important. They were first and foremost pretty good scholars, and they were pretty good teachers," he said.

"I was a kid coming from a working-class background, and when I got to college I couldn't spell 'psychology' much less know what a psychologist did. I had a lot of doors opened for me by faculty who really cared and helped me understand the opportunities if I wanted to work for them," Hitt said.

And, as with most alumni, it was a personal connection that made the most impact on Hitt.

"I'd be remiss if I didn't mention one of the best things I got at Austin College—a wonderful wife. **Martha (Halsted)** '60 is also a graduate, and we've been married 50 years," he said. "The fact that we share the common experience of Austin College has been a source of pleasure all these years."

*I will always be grateful for the very thoughtful, well-planned-out educational opportunities we had at Austin College.*





## Joey's Corner

**1** William Patrick was born on October 11, 2011, to Lindsey and **Austin Amos** '99. The family, including sister, Claire, lives in Plano, Texas.

**2** Paul Amon Bennett II and Elise Noelle Bennett were born September 16, 2011, to Janet and **Paul William Bennett** '89 of Dallas.

**3** McKayla Eve was born to Bobby Hale and **Heather Lenhart Hale** '00 on June 6, 2011. The family lives in Wylie, Texas. Heather is a licensed professional counselor, and Bobby works at Amerisource Bergen.

**5** Son, Torin Rhys was born to **Matt** '06 and **Sarah Grey Meyers** '07 on January 4, 2012. He joins big sister Aria, 3.

**6** Dianne and **Marc Parish** '92 adopted a nine-month-old girl from Hunan Province, China, in May 2011. Malia, who was born with a cleft lip/palate, joined big brother Alex, 7, at home in Austin, Texas, where Marc and Dianne both manage I.T. projects for the University of Texas System.

**7** Katherine Ann (Kate) Sample was born to Scott and **Amy Mittelstet Sample** '96 on July 28, 2011.

**8** **Bill** '01 and **Sarah Cooper Searight** '02 welcomed their first child, Margaret Ann Marie, on October 4, 2011.





# Golden 'Roos

Members of the Austin College Class of 1962 officially became Golden 'Roos during Commencement weekend in May as they marked the 50th anniversary of their graduation. Reminiscences, hugs, and much laughter were the staples of the weekend. Several Golden 'Roos from earlier years also attended the annual festivities, including **Jack Selman '57**, celebrating 55 years, and **Ben Harmon** and **Mary Walker Kuhn '52**, celebrating 60 years since their own graduations.

Many stories of the group's days on campus were told during the "Walk Down Memory Lane" session with **Jerry Lincecum**, professor emeritus of English, and **Peggy Redshaw**, professor of biology. The faculty members' summary of the afternoon's remembrances is available online at [www.austincollege.edu/goldenroos](http://www.austincollege.edu/goldenroos).

Members of the 50-year class have begun funding to endow the Class of 1962 Scholarship as a reunion gift to the College, but have yet to reach the full amount needed. To make gifts in support of the scholarship, contact Paula Jonse, executive director of alumni engagement, at 903.813.2389.



*Elaine Mangelsdorf Hull sported her freshman beanie as President Marjorie Hass presented her with her Golden 'Roo medallion.*



*Those gathered for the Class of 1962 photo, left to right are, front row, Margaret McCord, Peggy Ball Henderson, Bettye Bamford Parker, Judith Christopher, Gloria Stegall, Sue Aylor Due, Joan Leinneweber Ledebur, Kay Jones Baker, Marilyn Kretsinger, Margaret Brown Landolt, Kay Richter Travis; second row, Janyce Benton Cobb, William Cobb, Laura Holland Patton, Carol Schoeneck Walls, Janet Coffman, Marcia Wallace Snyder, Dub Narramore, Katie Beth Futch Schmidt, Thomas Finley Brown, Elaine Mangelsdorf Hull, John Travis; third row, Bob Weddle, Ed Bounderant, Charles Williams, Cheryl Richardson, Byron Myrick, Norman Dickey, Fredericka Richter DeBerry, Linda Allman Hahn, Richard Hull; and back row, Jack Selman, Rufus Head, Harold Parker, Robert Richardson Jr., William Huser, Dan West, Dian Gould McCall, Emory Glover, Donald Hahn, and T. Gordon Smith. More photos of the weekend are available: [www.austincollege.edu/goldenroos](http://www.austincollege.edu/goldenroos).*

## [ACCOLADES]

## GOVERNORS CHOICE

**Robert Johnson '53** has received a gubernatorial appointment to the Virginia Board of Historic Resources. The Board meets quarterly to receive and consider completed nominations to the Virginia Landmarks Register and the National Register of Historic Places. President of The Johnson Group in McLean, Virginia, Bob serves on the Austin College Board of Trustees, currently as chair.

**Carlton Schwab '81** has been named to the Select Committee on Economic Development by Governor Rick Perry. The committee makes recommendations to the legislature on economic development policies for the state. Carlton is president and CEO of the Texas Economic Development Council, vice-chair of the Texas Legislative Conference, and chair of the International Economic Development Council State Associations Committee.

65

**Buck Files** received the Texas Board of Legal Specialization Tom Garner Distinguished Service Award in February. The award is given annually to an outstanding TBLS volunteer in memory of Garner who "epitomized the best ideals of volunteer service ... knowledgeable, dedicated, thorough, hard-working, and consistently displayed integrity." (Also see page 42.)

68

**Gordon Garlington III** received a master's degree in history at the fall 2011 graduation ceremonies for University of Central Arkansas. A Presbyterian minister now serving in North Little Rock, he credits Austin College professors **A.J. Carlson** and the late **Ed Phillips** with fostering his life-long love of history.

72

**Carmen Tafolla** was named San Antonio's first Poet Laureate by Mayor Julian Castro in March. (See the story on page 32.)

73

**Byron Boston** returned to his hometown this spring to give the keynote address at the 2012 Gladewater Chamber of Commerce banquet. He has worked with the National Football League since 1995 as a line judge and has officiated 16 NFL playoff games, including Super Bowl XXXIV between the St. Louis Rams and Tennessee Titans.

74

**Richard Matkin** was selected in April as the superintendent for Plano Independent School District. He previously served as associate superintendent for business services and has worked in a number of Texas school systems as a teacher and coach. (See the story on page 30).

■ **David Perkins** is now a licensed clinical social worker and has opened a private practice as a psychotherapist in New York City.

78

**John W. Griffin, Jr.**, serves as chair of the Board of the American Diabetes Association and last fall, spoke to the U.S. Senate Committee on Health, Education, Labor, and Pensions about how evidence-based intervention practices could tighten the depleting health care finance gap. John's service to the American Diabetes Association includes membership on the board of directors and chairing the legal advocacy subcommittee, as well as service on the advocacy committee, finance committee, safe at school task force, and legislative committee. In 2006, he received the association's Addison B. Scoville Award for outstanding volunteer service. He also is the managing partner of Marek, Griffin, and Knaupp, a Victoria, Texas, law firm. He also serves on the Texas Diabetes Council.

79

(9) **Berry Spears** was named partner-in-charge for the Fulbright & Jaworski office in Austin, Texas, in March. Ranked as a leading bankruptcy lawyer by Chambers USA, Spears was included among the Houston Region Top 100 Lawyers in the 2011 Texas Super Lawyers listing. ■ **J. Lee Whittington** co-wrote the book, *Leading the Sustainable Organization: Development, Implementation, and Assessment*, published by Routledge, with colleagues Timothy Galpin and Greg Bell. J. Lee is professor of management at University of Dallas, where the focus of his teaching, research, and consulting is in the areas of leadership, organizational behavior, and spiritual leadership. In 2011, students and alumni selected him as recipient of the Haggerty Teaching Excellence Award at University of Dallas. He held previous teaching positions at Texas Wesleyan University and University of Texas at Arlington and has more than 20 years of experience in industry. He lives in Bedford with his wife, Laura.

81

■ (3) **Rip Taylor** and **Lisa Hall '83** were married September 24, 2011, at Caddo Lake State Park in Karnak, Texas. Attendees included **Debbie Kopsky Good '84**; **Sue Ellen Shaddix '83**; **Elizabeth Clark McGinnis '83**; Judge **Carrie McClarty '81**, who officiated at the ceremony; and her husband, **Marc Daniel '83**.

82

**Doug Kohrs**, president and CEO of Tornier, Inc., a global medical device company focused on surgical solutions for orthopedic extremity specialists, has been appointed to Proto Labs's Board of Directors. Proto Labs is an online and technology-enabled quick-turn manufacturer.

84

**Mark Barcus** was promoted to a Tulsa County district judgeship after serving as a special district judge for nearly nine years. Before joining the judiciary, he was a court referee assigned to domestic matters. He previously worked in private practice in Tulsa.

87

**Mike Hutchison** became senior vice president of sales for Certified Payment Processing in November 2011. He oversees the company's three direct sale divisions, including nearly 60 in-house sales leaders and over 400 field sales associates throughout the country. He has 20 years of experience in sales and sales management.

89

**Charlotte Marx Harper** is now a member of the Board of Trustees of Presbyterian Mo-Ranch Assembly. ■ **Andrea Richeson** recently was promoted to chief operating officer and user experience director for TradeMark Media, an interactive strategy, design, and development agency in Austin, Texas. In addition to leading clients in creation of online projects, she supervises TradeMark staff and is a senior project manager.

Numbers in color within entries correspond to photos on page 41.



90

**William Austin Spencer, Jr.**, became a certified financial planner in October 2011 and holds a certificate in financial planning from the University of Georgia Terry College of Business.

95

**(5) Alexander Blue** has joined the legal team at Winn, Beaudry & Winn in Dallas, Texas. He also earned his third Texas Rising Stars entry in the 2012 list of top young attorneys under age 40. From 2000 to 2008, he served as a Corporal in the Marine Corps and was chosen as Marine of the Year by the Big D Detachment of the Marine Corps League in 2009. Alexander currently serves on the Board of Directors of Heroes on the Water, a nonprofit organization designed to help wounded warriors from the military and law enforcement relax, rehabilitate, and reintegrate into society.

96

**Michael Anthony Garcia** and his artwork were included in the exhibition "Active 8: A Mini-Ennial in Texas Art" at the Janette Kennedy Gallery in Dallas this spring. He lives and teaches in Austin, Texas, and is a collaborating founder of Los Outsiders, a creative and curatorial collection.

97

**Melinda Massie** and her company, Organizing with a Side of Fabulous, have been recognized as one of the top home businesses in the nation by StartupNation in its annual Home-Based 100 competition in the category of Most Glamorous. ■ **(10) Amy Walton '97, Judy Donachie Watson '79, and Karel Anne Berry Tieszen '83** enjoyed a 'Roo moment at a recent event of Dallas Social Venture Partners. The group promotes engagement and investment in the social sector, supporting non-profit organizations that address at-risk children and educational achievement. **Lesley Heres Martinelli '72** of the Dallas Foundation also attended.

98

**Walter Jennings Fowler** received the Civilian Medal of Valor from Honolulu police after he disarmed a robbery suspect in a restaurant in Oahu, Hawaii.

99

**Justin Miller** has been named city administrator for Mendota Heights, Minnesota. He lives in nearby Eagan with his wife, Dianne, and two daughters. He previously was employed with city administration in Iowa.

00

**(4) Omar J. Alaniz**, senior associate at Baker Botts, L.L.P., was named the 2011 National Outstanding Young Lawyer by the American Bar Association, Outstanding Young Lawyer of Texas 2010-2011 by the Texas Young Lawyers Association, and Outstanding Young Lawyer of Dallas 2010-2011 by the Dallas Association of Young Lawyers. ■ **Jake Davis** was selected as the Texas High School Baseball Coaches Association 2011 3A Assistant Coach of the Year. He coaches football and baseball at Celina High School in Celina, Texas. ■ **(2) Robert Greeson** and Carrie Padinha were married April 14, 2012, in Dallas. They honeymooned in Bora Bora and now live in Dallas, where Robert is a patent attorney at Fulbright and Jaworski and Carrie is a CPA consultant for Protiviti. The wedding party included **Anna Greeson '10**, bridesmaid; **Dan Cherkassky '01** and **Jonathan Laib '02**, groomsmen; **Chris Pendergrass '01**, usher; and **Aaron Vann '00**, best man. Alumni attending included **Britton Brooks '04, Eric Dean '01, Jodi Jordan '07, Jeff Duffey, Austin Greeson '06, Jay Zolman '06, Bryan Katri '01, Greg Maness '01, Dr. Isaac Lynch '01, Young Oh, and Chris Campbell**. ■ **(7) Young Oh** was inaugurated as the fifth president of the Korean American Professional Network in January. He earned a master's degree at University of Texas at Dallas and has worked as an engineer in Dallas since 2000. He works for Texas Instruments where he is a process engineer and team leader. He is focused on implementing systematic programs to reduce scrap and improve quality. He and his wife, Joanne, have two children, Elizabeth and Elijah. ■ **Courtney Smith** has written a book, *Record Collecting for Girls: Unleashing Your Inner Music Nerd, One Album at a Time*, published in September 2011. The book discusses the relationship that women have with music, from the best breakup songs to the author's own experiences in the music industry. She spent eight years at MTV as a music programmer and manager of label relations. *A Publishers Weekly* review said, "This is a book for anyone whose day has a soundtrack and for whom music reigns supreme." *Vanity Fair* also praised the book and its perspective. ■ **(6) Donnie W. Wisenbaker** was named a partner at Bell Nunnally & Martin, L.L.P., one of the 50 largest law firms in Texas, in January. In March, he was named to the 2012 Texas Rising Stars list by Super Lawyers for the third time. He works in the firm's litigation and creditors' rights groups, and his clients include homeowners associations, residential and commercial contractors, small business owners, oil and gas exploration companies, banks, financial institutions, and mid-size to large business organizations.



**Laura Kopchick '91**, a senior lecturer in English at University of Texas at Arlington, received the University of Texas Board of Regents Award for Outstanding Teaching in 2011, the board's highest honor for faculty at the nine University of Texas System institutions. Those honored underwent several series of rigorous evaluations of their teaching performance, including classroom expertise, curricula quality, innovative course development, and student learning outcomes. Laura has been teaching creative writing at the university for seven years. "In each of my creative writing classes, my goal is always to provide opportunities for each student to stretch her or his critical faculties, discover her or his own strengths, and craft her or his writing toward a unique product that is recognizably the single student's work. My belief is that good writers must be good readers and that the best way to discover one's own way is to understand how others have made a similar journey."

Four years ago, she created the University of Texas at Arlington Undergraduate Creative Writing Awards, sponsored by Half Price Books. For the past three years, has served as general editor of the Katherine Anne Porter Short Fiction Book Award, sponsored by University of North Texas Press.

[ 'roo news ]

01

**Sharon Beth Larson** was named chief resident of the general surgery residency training program at Lutheran Medical Center, a level-one trauma center in Brooklyn, New York. Dr. Larson will continue her subspecialty surgical training in cardiothoracic surgery at University of Miami-Jackson Memorial Hospital in Florida. She intends to specialize in congenital and adult heart transplant. ■ **Jeff Riordan** has been named the athletic director and head football coach at Crosby High School in Crosby, Texas. He previously was the offensive coordinator for the Sulphur Springs Wildcats and helped lead the team to a Division II state championship in 2008.

02

**Lauren Cook** was promoted to chief prosecutor in the County Court at Law No. 2 in Kaufman County, Texas, in September 2011. In January 2012, she was named felony prosecutor in the 422nd District Court.

03

(11) **Jennifer Hoag** and Josh Maylee were married November 19, 2011, in an outdoor ceremony at White Rock Lake in Dallas, Texas. Attendees included **Megan Kenna, Elizabeth Illig, Philip Deardorff '05, Emily Kennedy '09, Taylor Collins '07, and Claudia Moya '04.**

04

**Ariana Vasquez Crowther** was appointed co-chair of the American Educational Research Association Graduate Student Council Division C for the 2012-2014 academic years. She also was appointed the program director for the University of Texas at Austin Graduate Student Assembly

for 2012-2013. ■ **Amanda Patterson Valentini** was chosen by her peers as Experienced Teacher of the Year for Rasor Elementary School where she teaches physical education. (See the story about Amanda on page 29).

06

(1) **Paul Hoffmeyer** and Melissa Sparkman were married September 26, 2011, and live in Kaufman, Texas. Paul works for Hunt Oil Company as a senior accountant and is taking the CPA exam. After the wedding, Paul took a moment to relax with Austin College alumni. Pictured, left to right, are **Jake Shockley, Don Ferguson, Hoffmeyer, Justin Abate '07, Dennis Kelly, David Staton '05, and James Erdle.**

08

**Steven Hayes**, under the pseudonym Andrew Yorke, and rising arts organization X Team Artists released a "one-of-a-kind literary journey," *Sharon Tate*, for the Kindle and Kindle Fire in January. This, Yorke's first published work, was released on what would have been Tate's 69th birthday. The book captures many significant moments in Tate's life—her first auditions, her marriage to director Roman Polanski, her role in *Valley of the Dolls*—and her untimely death.

09

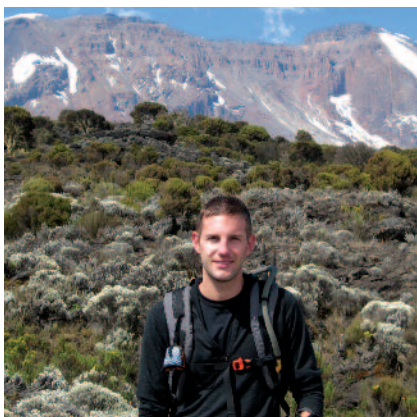
(8) **Melanie Oge** and **Dean Rylander '07** were married May 21, 2011, at Northridge Presbyterian Church in Dallas, Texas. Attendees included best man **Tom Buttine** and ushers **James Skinner** and **Matthew Holzgrafe.**

Numbers in color within entries correspond to photos on page 41.



**James Covey '06** spent the past few months working in Orlando, Florida, as a fulltime missionary with Wycliffe Bible Translators and now has moved to North Carolina to complete a nine-month counseling development orientation course in which he will counsel missionaries and their families while studying some of the issues directly impacting them.

Upon finishing the course, he will move to Nairobi, Kenya, to work at an international counseling center with Wycliffe. A licensed professional counselor, James earned a master's degree in counseling from Southwestern Baptist Theological Seminary. Find more details at <http://web.me.com/jamesecovey> or email [james\\_covey@wycliffe.org](mailto:james_covey@wycliffe.org).



**Adam Sandlin '05** reached new heights recently, taking on Mount Kilimanjaro. Read more in the online-only Spring 2012 Austin College Magazine.



SAVE THE DATE

October  
5-6, 2012

PARENT & FAMILY WEEKEND







## [ ACCOLADES ]

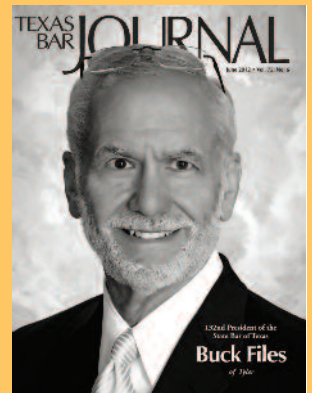
# Leading Lawyers

### HEADING THE BAR

**Buck Files** '60 was sworn in last month as president of the State Bar of Texas, the 132nd president of the organization (as shown on the cover of *Texas Bar Journal*). Buck has practiced law for 49 years, beginning as a Marine Corps lawyer in Vietnam. For the past 42 years he has been in private practice in Tyler, Texas, where he and his wife, **Robyn (McChesney)** '62, raised their family. He is a founding member of Bain, Files, Jarrett, Bain, and Harrison law firm, where he practices in the areas of criminal law and civil rights. Buck has received numerous honors for his work, including recognition from his peers with induction to the Texas Criminal Defense Lawyers Association Hall of Fame and the Texas Board of Legal Specialization's Garner Distinguished Service Award.

Buck has served the State Bar of Texas in a number of capacities, including as a member of the State Bar Board of Directors from 2004 to 2007 and as a Grievance Committee volunteer from 1992 to 1996.

The *Texas Bar Journal*, including an article on Buck's presidency, is available at [www.texasbar.com](http://www.texasbar.com).



### SUPER LAWYERS

When the 2011 Texas Super Lawyers were announced in *Texas Monthly* at year's end, 34 alumni were on the list of the top 5 percent of lawyers in the state—an impressive feat since Texas has more than 90,000 attorneys. Selection to the list of those who have attained a high degree of peer recognition and professional achievement is multi-phased and includes independent research, peer nominations, and peer evaluations.

Two alumni, however, seem "super" super lawyers, named among the Top 100 Lawyers in the State: **Charla M. Aldous** '82 of Dallas and **William R. Allensworth** '68 of Austin.

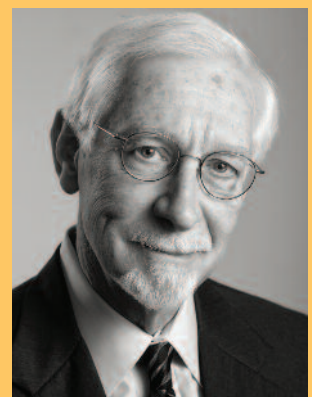
Founder of Allensworth & Porter firm in Austin, Allensworth has more than 35 years of experience in litigation, including many jury cases and appeals in both state and federal courts, including significant construction decisions rendered by Texas appellate courts.

He also is an adjunct professor at the University of Texas School of Law and is co-editor of *Construction Law*, a widely used textbook published by the American Bar Association.

Charla Aldous, founder of Aldous Law in Dallas, has handled more than 100 jury trials, including cases of catastrophic motor vehicle accidents, medical malpractice, products liability, wrongful death, contract disputes, and toxic tort cases.

She also was named among the Top 50 Women Lawyers in Texas—a list she has made several times before.

See the full list of Austin College 2011 Super Lawyers in the Spring 2012 online-only *Austin College Magazine*.



# ON THE GRIDIRON



Bart Tatum



Buck Buchanan



Larry Fedora

Starting out as a graduate assistant for the Kangaroo football teams seems to set coaches off on quite successful careers. Three alumni who made their mark first on the playing fields then went on to coach from the sidelines for the Austin College football squad have some new assignments for the upcoming season.

**Larry Fedora** '85 became the head football coach at the University of North Carolina in December 2011. He had served as a successful head football coach at the University of Southern Mississippi, leading his team to four consecutive bowl games and a Conference USA championship. A former wide receiver at Austin College, Fedora was inducted to the Kangaroo Athletics Hall of Honor in 2006 and was a member of the 1981 NAIA National Championship team that celebrated its 30th anniversary last fall. Before taking the head coaching job at Southern Mississippi, Fedora most notably was the offensive coordinator at both Oklahoma State and Florida.

**Bart Tatum** '91 has joined Sam Houston State University's football staff as offensive line coach after serving as Missouri Southern University's head coach for the past six seasons. While at Missouri Southern, Tatum led the Lions to their first winning season in 11 years. He served several seasons as offensive coordinator at Northwest Missouri State. He was a graduate assistant coach at Austin College, leading the running backs for eight months and the defensive line for one year. As a Kangaroo player, he set the school record for rushing touchdowns.

**Justin "Buck" Buchanan** '97 has been named head coach of Hendrix College's first men's football team in 52 years. He coached at Louisiana College since 1999 and was one of the original staff members when that school's football program was reinstated, most recently serving as associate head football coach.





# A Heart for Service

As an Austin College student **Evelyn Jacoby Scurry** '65 took part in an Operation Crossroads Africa trip to Liberia in 1964—and she has been committed to service ever since. She wanted to instill in her children the value of helping others.

She's been successful. Her daughter, Holly, is vice president of Family Legacy Missions International and the entire family has been involved in ministry at the Tree of Life Children's Village in Zambia, Africa.

After her husband's death in 2009, Evelyn and her children raised funds to build a house at the village in his memory. In December 2011, the family spent three weeks in Zambia, preparing for the dedication of "John's House," which became home to 14 orphans, aged seven months to 13 years, and two housemothers.

Read more of Evelyn's story in the Spring 2012 online magazine. She encourages alumni and friends of all ages to consider a summer volunteer experience at the village: [www.familylegacy.com](http://www.familylegacy.com).



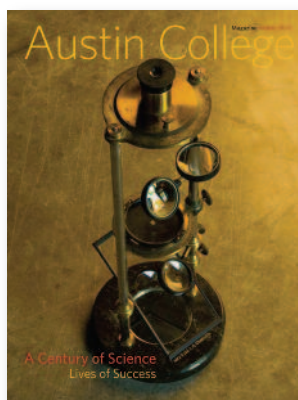
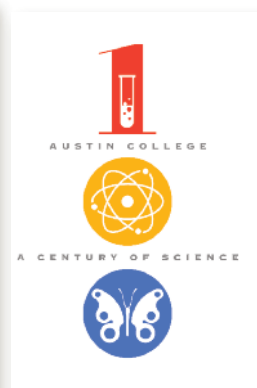
*Evelyn Scurry, at left on the back row, members of her family (all in matching shirts), and children from the Tree of Life Children's Village pose in front of John's House at its dedication last December.*

## Awards for Austin College Designs

The Winter 2011 issue of *Austin College Magazine* received a Silver Award this spring at the Council for the Advancement and Support of Education (CASE) Region IV competition in the category of "Magazine Design, Complete Unit." The Winter 2012 issue earned Silver for its cover design. Also garnering awards were the "Century of Science" logo (Gold) in the "Logo Design" category and the *2011 Profile* (Silver Award) in the "General Institutional Literature" category.

Austin College also has won five gold awards from *Graphis*, the international journal of graphic design excellence. Two gold awards led to publication of the "think green" and "Bob Mason Classic" logos in *LogoDesign8* and three gold awards were given in *Poster Annual 2013* for Austin College theatre posters from the 2011-2012 season. The posters won additional recognition from the Dallas Society of Visual Communications with a Certificate of Excellence in the category of "Poster Series."

Congratulations to the talented design staff of Austin College's Advancement Communications office.





# John Williams, The Doctor

The Austin College Class of 1984 includes two graduates named John Williams. **John D. Williams** went to seminary and after completing his degree, returned to Austin College in 1993 to work in the religious life program, now serving as chaplain.

**John L. Williams** headed to medical school at Texas Tech University and then completed residencies in El Paso and Houston in general surgery and hand surgery. He moved to Michigan for a fellowship in plastic and reconstructive surgery and upon completion, began work in a group practice there. In 1999, after visiting family in Arizona in the midst of a Michigan winter, he and his family decided to move to Scottsdale, where he opened his own practice as a plastic surgeon. Last year, he was honored to be named by his peers as one of the top doctors in the Phoenix area by *Phoenix Magazine*. Not only was he a top-doctor selection, he was chosen for the cover of the magazine.

Early on, his focus was reconstructive surgery, specializing in facial trauma, cancer reconstruction, and hand surgery. More recently, his work has turned toward the aesthetic aspects of his specialty. "When doing a lot of reconstructive work, any time I could help to restore form and function from a traumatic accident such as a dog bite or a disfiguring tumor removal, there was a certain type of reward in that," John said. "It's different on the aesthetic side, but the goals are the same: to take care of people and get them back to where they were or where they want to be."

But don't think just cosmetic surgery. Like all plastic surgeons, he was trained to treat patients with cleft lips and palates, burn injuries, hand injuries, and complex craniofacial deformities. And there's an art to the work. "I was drawn to the field of plastic and reconstructive surgery because of its diversity and the ability to combine art with science," he said. "Many types of surgery are black and white. In plastic surgery, there is an artistic aspect to any procedure I perform. Every day, I deal with creating or reshaping the aesthetics of the human form in regards to proportion, scale, symmetry, and balance, much like a sculptor. Critical thinking and complex problem solving, skills I first learned at Austin College, definitely come into play as I am always working with the multi-dimensional shapes and forms of the human body."

When he's not working, Williams has plenty to keep him busy. He is married to his high school sweetheart, **Laura (Needle)**, who is a 1983 Austin College graduate and works as an accountant in Phoenix. They have three sons—Adam, a rising senior at Duke University; Ryan, who will be a sophomore next year at University of Notre Dame; and Scott, a junior in high school. All three have been able to combine their academic success with varsity sports such as basketball, track, and cross country.

Williams hasn't been back to campus in some time—a busy practice and family life have kept him occupied—but his friendships with Austin College classmates remain strong. "I made lifelong friendships at Austin College," he said. "Classroom experiences and knowledge may fade away but those friendships last a lifetime."

Still, Williams feels his Austin College education was excellent preparation for his career. Although his sons have looked in other directions for their college choices, Williams would "100 percent recommend Austin College." He said, "The attention from professors, small classes, and high standards are very important and certainly help in medical school and residency."

Considering the success Williams has found in his profession, that's good advice indeed.



## CASE liked the magazine, but what do readers think?

Please send an email to [editor@austincollege.edu](mailto:editor@austincollege.edu) with comments and rationale about what is good and not so good about the current magazine, as well as any suggestions for future issues.

Consider all aspects of the publication: time of year it is received, what articles are included, online vs. print issues, "more stories about \_\_\_\_\_ and less about \_\_\_\_\_," etc.

Whatever the input or idea, send it by email for consideration. Budget

constraints limit us to two print issues per year so that won't increase, but beyond that, all suggestions are welcome.

Some alumni and friends (randomly selected) will receive an email with a link to a brief online survey about *Austin College Magazine* later this summer. All who receive the survey are asked to respond so that sufficient data can be obtained to better evaluate reader interest and satisfaction.

## THE LOSS OF FRIENDS

The campus community lost three of its own in recent months with the deaths of staff and faculty.

**Richard "Dick" Tappa**, professor emeritus of music, died December 23, 2011. He joined the faculty in 1964 and, in addition to his classrooms, could be found at the organ or piano at most any Austin College formal event until he retired in 1997. And, an afternoon carillon recital was always a treat for the community. His smiles, his gentleness, and his beautiful music are remembered fondly.



**Ralph "Slats" McCord** '50, associate professor emeritus of physical education, died April 30. He joined the physical education faculty in 1955 and over the next four decades, coached six sports and became one of the College's most beloved figures. Though he retired in 1988, he returned to coach golf on several occasions and maintained contact with many alumni. The Slat's McCord Golf Tournament held during the annual Legends event celebrates its 30th anniversary this year.



**Andy Williams** '74 died on June 11. He had worked at the College since his graduation, the majority of that time as technical director for Ida Green Theatre. His sudden and unexpected death rocked the community, and news of his passing spread quickly to alumni around the world. Their responses tell of the talent and passion Andy shared for his work as well as his guidance for the students he encountered. And, he was cool.



These friends are greatly missed and held in warm memories by colleagues, students, and alumni.

Full obituaries are available on the Austin College website. Alumni and friends may share family condolences or memories for these faculty and staff at <http://austincollegeinmemoriam.blogspot.com>.

Memorial gifts may be sent to Institutional Advancement, Suite 6G, Austin College, 900 N. Grand Avenue, Sherman, Texas 75090.

## IN MEMORIAM

'41	Charlie Marie Harrell Joiner	March 9, 2012
'46	William Barnett Guerrant	February 19, 2012
'49	Maebelle Gile	February 20, 2012
'49	Rob Roy Gattis	February 24, 2012
'50	Melva Coppedge	June 5, 2012
'50	Ralph Smith "Slats" McCord	April 30, 2012
'50	B.G. Schumacher	March 15, 2012
'55	James Franklin Ellis	May 4, 2012
'55	Wilda Dee Carpenter Scoles	May 11, 2012
'59	Joyce Watson	January 11, 2012
'60	Charles Deveral Kennedy	December 23, 2011
'60	James D. Maines	December 8, 2011
'61	Karl Dumas Leslie	April 25, 2012
'61	Donald W. Taylor	May 22, 2012
'62	Lucetta Harbison	May 10, 2012
'66	Robert P. Carter	May 23, 2012
'68	Richard Prentice	March 13, 2012
'69	John Menefee	December 8, 2011
'69	Ron Campbell	April 11, 2012
'74	Andy Williams	June 11, 2012
'00	Jeffrey Max Legg	January 3, 2012

## More Friends We Will Miss

Friend of the College **Opal Callie Carlton** died Friday, February 17.

The Reverend Dr. **William Harold Tiemann** died on March 24. He served as College chaplain and assistant professor of humanities from fall 1982 through July 1985.

Former Austin College chemistry professor **William Barnett Guerrant, Jr.**, '46 died February 19. A member of the Austin College faculty during the 1960s, the professor was the son of Austin College President William B. Guerrant, who served from 1944 to 1953.

## Don't Miss These Stories in the Spring 2012 online-only issue of Austin College Magazine

- "Our Gang for the 21st Century"—Scooter Merritt '66 and friends gather again
- "Driving Through the Museum"—Kristy Peet '02 and the Houston Art Car Parade
- "You Never Know Where You'll Meet a 'Roo—Ann Gael '67 and Jordan Faires '87
- "Walking, Biking, and Running for a Cause"—Melissa Johnston '04 and the Leukemia and Lymphoma Society
- "Climbing to the Top"—Adam Sandlin '05 and Mt. Kilimanjaro
- "Hearts Open to Others"—Evelyn Jacoby Scurry '65 and the Tree of Life Children's Village in Zambia, Africa
- "Saving History"—Daniel Babb '87 and the Babb Homestead

[www.acmagazine.austincollege.edu](http://www.acmagazine.austincollege.edu)



# [ ACCOLADES ]

## CAMPUS HONORS FOR ALUMNI

**John M. Andersen** '66 of Dallas, Texas, was inducted to Phi Beta Kappa in April, the 2012 alumnus selection to the Iota of Texas chapter at Austin College. Chapters may induct alumni who graduated at least 10 years previously. Andersen joined 26 Class of 2012 inductees who signed the official chapter registry during the ceremony, along with honorary inductee **Sara Bernice Moseley**, first lady of Austin College during the **John D. Moseley** presidency (1953-1978). **David Baker**, chapter secretary-treasurer and associate professor of physics, instructed the new members.

Andersen is professor of pediatrics and director of pediatric gastroenterology at UT Southwestern Medical School and Children's Medical Center in Dallas. He also serves on the Austin College Board of Trustees.

**Carroll Lamar "Bud" Pickett** '54 of Kerrville, Texas, received an honorary Doctor of Divinity degree during the Austin College Commencement ceremony in May. An ordained Presbyterian minister, Pickett has served in several pastorates and for 15 years, was chaplain for the Death Row Unit of the Texas Department of Criminal Justice prison system in Huntsville.

## NEW ALUMNI BOARD PRESIDENT

**Sarah Gunderson** '81 of Dallas, Texas, became the president of the Austin College Alumni Board on July 1. She has served two terms as president of the Alumni "A" Athletics Association as well as several positions within the Alumni Board and other volunteer roles on behalf of the College. She received the College's Heywood C. Clemons Volunteer Service Award in 2008.

Sarah earned an MBA in 1982 and is employed with RealPage, a company focused on delivering software solutions to the multifamily industry. This spring, she became a charter member of the Robert T. Mason Giving Society in recognition of leadership gifts in support of athletics and also was inducted to the Stephen F. Austin Giving Society for leadership gifts to the College.

**Jenny King** '92 completed her board presidency in June.



## A SPECIAL AWARD

**Becky Russell Sykes** '67 received a prestigious Special Recognition Award at the National Philanthropy Day awards luncheon in November 2011, presented by the Greater Dallas chapter of the Association of Fundraising Professionals. She is only the third person to receive this award in the 26-year history of the National Philanthropy Day event in Dallas.

The award honors her leadership and impact upon philanthropy and the nonprofit sector in Dallas. Becky is the founder and immediate past president and CEO of the Dallas Women's Foundation—now the second largest of the 170 women's funds in the world. The foundation strengthens the community by increasing the investment in women and girls and empowering women's philanthropy. Throughout her career, Becky has been active in public policy, nonprofit management, strategic planning, and fundraising.



She now serves as a member of the Austin College Board of Trustees and recently served as president of the Austin College Alumni Board. She and her husband, **Larry** '66, live in Dallas.

## AN AWARD FOR SERVICE

**Sharon King**, a senior member of the Austin College Board of Trustees, was honored recently with the Distinguished Service Award from the Women's Council of Dallas County. The award recognizes leadership, perseverance, organization, and creativity in service to the Dallas/Fort Worth metroplex. Sharon is vice president of development for Consumer Credit Counseling Services of Dallas, a financial literacy and housing education and counseling nonprofit. She has served many Dallas organizations through her work and volunteer efforts.





# Two Thousand Chances

by David Marquis '73

A student in Texas goes to school, on average, 180 days a year. If they attend from Pre-K through tenth grade before dropping out, then they have been to school about 2,160 days.

That means our education system had 2,000 chances to convince a kid that school was worthwhile. And yet, many walk away. (Rather sobering to put it into those terms, isn't it?)

What does that tell us? How long is it going to take us to get the message? The current educational model in the United States of America, which is based, above all else, on the predominance of standardized tests, isn't working.

Is the solution to be found in pouring more time and money into raising test scores in big city schools? Or, is it possible to produce real, lasting change in our schools by educating whole human beings, by creating better models both for learning and for training great teachers?

This is where Austin College comes in. In fact, Austin College has a great deal to offer in the discussion about the future of American education.

First, what does Austin College do, year in and year out, that makes it a great school? It engages students; it provides a variety of educational experiences; and it consistently offers high quality instruction. Why should we expect less of our public schools?

Why shouldn't a public school be more like a good college, a place of inquiry and learning experiences that cause students to keep coming back? Such schools would be more focused on evaluation for the sake of learning than on evaluation for the sake of providing sound bites to the media about the latest scores. The reality is that many schools today offer dual-credit programs so that secondary students can receive both high school and college credit for certain course work. That reality needs to be made more universally available, especially for those who will walk away after 2,000 chances.

Second, there is the matter of training teachers. I am a proud graduate not only of Austin College but of the Austin Teacher Program (1974). I had the privilege of knowing and studying under visionaries and ATP founders such as **Virginia Love**, **Bill Freeman**, and **Evelyn Milam**. I had the chance to know **Rosemary Mulder**, who was the always loving and steadfast glue that held the program together. I also knew the late **Tom Baker** and **Mayme Porter**, who was my high school speech teacher and later a member of the ATP faculty and always ahead of her time. Those outstanding faculty members trained many fine teachers, just as **John** and **Jane White** and **Julia Shahid** are doing now.

American education today needs great teachers as much as, if not more than, ever before. But why should teachers stay in the classroom? There are those who will remain no matter what, who couldn't imagine doing anything else. It's their calling, plain and simple, and nothing will separate them from their students.

But do school districts truly value their best teachers, or do they take them for granted because they know they won't leave?

At a breakfast gathering held recently in Dallas, I asked what was being done to provide incentives for public school teachers to excel and show initiative. The answer was disheartening. A high ranking school official stated that merit pay based on high test scores was one possibility.

He completely missed it. Great teachers aren't trained dogs who jump through standardized hoops. Great teachers write exciting lesson plans and develop groundbreaking curricula and come early and stay late because they are valued as creative, fully engaged human beings, not because they can coax high scores out of kids on tests that are, in truth, measures of mediocrity.

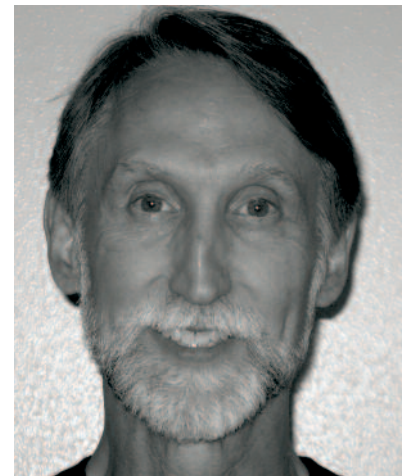
The good news is that a wind is blowing, a wind of change. School districts everywhere, including Texas, are pushing back on issues like standardized tests. Many districts have had enough of the accountability mavens who never spent a day in front of a classroom and yet spit out statistics and dictate to others how to educate. Of course our citizens need to know that their tax dollars are being well spent, but the point of evaluation is to educate children so that they will walk across a stage with a diploma in their hands, not out the door to life on a dead-end street.

The further good news is that Austin College, with its January Term and C/I (Communication/Inquiry) and study abroad and Environmental Studies program and ATP and heritage overviews, its independent study opportunities and more, continues to seek improvement as a model for ways to engage a community of learners. The same can be done on a variety of educational levels in ways that give learners reasons to keep coming back for a lifetime.

To participate in the change that is coming to American education, I'm going to re-launch my one-person show *I Am A Teacher* in the same place that I debuted it over 30 years ago, on the Austin College campus at Ida Green Theatre on September 13. This version of IAAT will be the third major edition in the long history of the play. I'm excited to bring it back to Austin College and to be a part of the tradition of learning that our alma mater represents.

*David Marquis '73 is a writer, activist, and, most of all, a grandfather.*

*The opinions shared in this column are those of the writer and do not necessarily reflect the views or policy of Austin College, its administrators, or its Board of Trustees.*



## ROOS FOR ROOS

Every year, nearly 300 Austin College student-athletes in 12 varsity programs compete in both NCAA Division III athletics and a challenging academic arena.

Roos For Roos provides funding to enrich sports programs with an emphasis on travel expenses, uniforms, equipment, and improvements to athletics venues. Your gift to Athletic Enrichment helps ensure the continued competitive, positive experience for all Austin College student-athletes, helping them succeed—on the field, in the classroom, and into the future.

### **Jennifer Dowsey '13 - 'Roo Softball**

Beulah Cook Sponsored Academic Honors Scholarship

**Hometown:**

Garland, Texas

**Major:**

Combined Psychology and Exercise Sports Science

**Minor:**

Sociology

**Activities:**

Softball; Mentors in Violence Prevention; RA (resident assistant) in Clyce Hall; volunteering with homeless services, Great Day of Service, and JanServe.

**Favorite things about Austin College:**

My favorite things would include the cafeteria fruit and salad bar (I'm not kidding!). I also love the closeness and the connection you can make with the entire faculty.

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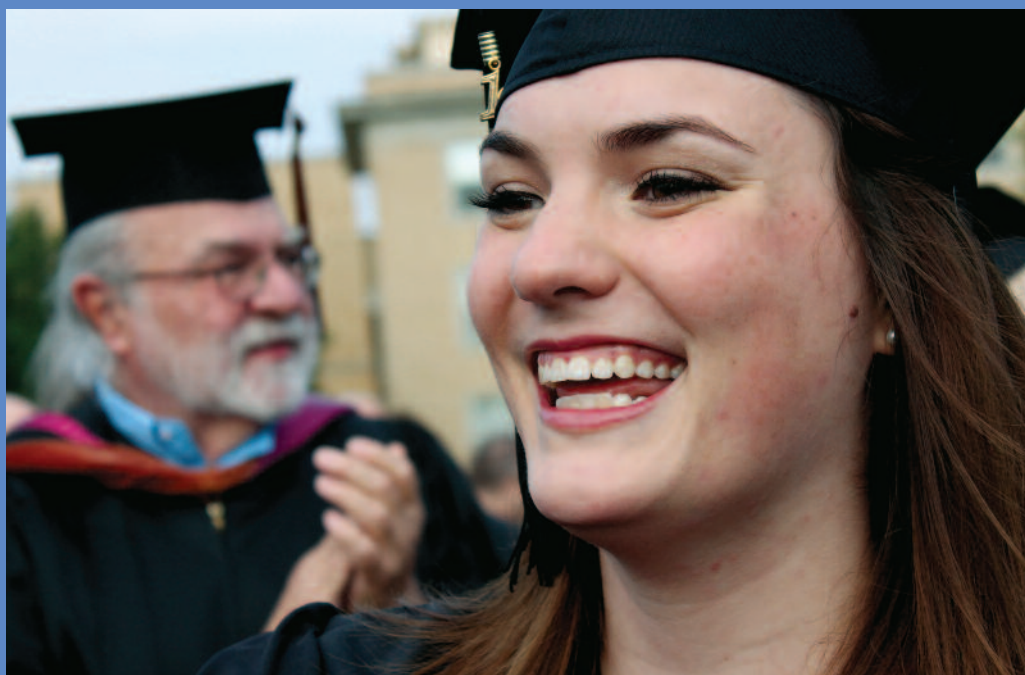
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## Godspeed, Class of 2012!

*Members of the Class of 2012 march into Commencement prepared to face the challenges of their tomorrows and to take their place as active citizens of a global neighborhood.*

*Katie Senor of Fayetteville, Arkansas, above, completed majors in Spanish and political science while engaging in campus activities from Greek life to a Sallie Majors Religious Life internship. She is employed with Heritage Oaks School, a new private middle school in Houston using a project-based learning model and a year-round schedule. Katie will teach Spanish part-time and work on development and outreach with founding head of school Margaret McNutt '76.*

