



SPRINGFIELD COLLEGE

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“Springfield College has played a big part in my life. I wanted to give something back.”

In 1940, Bob Smith came to Springfield College from New Britain, Conn., to study physical education, but World War II had different ideas. So, although tours with the Air Force and the Infantry in Germany, Austria, the Philippines, and stateside tabled his plans, they didn't keep him from returning to the College to earn a bachelor's and a master's degree. (Although he completed his bachelor's in 1947, he counts himself a member of his original class.)

Bob taught science and coached in Springfield for thirty-two years, while he and his wife, Cathlene, raised their family. He remained involved in the College community, serving on the Alumni Council and moving to Reeds Landing at East Campus.

Bob also joined the *Amici ad Infinitum* Society, purchasing charitable gift annuities to benefit Springfield College, which afford him a charitable deduction and a lifetime income that is taxed at a lower rate.

“I wanted to do something good for the College.”



Bob Smith '44, G'50

Contact Al Carrano, Director of Gift Planning, at (413) 748-3120, (800) 622-6072, or carrano@spfldcol.edu.

VOLUME 81 NO. 1

FROM FOOTBALL COACH TO WRITING GURU

A GAME FOR ALL TIME

TRIANGLE

THE MAGAZINE FOR ALUMNI AND FRIENDS OF SPRINGFIELD COLLEGE

The Genesis of Teaching Excellence



*Naismith to
Karpovich
and beyond*



Spring 2009

Vol. 81, No. 1

Features



A Game for All Time

By Steve Raczynski

When Luther Gulick's Psychology of Play course inspired graduate and teaching faculty member James Naismith to invent a new game, neither anticipated that they were courting worldwide appeal. **Page 6**



Dr. James Naismith, center, invented "basket ball" at Springfield College in 1891 when he was a graduate student and member of the teaching faculty.

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Beyond Fun and Games

By Shannon Langone

The process of instructing physical education teachers has changed significantly since the College's inception but has always kept pace with the needs of children, programs, and society. **Page 14**

Writing Coach

By Jane Johnson Vottero

On the way to an NFL coaching career, Greg Trimmer '69, G'71, took a different path that led him away from the gridiron and into the classroom. **Page 10**

Karpovich Lecture: The Role of Physical Education in the Genesis of Active Adults

By Shannon Langone

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Increased Physical Activity and Academic Achievement

By Jill F. Russell, Ph.D.

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from Marsh Memorial

Dear Friend of Springfield College:

FOR THOUSANDS OF YEARS, much has been said about the profound impact teachers have upon students' lives—from Greek philosopher Plato to Albert Einstein. But perhaps the most fitting observation of a teacher's influence comes from historian Henry Adams: "A teacher affects eternity; he can never tell where his influence stops." This observation provides an apt introduction to this issue of *Triangle* magazine and its focus on Springfield College's excellence in teaching and in teacher preparation.

Perhaps there is no greater model of a teacher's influence than Dr. James Naismith (see page 6), inventor of the game of basketball. To best understand the far-reaching influence of his 1891 "gym class experiment," imagine first that there are no NBA, WNBA, collegiate, or high school basketball teams; no basketball coaches, no gymnasiums with basketball hoops and markings for the key and three-point arc; no basketball athletic apparel, no outdoor basketball courts, and no hoops erected on household garages.

A young Naismith explains the rules of his invention to a small group of young men at the College and, in less than a decade, the game is played internationally—without any marketing assistance from the Internet or television! Naismith, the teacher, taught; his students learned, then taught; and this cycle of learning and teaching was repeated over and over as the game of basketball ignited passions in people all over the world!

From Naismith and his basketball legacy have come many other remarkable Springfield College teachers whose influence has extended far beyond the confines of Alden Street:

Peter Karpovich, world-renowned father of exercise physiology; Luther Gulick, among the first scholars to believe that physical fitness played a large role in overall health—and, by the way, he developed the spirit, mind, and body triangle that symbolizes Springfield College's mission; and Leslie Judd, whose innovations in gymnastics, including the creation of the tableaux that are an integral part of the College's annual gymnastics Home Show, revolutionized the sport.

But a teacher's influence ought not to be measured only by how far-reaching an arc of teaching and learning extends, but also by how and what each individual student learns from that teacher. Springfield College's physical education teacher program (see page 14) promotes a process of teacher preparation that starts from the first day of class and keeps pace with the ever-evolving landscape of physical education in our nation's schools. The studies outlined in *Triangle* (pages 15 and 17), which provide convincing evidence of a positive relationship between physical activity and academic performance, as well as the valuable foundation physical education plays in building a lifetime of healthy habits, provide evidence that the teachers we are preparing will certainly influence generations of learners.

For nearly 125 years, Springfield College faculty members have been broadening the knowledge and experience of their students and, at the same time, igniting their passions. Those students, in turn, graduate and share their knowledge, experience, and passion with others. The thousands of torches of experiential learning that have been lit at Springfield College through our faculty and those they prepare for teaching, coaching, and leading others, burn brightly today in rural communities and cities in America, in foreign countries, in YMCAs worldwide, in a wide range of professions, and on playing fields filled with energetic children.

Yours in spirit,



Richard B. Flynn, Ed.D.
President



President Flynn reads to schoolchildren during the 2008 Humanics in Action Day.

Leadership for the 21st Century: The Campaign for Springfield College

The most successful campaign in Springfield College history did more than reach its goal of \$40 million. We exceeded our goal by more than eleven percent, closing at a record \$44,501,719! The generosity of our donors will benefit programs, facilities, scholarships, and endowments. View the Campaign Gift Report and the Campaign Donor List at www.springfieldcollege.edu/CampaignReport.

Wyld Named Commissioner

JEAN WYLD, vice president for academic affairs, was elected to a three-year term as a commissioner on the New England Association of Schools and Colleges Commission on Institutions of Higher Education.

Women's Teams Dominate in Fall Season

THREE SPRINGFIELD COLLEGE women's sports—field hockey, soccer, and volleyball—dominated New England Women's and Men's Athletic Conference play during fall 2008. All won NEWMAC titles in convincing fashion as number-one seeds, all claimed NEWMAC Players of the Year (field hockey's Jane Kelleher, soccer's Lauren Peltier, and volleyball's Heather Lively), and all were coached by NEWMAC Coaches of the Year (Melissa Rogers '02, G'04, John Gibson, and Joel Dearing '79, respectively). In addition, each advanced to the second round of the NCAA Division III tournament before bowing out the weekend of Nov. 14-16.



Head Coaches John Gibson, from left, Melissa Rogers, and Joel Dearing

While remaining unbeaten (8-0) in NEWMAC play, field hockey finished with a 16-7 record overall. Its conference championship was its fifth in a row, defeating Wellesley, 2-1, in the title contest. The Pride defeated Keene State, 1-0, in the first round of the NCAA tournament before falling to Tufts.

Women's soccer went 7-1-1 against NEWMAC teams, and 16-4-2 overall. A clutch penalty kick by Delaney Cantrall ensured the Pride's 2-1 overtime win against Wheaton to clinch the conference championship, and the team went on to defeat Union, 1-0, behind some stellar goalkeeping by Sue Jenney before losing to Amherst.

Women's volleyball was also unbeatable in NEWMAC action (9-0) and went 32-5 overall. The Pride defeated Wellesley to win the conference title, and Maine Maritime in the NCAAs, before bowing out at the hands of Williams. Kim Giaquinto was named NEWMAC Co-Rookie of the Year.



Chris Quetant '11, a sport management major, was one of forty students chosen by the U.S. Olympic Committee to attend the 2008 Finding Leaders Among Minorities Everywhere (FLAME) program in Colorado Springs. Founded in 1994 as a national outreach program of the United States Olympic Committee, FLAME is designed to empower minority students and to educate them about the Olympic Movement and its ideals.

Braverman Named to Board

VICE PRESIDENT of Student Affairs and Dean of Students David Braverman, Ph.D., was recently elected to the twelve-person governing board of the American College Personnel Association (ACPA). He will be the director of external relations for the three-year term. The ACPA supports and fosters college student learning through the generation and dissemination of knowledge, which informs policies, practices, and programs for student affairs professionals and the higher education community.

Springfield College Receives Jostens/NADIIIAs' Community Service "Award of Merit"

THE HIGHLY COVETED Jostens/NADIIIAs Community Service Award of Merit in the Array of Projects/Activities category was awarded to Springfield College at the NCAA Convention in Washington, D.C., in January. The award recognized community service projects completed during the 2007-08 academic year, during which Springfield College students participated in more than forty different projects.

On September 20, 2007, more than 700 student-athletes from twenty-six varsity teams were involved in the College's annual Humanics in Action Day, cleaning up local elementary and middle schools, raking and mowing lawns, painting decks, and reading to fourth graders.

Other student-athlete-driven projects throughout the year included tutoring local high school students; setting up benefits for the United Way, the Cystic Fibrosis Foundation, the Open Pantry Homeless Shelter and Teen Living Program in Springfield, and the Adopt-A-Family Program; as well as visiting Shriners Hospital in Springfield.

Carnegie Foundation Cites Springfield College with Community Engagement Classification

THE CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING has selected Springfield College as one of 119 U.S. institutions of higher learning to receive its Community Engagement Classification. They join seventy-six institutions selected in 2006.

The classification recognizes the College for exemplary community involvement, a curriculum that involves students and faculty in addressing community needs, and outreach and partnerships that benefit the community and the campus.

Among examples of curricular community engagement that the College submitted is the fact that all eighteen academic departments involve students in learning through community service that is related to their studies. Included in examples of community outreach and partnerships is the Springfield College AmeriCorps program, in which students are academic coaches for schoolchildren, counselors and health case managers for community agencies, and perform other vital leadership functions for service organizations.

TRIANGLE

Volume 81, No. 1

"The mission of Springfield College is to educate the whole person in spirit, mind, and body for leadership in service to humanity."

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OFF ALDEN STREET

HoopHall Classic Played on Campus

FOR THE EIGHTH TIME, Springfield College hosted the Spalding HoopHall Classic, a four-day exhibition of some of the nation's top high school talent, presented by the Naismith Memorial Basketball Hall of Fame. Forty-three high school and prep school teams converged at Blake Arena Jan. 16-19, including ten teams in the ESPN Rise Top Fifty poll and a dozen from local schools.



President Richard B. Flynn is interviewed by Comcast's Charlie Bergeron during the 2009 Spalding HoopHall Classic, held in Blake Arena on Jan. 18.

Springfield Public Schools Partnerships

SPRINGFIELD COLLEGE supports the Springfield Public Schools through a variety of academic and volunteer programs. Nearly two-thirds of the district's public schools received services from Springfield College during the 2007-08 academic year. In one such program, students in professor Mary Allen's Teaching Reading and Writing in the Elementary and Early Childhood Classroom (EDU 327) class worked with Kensington Avenue fifth-grade girls in a semester-long reading and mentoring unit. The girls and their female college counterparts read *Morning Girl* by Michael Dorris. Allen teamed up with Kensington Avenue literacy teacher Sheree Nolley, who facilitates the mentoring program and coordinates the school-to-college partnership. A similar program for school boys who are mentored by college men is coordinated by John Wilson, director of Multicultural Student Affairs.



Fifth-grade Kensington Avenue students work with students of Professor Mary Allen's Education 327 class.

Other programs and services include: Partners Program, America Reads, Kensington Avenue School Mentoring Program, Humanics in Action Day, Friends in Humanics Scholar Awards, book and toy drives, student visits to Springfield College, AmeriCorps, Springfield Leaders of Tomorrow, 5A Program, Educator Preparation, physical education pre-practica instructors, Renaissance School, Methods of Teaching Reading and Language Arts students in classrooms, R-PALS (Partnership for Active Learning Strategies).

Articulation Agreement Signed with Gnomon School of Visual Effects

SPRINGFIELD COLLEGE Vice President for Academic Affairs Jean Wyld and Associate Professor of Computer Graphics and Digital Arts Ruth West signed an articulation agreement on behalf of Springfield College with Gnomon School of Visual Effects in Hollywood, Calif., in October 2008. Gnomon was represented by Springfield alum Pam Hogarth '74, who now serves as its director of advancement.

Through this agreement, Springfield College students may attend Gnomon for a semester, receiving full credit, while preparing for

visual effects careers in the film industry in Hollywood. A student blog can be accessed at <http://semesteratgnomon.blogspot.com>.



Ruth West, from left, Pam Hogarth, and Jean Wyld

John Wilcox Retires

THERE IS NO SUCH THING as hyperbole when it comes to John Wilcox. A face and friend dear to everyone who has ever met him, Wilcox '67, G'69, retired from his position as executive director of enrollment management at Springfield College in December 2008. Wilcox, who came to Springfield College as a first-year student in 1963 and joined the College administration in 1970, was honored by President Richard B. Flynn, trustees, faculty, staff, friends, and family Dec. 18 at a reception held in Marsh Memorial.

President Flynn remarked that Wilcox "never had his own agenda. His agenda was always Springfield College." In fall 2008, as Wilcox prepared to leave, the College was busy bearing the fruit of his efforts and the efforts of his staff—the largest-ever

incoming first-year class.

Addressing attendees, Wilcox told friends about Prof. George Brooks, who spoke to members of Wilcox's own senior class on Stepping Up Day. "Things you've taken for granted, you'll now notice and see—trees, cornerstones, people," said Wilcox, paraphrasing Brooks.

"I've taken a few walks around campus to talk with people I've worked with, supervised, and learned from," Wilcox told attendees. "I've been blessed by so many wonderful friends who absolutely made this the journey of a lifetime."

Wilcox gifted President Flynn with a single canoe paddle that he had made at a workshop at East Campus. "I love it, and I want you to have it because I love it," Wilcox told the president. "I hope

this paddle will keep your canoe as straight as you have kept Springfield College," said Wilcox.



John Wilcox and Jan Ryan Wilcox '67, G'72

Springfield College Named to Presidential Community Service Honor Roll

SPRINGFIELD COLLEGE was named to the President's Higher Education Community Service Honor Roll for its exemplary community service programs in ceremonies by the Corporation for National and Community Service in Washington, D.C.

Launched in 2006, the Community Service Honor Roll is the highest federal recognition a college can achieve for its commitment to service-learning and civic engagement. Awardees are chosen on the basis of the scope and innovation of their service projects, percentage of student participation in service, incentives for service, the extent of academic service-learning courses, and other criteria.

Among the examples that Springfield College cited are that ninety-three of its academic courses involve learning through service, and more than eighty-five percent of the College's 5,000 students perform community service. The students annually perform more than 133,000 hours of service.

College's Effective Educational Practices Reported in National Survey of Student Engagement

SPRINGFIELD COLLEGE'S benchmark scores for the National Survey of Student Engagement (NSSE) continue to show that the College meets or surpasses the benchmark scores of our peer institutions for all five measures of effective educational practice identified by the NSSE research.

Family Weekend — October 3-5, 2008

AT A HAWAIIAN-THEMED Family Weekend, students and their families and friends enjoyed opportunities for relaxation, recreation, and education—including Day SPA (Springfield Parents Academy). Additional images are available at www.springfieldcollege.edu.



More information on these and other news items is available at www.springfieldcollege.edu.

A Game for All Time

Springfield College professor creates educational experiment and gives birth to basketball



The first "basket ball" team. Dr. James Naismith is in the suit in the second row.

Fall = Football!
Summer = Baseball!
Winter = ?

By Steve Raczynski, Director of Sports Communications

IT IS 5:15 A.M. EASTERN TIME on the morning of August 23, 2008, and I can't help but wonder what Dr. James Naismith, Class of 1891, H 1910, would be thinking right about now.

The U.S. men's basketball team has just beaten Spain to capture its first Olympic gold medal since the 2000 Sydney Games. Just one day earlier, the U.S. women beat Australia in their championship game, producing an American sweep.

It has been 117 years since Naismith introduced his "gym class experiment" at Springfield College—then called the International YMCA Training School—on State Street. And look how that "experiment" has blossomed! Besides Spain, the U.S. men, during the Beijing Games, also beat teams from China, Angola, Greece, Germany, Australia, and Argentina. The U.S. women beat the Czech Republic, China, Mali, Spain, New Zealand, South Korea, and Russia.

Under coaches Mike Krzyzewski and Anne Donovan, the U.S. Olympic teams were extremely efficient, well-coached, court savvy, and athletic. But while sheer talent ultimately may have proven to be the dominant factor, something else became evident throughout the fortnight of the Games.

The rest of the world continues to catch up to this American game.

Other nations continue to learn the game at such a rapid pace that the gap separating the U.S. from the rest of the world has nearly disappeared. In fact, many might say the talent pool produced by several nations is pretty darn close to that of the U.S.A.

Would Naismith be fazed by such a prospect? Should he be? I don't think so.

In fact, my guess is that the Canadian native would be smiling, that James Naismith the idealist, the teacher, the coach that he was, would feel an inner sense of satisfaction. Remember, his game of "basket ball" was intended to do nothing more than keep his Springfield students occupied during the cold winter. Even he, likely, did not envision how his game would become a smash hit.

December 1891

Let's go back to that time, to the winter of 1891-1892, when the game was in its infancy. What was life like? How did this game evolve? Remember, radio did not exist. The Wright brothers were still tinkering with bicycles in Dayton. Horseless carriages were becoming the rage, but most people were still stay-at-home types, working at their small businesses and

farms. Most importantly, it was predominately a time of peace and prosperity.

As for the sports world, soccer, lacrosse, and the relatively new sport of football dominated the fall and spring seasons. Springfield College, under Head Coach Amos Alonzo Stagg, had just completed its second varsity football campaign. But there was no activity keeping students occupied between seasons. Volleyball would not be invented by Springfield College alumnus William G. Morgan for another four years.

In short, winter activities, especially of the indoor variety, were scarce. And the college students could barely contain themselves.

A native of Bennie's Corners, Ontario, Canada, Naismith came to graduate school at Springfield College in large part because of his interest in sports and athletics and

because he was drawn to the new discipline of physical education. His mentor, Luther Halsey Gulick, Jr., considered the father of this new discipline, soon issued Naismith a challenge.

Gulick, the superintendent of physical education at the International YMCA Training School, had introduced a new course in the "psychology of play." Naismith, now in his second year, was one of his student instructors. The fall sports season had ended, and the students found themselves bored with the required exercises conducted inside the gymnasium.

That's when Gulick told Naismith, "I want you to take your class and see what you can do with it. Now would be a good time for you to work on that new game you said could be invented."

So Naismith went to work. His charge was to create a game that was easy to assimilate, yet complex enough to be interesting. It had to be playable indoors or on any kind of ground, and by a large number of players. It needed to provide plenty of exercise, yet without the roughness of football, soccer, or rugby, since



Naismith included this photo with his application to graduate school at Springfield College.



Naismith visits basketball players in Japan.

Continued on next page

those would threaten injuries if played in a confined space.

Much time and thought went into this new creation. It became an adaptation of many games of its time, including American rugby (passing), English rugby (the jump ball), lacrosse (use of a goal), soccer (the shape and size of the ball), and Duck on a Rock, a game Naismith had played with his childhood friends. Duck on a Rock used a ball and a goal that could not be slammed through, thus necessitating a goal with a horizontal opening high enough so that the ball would have to be tossed into it, rather than being thrown.

Naismith approached the school janitor, hoping he could find two eighteen-inch square boxes to use as goals. The janitor came back with two peach baskets instead. Naismith then nailed these to the lower rail of the gymnasium balcony, one at each end. The height of that lower balcony rail happened to be ten feet. A man was stationed at each end of the balcony to pick the ball from the basket and put it back into play. It wasn't until fifteen years later that the bottoms of those peach baskets were cut to let the ball fall loose.

Naismith then drew up the rules, which described the method of moving the ball and what constituted a foul. A referee was appointed. The game would be divided into two fifteen-minute halves, with a five-minute resting

were printed in the school newspaper, *The Triangle*, which also went to YMCAs around the country. Because of the school's international student body, the game of basketball was introduced to many foreign nations in a relatively short period of time. High schools and colleges began to introduce the new game, and by 1905, basketball was officially recognized as a permanent winter sport.

Basketball and Humanics

Springfield College is known as the Birthplace of Basketball®. It is also known for its Humanics philosophy, which calls for the education of the whole person—in spirit, mind, and body—for leadership in service to humanity.

Naismith, of course, was among the first of many to embody that philosophy. In 2009, Springfield College alumni now total more than 41,000 and are spread over sixty countries world-wide. They provide leadership as coaches, business executives, teachers, therapists, strength and conditioning experts, and athletic trainers, among many other occupations.

Professor Mimi Murray, Ph.D., '61, G'67, who first stepped foot on this campus in the fall of 1957, continues to be one of Springfield College's most distinguished faculty members. She is a professor of physical education and a former Distinguished Springfield Professor of Humanics, and she offers a most compelling viewpoint of Springfield College as both an alumna and a teacher.

"The Humanics philosophy resonated with me when I first arrived," says Murray, who coached three Springfield College women's gymnastics teams to AIAW National Championships in 1969, 1972, and 1973. "In fact, it still resonates today. I'm a firm believer in it.

"Dr. Gulick had his idea of what athletics should be all about," adds Murray. "At Springfield College, he hired teachers. Part of their workload was to serve as coaches, and each was evaluated as a teacher/coach. Springfield College taught that sound education—mind—and sound athletics—body—were pretty much inseparable, and it was hoped a balance would be achieved between the two that would lead to spiritual well-being. The elements of spirit, mind, and body were meant to supplement, but not overwhelm, each other. It's a philosophy that works, and I would like to see it continue on and on."

Charlie Redmond '68, G'71, associate professor of physical education and dean of the School of Health, Physical Education, and Recreation, was a freshman at Springfield College in 1964. He, too, believes in the College's teachings.

"I think we do three things pretty well at Springfield," says Redmond, "and I've learned over the years that we seem to attract the type of student who can accept and understand these key elements.

"First, Springfield College allows its students to test their confidence. I'm convinced that our students want to be

Word of the new game spread like wildfire. It was an instant success.



President Flynn shows his hook shot.

period between. Naismith's secretary typed the rules and tacked them up on the bulletin board.

A short time later, the gym class met, and the teams were chosen with three centers, three forwards, and three guards per side. Two of the centers met at midcourt, Naismith tossed the ball, and the game of "basket ball" was born.

Word of the new game spread like wildfire. It was an instant success. A few weeks after the game was invented, students introduced the game at their own YMCAs. The rules

tested. We create chances to facilitate their self-confidence. The result, more often than not, is that they will feel good about themselves as they begin to achieve success," explains Redmond.

"Second, we teach our students to be critical thinkers. Our students can apply themselves, and as a result, they become problem solvers," he continues. "Third, our students are taught to get along with others, to collaborate, and to respect one another. They are taught they can be anything they want to be. The result is that we produce people who become leaders. I must admit, the whole process, which hasn't changed much since I've been here, continues to be very gratifying to watch."

Thousands of alumni would agree with Murray's and Redmond's assessment. Two include Nancy Darsch '73 and Keith Daly '75—a pair of former basketball players who have achieved considerable success in the coaching and business worlds.

Darsch, who is from Longmeadow, is a Springfield College Athletic Hall of Famer. She spent seven seasons as an assistant under University of Tennessee women's basketball coach Pat Summitt, and then went on to become head coach at



PHOTO BY: TODD WARSHAW/NBAE/GETTY IMAGES

Nancy Darsch

Ohio State for twelve more, where her 1993 squad reached the national championship game. She later became the head coach of the New York Liberty and the Washington Mystics in the WNBA. She is currently an assistant with the WNBA's Seattle Storm.

"The teachings of Springfield College remain with me from day-to-day," says Darsch. "Heading the list is how to treat people. It's pretty simple. You treat people the way you want to be treated. In my line of work, I have always tried to be respectful of everyone that I've come in contact with, and that includes opponents and officials. If you can treat people

"We teach our students to be critical thinkers. Our students can apply themselves, and as a result, they become problem solvers."

—Charlie Redmond

in a graceful and respectful manner, it tends to go a long way. He is president and CEO of Foot Locker, Footaction, and Foot Locker for Kids—a job that has taken him from Dallas to Amsterdam to New York City. From his current office in New York, he describes what he recalls of Springfield College's Humanics philosophy and how it has served as a personal guide along the way.

"Springfield taught me how to be a leader," says Daly, who captained the 1974 basketball team. "Leading a team is much the same as leading a company. In both cases, there must be a mutual respect with all concerned. At Springfield, I learned how to empower and put trust in people to make correct decisions. No doubt, one must learn how best to work well with people, and in that regard, Springfield taught me well."

"I was inspired by two great people, my coaches Ed Bilik '57, G'62, and Ray Gilbert," said Daly. "They were men of great integrity, who embodied the Springfield College spirit and the Humanics philosophy, and I would like to thank them for the role they played in my life."

Springfield College men and women like Redmond, Daly, Murray, and Darsch epitomize the Humanics philosophy. They are the torchbearers of Gulick, Naismith, and Morgan.

By the way, I bet I know what Naismith would have been thinking on the morning of August 23, 2008. He would have been proud. I'm sure he had the same thoughts during the Olympic Games of Berlin—which he attended in 1936—the Games in which basketball was introduced as an Olympic sport. Not only did he get a chance to see his invention come to worldwide fruition, he saw that, of the twenty-three countries represented, seventeen were led by coaches who had a direct affiliation with Springfield College.

All from that tiny, little school in Western Massachusetts.

Just as the torch had been passed in 1936, it continues to be passed today. Naismith would have been, oh, so proud. ▽

in a graceful and respectful manner, it tends to go a long way.

"It helped to be surrounded by good people, and I made some really good friends at Springfield College," Darsch says. "I'm most grateful for what I learned."

Meanwhile, Keith Daly '75 has achieved success in a different



Keith Daly



Old-style basketball

From Football Coach to Writing Guru



Greg Trimmer with students at Minnechaug Regional High School

By Jane Johnson Vottero, Publications Director

GREG TRIMMER '69 CAME TO SPRINGFIELD COLLEGE with dreams of becoming a National Football League coach. Instead, he went on to teach English—including Advanced Placement—at Minnechaug Regional High School (MRHS) in Wilbraham, Mass. He taught writing to a student population of diverse talents and abilities, but one which included many who consistently scored 5/5 on Advanced Placement (AP) tests, were admitted to the Ivies, and won national scholastic writing awards.

What motivated a boy from Lorain, Ohio, to come to Springfield College? It was an article that appeared in *Sports Illustrated* (Volume 19, Number 23, Dec. 2, 1963) proclaiming Springfield College as “the remarkable college that has contributed more to sport than any other school.” That did it, Trimmer admits. At that

time, when he wanted to coach NFL football, the article convinced him this was the place to learn how.

Shortly after Trimmer arrived on campus, however, things changed, and the would-be coach “talked [his] way into English classes. Dr. Ed Sims '51 had a huge influence on me,” he says. And, Dean Paul Congdon allowed him to “stock up on numerous classes in the liberal arts in order to graduate with a rare degree in Humanics.” Trimmer then applied to the National Teacher Corp Program, and found himself working in inner-city areas much rougher than the suburban system in which he later built his career. There, he developed a curriculum in science for disadvantaged elementary students while working on the master’s in elementary education that he received from the College in 1971.



In 1972, he became an English teacher at Minnechaug. But developing an innovative English program that would become legendary was not enough, and Trimmer devoted himself to mentoring gifted writers and writing teachers, designing and training Minnechaug teachers for implementation of a “Writing to Learn” initiative, coaching various high school sports, advising Minnechaug’s student newspaper and literary magazine, and working on his own master of fine arts degree in poetry, which he received from the very selective University of Massachusetts program in 1991.

Trimmer tells parents of AP4 students at open house in the spring of 2008, “My job is to teach your sons and daughters to read perceptively and understand that novels are about life” after handing out a sheet of paper with a quote from Virginia Woolf. The quote reads: “Fiction is like a spider’s web, attached ever so lightly, but, perhaps, still attached to life at four corners.”

To say that Greg Trimmer devoted himself only to gifted writers would be fallacy. He taught English to all grades and all levels in the same manner. One retired MRHS English department chair is said to have remarked that a person who walked into Trimmer’s class would not know immediately whether he was teaching AP4 students or first-year high school students.

Greg Trimmer retired from Minnechaug in 2008. He went back to the AP4 (literature) classroom briefly this spring, teaching AP3 (writing) students from the previous year so that we might capture current images for *Triangle*. That day’s “brief foray sparked what I miss about teaching,” he says. “I love the energy of the classroom—which I think of as a very special place in a democracy, in life—especially when all brains present are struggling to work as one. I love to see a student get something difficult. I love the spontaneous shout out of an idea. I love the confusion and frustration of the classroom and the surprise and

order that grows from it,” he reflects.

“I have often teased my classes and told them that when I retired I was going to open a kiosk at a mall and write handwritten love letters for \$10 apiece,” he jokes, “but so far that looks like a pipe dream.” Instead, in addition to hiking daily and tutoring three days a week, Trimmer says he is “molting—shedding off years of only thinking about teaching and how to teach something.” But, the man who has helped so many students

develop their craft is now taking another stab at it himself. So, in addition to “reading, going through thirty-nine years worth of lessons, meeting friends for breakfast and lunch and engaging in discourse,” Greg Trimmer is preparing a poetry manuscript. “It was hard for me to teach and write,” he says. “I don’t see how anyone does that.”

But, teaching is in his blood. “I imagine I’ll teach again,” he surmises. “I have lots of ideas that I haven’t tried. I’d like to write a charter school grant in the next year... I think a lot about teacher training and how it could improve,” he says, noting that he received a “phenomenal” foundation from the Teacher Corps program at Springfield College.

“I don’t want the ideas and philosophies and methods of progressive education to die out.

“I told a friend that I’d know in time if I was supposed to go back and teach again. I have the energy for it, but didn’t like the bureaucratic distractions. We begin to worry more about the [smoothly running school] than educating and the messiness and chaos of that process. I wish the process could be more pure: thinking, reflecting, writing, discussing,” he concludes.

In the next few pages, Trimmer’s past students share their thoughts about the man who taught them to write and, more importantly, who taught them to think and—in many ways—live.

“I love the energy of the classroom—which I think of as a very special place in a democracy, in life—especially when all brains present are struggling to work as one.”

Student Reflections

I am agitated by teachers who engineer their teaching around their own politics, and introduce their own opinions within the classroom ... During our class discussions [at MCLA], I brought your teaching techniques up over and over again, to fight against the necessity of a “politically active teacher.” In your classroom, I’ve never seen you leave your politically neutral state, and yet, by playing the “devil’s advocate,” or hooking into the meat of a discussion, you had the power to ignite the class. You gave everyone the chance to affirm their own ideas about selected literature. In your classroom, we all had our own identity, and your neutrality was what kept the discussions buoyant.

Kristin Blain
Massachusetts College of Liberal Arts, 2010
Excerpt from a note to Greg Trimmer

I’ve done this before—written about Greg Trimmer and his abiding influence on my life and thoughts. The year after I graduated high school, he asked me to write a recommendation letter for a university-sponsored writing workshop or something similarly aimed at developing his professional talents. Now, as a Ph.D. student studying teacher education, it occurs to me how strongly that application proved his dedication to his career teaching literature and writing. Teacher educators talk much about the importance of content knowledge, as well as an understanding of how to make content accessible to all kinds of students. Trimmer—I don’t bother with the Mr.—exemplifies the master teacher with his inquisitive nature, extensive knowledge of literature, literary theory, and how students develop thoughtful, useful

Continued on next page

writing skills. Better than that, even, is the fact that he practices his craft outside of the classroom, reading and writing to develop his own skills as reader, writer, and thinker.

Trimmer is primarily a philosopher, interested in the whys and hows of humanity's interactions. He asks a lot of questions. He tells his students (and friends, in fact) when their answers to his questions are inadequate or disappointing. He doesn't suffer from brutal honesty; he thrives on it. Such insa-



table curiosity, in addition to voracious reading and extensive exploratory writing, has led Trimmer to know a lot about a lot. He has a vignette or an opinion or an informed question about all sorts of topics, including painting, theology, tropical spiders, and the psychology of Ted Kaczynski. The sheer expanse of knowledge and experience he has in and of the world gives nuance to his ability to teach, to help young people explore their own experiences—in the world and in literature—on paper.

There was a simple wooden ladder in the middle of Trimmer's classroom. That physical "ladder of abstraction" was meant to remind us that there are levels of thought and interpretation when one reads and writes, that we

were meant to climb that ladder over the course of our time with him, as well as within individual pieces of work. Our class was small enough to fit in one half of the classroom—we sat in a Socratic circle, able to see everyone's face. During conversation, Trimmer might look slowly, easily around our group or straight at an individual and calmly tell us when we were operating too low on the ladder. So we worked toward building our understandings of novels, photographs,

There was a simple wooden ladder in the middle of Trimmer's classroom. That physical "ladder of abstraction" was meant to remind us that there are levels of thought and interpretation when one reads and writes, that we were meant to climb that ladder over the course of our time with him, as well as within individual pieces of work.

essays, and poems together, shared our writing with the group, thought about big ideas of literary structure, theme, and purpose. He told us once that writers keep writing because they haven't gotten it right yet—as soon as they write the perfect novel, it's over. This thought gave us hope and satisfaction as we developed our own skills, believing ourselves in the company of (what we took to be) the great authors of our class readings.

Gwynne E. Morrissey
Doctoral Student, School of Education
University of Michigan

I remember my first day in Mr. Trimmer's classroom very clearly. I was terrified... What I didn't know that day was that class, and that man, would change my life. I didn't know that over the course of the two years to come, I would sit in that same chair and, for the first time, really learn how to write. Or that I'd fall in love with reading and find a piece of my soul in the writings of Tim O'Brien, or Doestoevsky, or Carson McCullers and feel on fire for their ideas. I didn't know how much I'd change and grow and learn. I couldn't have known because I didn't know Greg Trimmer yet.

As an English teacher, Mr. Trimmer taught

me how to dissect a text. He taught me how to analyze and how to write. He taught me how to reflect, and think, and communicate in a way that I did not even know I was capable of doing. These skills are the foundation of any pursuit. They will be at the root of any success I am able to achieve in the future. Intellectually speaking, they are my rock and my fortress. I owe them all to Mr. Trimmer.

As a person, Mr. Trimmer showed me how to live a life of passion and dedication for what you do. He showed me the power that a life like that can have in changing other people for the better. He showed me what it means to strive for excellence, and to raise the ambitions and abilities of all those around you.

I never wrote Mr. Trimmer a thank-you letter... maybe because it wasn't until I sat down to reflect on who he was or what he has given me or what he has meant to my education that I realized the full extent of what I owe him. So, thank you, Mr. Trimmer. You are one of the most important people in my past. I am grateful to have called you "teacher." I will never forget all you have given me.

Adam Ferrarini
University of Massachusetts
Jack Welch Scholar, 2008

I remember consistent tests

on my perception (how I thought the world was), a persistent questioning of how and why I reached a particular point, and repeated surprises when I truly opened my eyes. While it has been a number of years, I also remember wishing at the end of my year with him that I'd had more time as his student. I, to this day, have never written with the discipline with which I wrote with Mr. Trimmer. I still use the exercises he had us use to get us writing in my current pursuits. I still read with the same dogged eye he taught me to use years ago. Having pursued writing for years after high school... I can say that Mr. Trimmer's passion and dedication to writing and teaching, more than any other teacher in my life, have directly influenced who I have become and the ways I question the world.

Meg Satrom, M.F.A.
Iowa Writer's Workshop, 2005
University of Denver law student, 2010



After twelve years of schooling, it would be foolish to think that a group of kids at the top of their class would be able to walk into an academic setting without some notions about the way things are supposed to work. But rather than continuing on the predetermined path for grooming young men and women to do well in college, Mr. Trimmer took the class on a number of detours, somehow without interrupting or reversing what we had learned up until that point. We all knew how to do our homework, how to cite secondary sources, and how to analyze a text, so he went several steps further, asking us to read ever more difficult texts and delve ever deeper into our own and our classmates' thoughts on a work... We were asked to take apart and rearrange some of the assumptions we had been making up until that point, in order to get closer to the heart of what we were reading. The class format was almost completely discussion-based, occasionally led by students but often much more free-form. Everything I needed to know about how to participate in a college-level class I learned there: raising questions, closely reading texts and, most importantly, truly listening, digesting, and synthesizing my classmates' ideas in order to further my own understanding.

Dana Berte
Japan

During our very first AP English class, I saw Mr. Trimmer as a type of magician. He handed out folders that explained all the work we'd have to do before September and it was a little intimidating how much he expected from his students during the summer. He wrote on the board: "All of you, cry now!" Most of us laughed as he looked around the room as if he were waiting for someone to just burst out sobbing. But, no one did. We were still trying to figure him out as a teacher. No teacher I ever had commanded us to cry like that; As scary as the workload seemed, it wasn't scary enough to cry over, and why was he asking us to cry anyway? After giving up on the idea that one of us would cry, he said (something like), "Well, I failed my purpose then, didn't I?" We nodded. He had failed his purpose. And he

said, "Unless my purpose was to make you laugh." I kind of remember it as if the entire class, in unison, cocked their heads to the side to ponder what he had just done. I knew that people don't really say what they mean sometimes, but I didn't know it in this way. I didn't know that there was an entire study of "rhetoric"—"using words to achieve one's purpose" (as Mr. Trimmer defined it)—and words like anaphora, polysyndeton, anadiplosis, and so many more rhetorical terms. I had never known that rhetoric existed, but I had been using it all my life.

He taught us how to take risks and focus less on what he wanted as the teacher... he treated us as if we were real writers, rather than high school students learning how to write.

Katelyn Popp
Mt. Holyoke College, 2011

As a junior, I was in Mr. Trimmer's AP3 English class, which I believe is supposed to officially prepare us for the AP English Language and Composition exam. This was a small, selective class of some of the smartest kids in my grade, the best writers and the kids who had always been the so-called "good students." But until I began my first semester with Mr. Trimmer in the fall of eleventh grade, I had never learned very

"One of the first things that we talked about in AP3 was precisely how to learn; how to learn how to do something really hard, and how to learn it in a way that it was relevant and meaningful."

much. I had learned how to get good grades, how to seem smart, at least by everyone else's standards. And so what Mr. Trimmer did for most of us that first semester was to force us to unlearn. For the first time I had a teacher who wasn't nearly so concerned that I could memorize the notes from class, or reproduce someone else's ideas in a neatly organized essay.

One of the first things that we talked about in AP3 was precisely how to learn; how



to learn how to do something really hard, and how to learn it in a way that was relevant and meaningful. Mr. Trimmer encouraged us to be messy. He encouraged us not to be afraid to engage in a long process of learning, even one entrenched in disorder and failures and confusion. Sure, that semester I learned how to be a better writer. I learned about rhetorical devices and became a more disciplined writer, and I divulged in lots of important written works by important writers.

Along with a handful of my other classmates, I even got a five on the AP exam, as our class well-exceeded the national percentage for high scores. But a good score on a multiple-choice test is the absolute last thing that I would take away from AP3. Instead, for the first time, Mr. Trimmer was teaching the twenty of us how to learn without grades. We learned how to relish in honest, and sometimes frenzied, class discussions. We learned that the best writing usually isn't polished and grammatically flawless and perfectly held together. For the first time, Mr. Trimmer proved to me that the best writing, the best kind of thinking, is the kind that doesn't care who is reading or listening, but rather is the kind of thinking that strives to access the chaotic and the messy and the imperfect and the real, because the answer, which was often times the deeper meaning of a piece of writing, is never going to come in an easy, fluid, and streamlined package.

Carolyn Callaghan
Oberlin College, 2011



Beyond Fun And Games: How Physical Educators Learn To Teach

By Shannon Langone

THROUGHOUT THE UNITED STATES and the world, Springfield College is renowned as a premier institution for preparing physical educators, with physical education offered as a course of study since the College's founding in 1885. Since then, the process of educating teachers in this field has changed significantly in response to the needs of children, schools, and society. The physical education curriculum at Springfield College keeps pace with this ever-evolving landscape and ensures the development of well-rounded physical education teachers through real-world experience in the classroom, professional development opportunities in the field, and an education that speaks to learning both what to teach and how to teach it.

Into the Classroom from Day One

Springfield College students in the physical education teacher preparation (PETP) program are exposed to practical experience in their first year, attending lectures two times per week and engaging in a two-hour lab that allows them to put what they've learned into practice. In this Instructional Strategies course, taught by Stephen Coulon, Ph.D., students start the process of prepar-

ing to become physical educators by working with pre-schoolers and utilizing instructional strategies that focus on the fundamentals of movement concepts and motor-skill development. "Right away, the first-year students are learning how to be effective teachers, beginning with the basics: an appreciation of movement and the fundamental skills to participate in any activity," explains Coulon.

"From that first day, students discuss the importance of physical education in grades K through two," says Michelle Moosbrugger '00, Ph.D. '06, assistant professor of physical education. "It's such a critical period for learning gross motor skills, and if children don't learn the basics, they will never reach their potential. We also teach students to capitalize on the fact that, at this age, children have a natural love for physical activity."

Once students understand what children in grades kindergarten through two are capable of, they can begin to understand the skill development of those children as they progress to middle school. "If the students are on task and have observed properly the needs and skill levels of the children, they will understand how to develop appropriate lessons and activities," says Jim O'Donnell, visiting professor of physical education.



Michelle Moosbrugger



With basic developmental knowledge in place, PETP students in their sophomore year continue their practical experience by participating in four modules that rotate every seven-and-a-half weeks, covering grades kindergarten through two, three through five, six through eight, and nine through twelve. O'Donnell focuses on grades three through five, and stresses to his students that at this level they need to reinforce the fundamentals of movement by making the learning process enjoyable and appropriate, and by giving children the chance to experience early successes. "The key to this is in the delivery," explains O'Donnell. "All the students will have similar content knowledge, but in order to be accepted by the kids they are dealing with, they have to observe and understand their needs and make it fun for them." O'Donnell encourages students to use imagination and creativity to develop lessons that will engage children in physical activity. "The more experience the students get, the more opportunities they have to try new approaches, to take risks," he says. "For example, I had one student develop an activity on catching and throwing, but instead of bringing in a ball, he had the children throw a rubber chicken. I was impressed that the student wasn't afraid to be creative and wasn't locked in to how people think an activity should be done. Utilizing imagination can separate the good teachers from the great ones."

Beyond Physical Education Class

Diane Lorenzo, Ed.D., associate professor of physical education, teaches the module for sixth through eighth grade. She explains that the number one objective at this level is to create a curriculum that is meaningful to students at that age—one that will entice them to love physical education—a difficult task at this stage of a child's development. "Middle-schoolers are experiencing more changes in their lives and bodies than at any other time," she says. "They love being with their friends, and they also need opportunities that are meaningful to them. With that in mind, we instruct students on peer teaching and peer learning as a means of getting the children involved. And, we encourage students to make connections between classroom activities and what the children are interested in outside of school."

Finding ways to keep students interested in physical education is a teaching skill that is equally important for students in the secondary module for ninth through twelfth grade. "In order to teach, you have to understand the

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The Role of Physical Education in the Genesis of Active Adults

By Shannon Langone

IN HIS 2007 KARPOVICH LECTURE, Lawrence F. Locke, Ph.D., '52, G'53, University of Massachusetts-Amherst professor emeritus and well-respected scholar in the field of physical education, and recipient of Springfield College's Distinguished Alumni Award, focused on two themes, each vital to the current state of physical education: the role of physical education teachers in influencing students to become physically active adults; and the use of physical education in combating the epidemic of obesity and overweight children.

Locke explained that although these two things may have always been a part of the goals of physical educators, the call from political, social, and professional voices to solve the nation's public health crisis is putting more pressure on them to produce results. According to Locke, many people assume that if children take physical education throughout their school years, they will make a choice to remain active. However, research clearly shows that there is no correlation between exposure to physical education classes and



Lawrence F. Locke, whom President Flynn has said was his favorite and most influential professor at Teachers College, Columbia University.

whether those students, as adults, lead healthy lives—in fact, the very suggestion seems counterintuitive. Said Locke, "If the coupling between cause and effect was tight and straightforward, how could it be then, after generations and generations of requiring kids to take physical education in school, that we now have a national public health crisis to which sedentary lifestyles

are a major contributor?" Therefore, Locke has an "aversion to making adult behaviors the essential outcome used to validate the worth of physical education." Instead, the purpose should be derived from a conclusion that has been reached in several studies: "Children who are physically active become adults who are physically active."

"The adults who adapt physically active lifestyles were physically active and much engaged by volitional and deliberate forms of physical play when they were children," Locke said, further explaining that the words "volitional and deliberate" were used with intent and to exclude children who were forced to exercise or play a sport. That type of force, he said, creates a "negative

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relationship between that and subsequent adoption of a physically active adult lifestyle.”

Children who are engaged in volitional and deliberate play, “playful activity for the fun of it, ... Not to get better at performance, not to win competitions, and certainly not in order to stay healthy,” represented play in its classic form.” But the term children, in this context, denotes ages three to eleven. “Children who are enthusiastically and persistently active then are strong candidates for continuing to do the same thing through adolescence and into adulthood,” he said, suggesting if children are not taught to love movement at this early stage, before the sixth grade, they will probably never experience that love. Locke posited that the priority should be shifted to promoting physical education in grades kindergarten through five, and away from grades six through twelve.

Commenting on Locke’s assertion, Daryl Arroyo ’84, Ph.D., chair of the department of physical education



Daryl Arroyo

and health education, says, “It’s certainly not easy to get [secondary school-aged] children involved in physical activity and education if the groundwork has not been laid at the elementary level. But if you can offer a variety of worthwhile activities that are also fun, you can motivate secondary students to get

excited about physical education.”

Springfield College students are exposed to a wide variety of activities in their required skills courses, which cover everything from basketball to mountaineering. With knowledge of diverse activities, secondary teachers can then get to know what their students might enjoy and apply appropriate skills. “You have to connect with your students,” says Linda Davis-Delano, Ph.D. “By getting to know them you can predict which activities will be engaging.” Adds Michelle Moosbrugger, Ph.D., ’00, G’06, “The key is finding something they’ll enjoy and then offering choices.”

Dan Jaskot, ’02, G’07, physical education teacher for grades six, nine, and ten, explains that innovation and creativity are the keys to engaging youth at this level, and that as soon as one student becomes involved others will follow. “If kids see their friends having fun while moving, they are more apt to want to participate as well.” This exposure to movement as something fun may translate into a lifelong love.

Locke also discussed the problem of obesity and overweight children in the United States and the role

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dynamics of the secondary classroom, and we try to prepare students for the reality of what they’ll face,” says Ted France ’91, G’93, Ed.D., associate professor of physical education. “It is imperative that pre-service teachers find innovative and creative ways to engage youth.” France also encourages innovation by broadening the experience of the students in the secondary module to community centers and other community-based organizations. “We want our students to reach beyond the schools and into the community,” he says. “By forming school and community partnerships, and promoting physical education across the board, our students are learning to teach and to become leaders.”

At the end of their sophomore year, physical education students have been exposed to youth pre-kindergarten through twelfth grade. “By allowing them to experience each grade level, they gain understanding about the natural progression of skills in all domains— affective, cognitive, and psychomotor— and can make an informed choice about what is best for them in terms of choosing which grade level they want to teach,” explains Moosbrugger. This is especially important as students enter their junior and senior years, during which they complete their pre-practicum and student teaching. At this point they are also required to take and pass the Massachusetts Tests for Educator Licensure in reading and writing as well as the content for physical education. By the time they finish their student teaching and pass the required certification tests, all Springfield College PETP students are certified to teach kindergarten through twelfth grade.

The result of this intense practical experience is a well-rounded teacher who understands the content and how to deliver it in an effective way, no matter the grade level. Throughout their preparation, students use video and journals to analyze and reflect on the lessons they deliver, allowing them to perfect their pedagogical content knowledge. “Students are videotaped as they teach,” Lorenzo explains. “The students then watch the video and are given feedback from professors and peers.” The students are given a chance to refine their delivery and teach the lesson again to a new group of students at the same grade level. Says Lorenzo, “This approach helps the students realize what good teaching is.” Students are also required to reflect, in a journal, after every teaching experience, allowing them to take a step back and realize what worked and what didn’t.

Facing Challenges, Providing Solutions

As students learn the ins and outs of content and pedagogy, they must also keep in mind the current climate surrounding the field of physical education, including state and national standards; political, social, and economic issues; and the latest research and trends from scholars and professional organizations. (See sidebar, page 17.) More is expected of physical educators than just playing games. They are asked to teach physical skills as well as to educate students on wellness and to encourage them to lead physically active lives. At Springfield College, about eighty percent of physical education majors have a minor in health. All are taught the importance of fostering the well-being of their students on a broad scale, teaching movement concepts and basic skills, as well as explaining the nutrition and physical activity choices that define a healthy lifestyle.

Meanwhile, many school systems are suffering budget crises that make physical education a low priority. To address this issue, students are challenged to establish the physical education curriculum as an interdisciplinary tool. “We want teachers to look outside the gym and become integrated with



Diane Lorenzo

the rest of the school,” says Lorenzo. “These days, physical educators really have to sell their program, to justify its existence.” Students are asked to come up with innovative ways to relate physical education to other areas of study. A physical education teacher who is involved in the school environment can collaborate with teachers of other subjects to simultaneously teach a theme that runs through all of their classes. For example, the common theme could be risk-taking, with instruction in rock-climbing and mountaineering in physical education class, the stock market in math class, and the Revolutionary War in history class—all areas that involve people taking risks to achieve something.

PETP students gain the confidence to foster a collaborative environment in schools and to advocate for physical education via leadership opportunities and professional development. All students are encouraged to become members of professional organizations, where they are exposed to the latest research on physical education and to the work of some of the most respected scholars in their field. The College hosts speaking engagements, such as the yearly Karpovich Lecture (see sidebar, page 15), featuring top scholars and researchers. Springfield College faculty also host professional development opportunities for the supervisors of student-teachers in an effort to promote mentoring and to keep everyone on the same page. “This ensures that what our students are experiencing in the classroom is meshing with what we’re doing on campus,” says Linda Davis-Delano, Ph.D., director of educator preparation and certification and professor of physical education. She also stresses to students the importance of appearing and acting professional as a way to promote physical education. “We tell them to always be the consummate professional in everything they do, from what they wear to what they teach and how they teach it,” says Davis-Delano. This professionalism, coupled with the knowledge of the latest developments in physical education, garners respect for the field and for its value in supporting academic goals.

From Preparation to Practice

Daniel Jaskot '02, G'07, earned both his undergraduate and graduate degrees in physical education at Springfield College, and is currently putting what he learned into practice as a physical education teacher for grades six, nine, and ten at the Renaissance School in Springfield. He credits the College's

(Continued on next page)

Physical Activity and Academic Achievement

THE RESEARCH EVIDENCE IS GROWING. Intense, regular physical activity encourages student achievement, counteracts hyperactivity, reduces stress, and ameliorates depression. Strong statements, it's true. But studies are accumulating that support those very conclusions.

In an economic context where physical educators are sometimes arguing for their program's very existence, new data is coming to the fore which can assist. According to a review of the literature conducted by Jennifer Mead G'06, an instructor in research and statistics at Springfield College, quality physical education supports improved behavior and ability to learn, lifetime health, disease prevention, and psychological well being.

Similarly, research conducted by Scheuer and Mitchell found through their separate review of the data that there is a positive relationship between physical activity and academic performance. Quendler reports that “providing more opportunity for increased physical activity leads to improved test scores.” And a large-scale study on the relationship between physical fitness and academic achievement conducted by the California Department of Education in 2004 concluded there was “a strong positive relationship between physical fitness and academic achievement.”

John J. Ratey, M.D. and clinical associate professor of psychiatry at Harvard Medical School, delivered a Karpovich Lecture at Springfield College in April 2008. He also is the author of *Spark: The Revolutionary Science of Exercise and the Brain* (2008).

Ratey reports that the effects of moderate to vigorous physical activity for thirty to forty-five minutes per day for three to five days a week include impact upon “obesity, cardiovascular fitness, blood pressure, depression, anxiety, self-concept, bone density, and academic performance.” He explains that “exercise improves learning on three levels: first, it optimizes your mind-set to improve alertness, attention, and motivation; second, it prepares and encourages nerve cells to bind to one another, which is the cellular basis for logging in new information; and third, it spurs the development of new nerve cells from stem cells in the hippocampus.”

All in all, physical activity and exercise appear to be the magic pill for which many are looking. Springfield College's mantra of spirit, mind, and body is more than just an hypothesis. The research evidence backs it. And this evidence is expected to build. Alumni, faculty, staff, students, and friends of the College can provide leadership in explaining this exciting and critical phenomenon.

—Jill F. Russell, Ph.D., Executive Vice President

See page 24 for citations. Visit www.springfieldcollege.edu/physicalactivity for additional sources on this topic.

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of physical educators in helping children to lose weight, something he sees as a losing battle. He acknowledged that physical educators may be able to promote healthy choices and prevent inappropriate weight gain but that the real issue teachers should confront is the social isolation of overweight and obese children. He cites research indicating that both children and physical educators have innate negative attitudes toward those who are obese or overweight, harboring misconceptions—such as laziness or poor self-control—regarding why they weigh so much. These attitudes can not only damage overweight and obese children emotionally but also can turn them away from physical education and activity for good.

On the subject of battling obesity, members of the Springfield College faculty maintain the view that it is not the responsibility of physical educators to help a child lose weight. However, they acknowledge that it is their responsibility to promote overall wellness and to model good habits when it comes to eating and nutrition. They also agree that it is imperative to develop a classroom environment that welcomes all students, regardless of ability or body type. Says Jaskot, “You have to create an atmosphere of acceptance, one that’s safe and positive and gives a diverse group of students the chance to be physical without fear of ridicule.”

Locke concluded his lecture with a final question to physical educators and those who prepare them: “How can physical education teachers make every child feel welcome in physical education class, feel safe, and feel delighted to be moving in every class they attend from kindergarden through grade six?” Locke credited Springfield College faculty and physical education students for working to answer this question and, in so doing, for making “the dual charges of helping overweight and obese children and setting all children on the road to active adult lifestyles. . . something we can accept.” ▽

Editor’s Note: Each year, the Springfield College School of Health, Physical Education, and Recreation hosts the Karpovich Lecture. The lecture was first delivered in 1973 in honor of Dr. Karpovich, the renowned father of exercise physiology who enjoyed a distinguished career as a faculty member of the College. Annually, it brings top experts in physical education, exercise physiology, and other sport and exercise sciences to Springfield College for the benefit of students, professionals in these fields, and the public, free of charge.

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well-rounded approach with opening his eyes to the potential of physical education and preparing him for the type of teaching that today’s climate requires. “I knew in my junior year of high school that I wanted to be a physical education teacher,” says Jaskot. “But at Springfield College, I found that teaching physical education was a lot different from what I had experienced in high school.” Jaskot remembers high school physical education as simply “rolling out the ball and playing touch football,” but found, through his practical and classroom experiences at Springfield College, that physical education isn’t just based in sport but also in wellness. “I learned that I could turn kids on to activities they could do for the rest of their lives,” he says.

Jaskot also appreciated the focus on all three domains of physical education: psychomotor, cognitive, and, especially, affective. “I loved the good feelings associated with physical education,” explains Jaskot, “the idea of providing a safe environment for students to play, have fun, learn, and be positive—all while being physical.”

At the Renaissance School, Jaskot integrates physical education into the school-wide curriculum. In two of the three trimesters at the school, students are required to embark on “expeditions” in which they experience a common theme across several disciplines. “During the ninth-grade expedition, the students studied the benefits of locally grown food,” explains Jaskot. “In science class, they looked at organically grown food versus genetically modified; in history class, they discussed how people throughout history survived on food that they grew; and, in my class, they learned about nutrition and the food pyramid.”

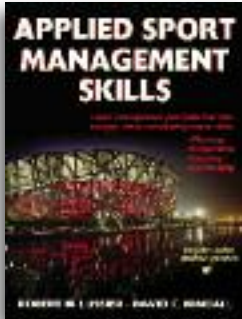
Jaskot maintains that the most rewarding part of his education at Springfield College was the early and ample exposure to practical experience. “You are put in school-like situations and challenged to make decisions from the start,” he says. “You are encouraged to be innovative in developing lessons that both engage your students and meet the state and national standards. From the beginning of my career, I have felt confident in my ability to utilize my experiences to create effective lessons.”

As the standards for physical education and the expectations of physical educators have changed, so has Springfield College’s curriculum and method of teacher preparation. But, by recognizing the need for new approaches, richer practical experiences, and continuous professional development for its students, Springfield College continues its tradition of educating outstanding physical educators who are prepared to take leadership roles in their field. ▽

Applied Sport Management Skills

By Robert N. Lussier, Sc.D.
Human Kinetics, 2009, Hardcover, 488 Pages
ISBN-13:978-0-7360-7435-3

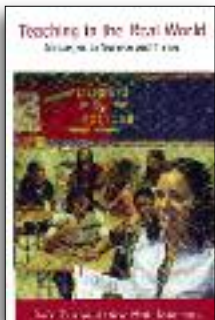
ROBERT N. LUSSIER applies business management skills to instruct readers how to be strong managers and leaders in the world of sport. Lussier, professor of business management, has authored more than 300 publications, including seven textbooks: *Management, Leadership, Small Business, and Entrepreneurship* (South-Western/Cengage), *Human Relations* (Irwin/McGraw-Hill), *Business, Society and Government* (Waveland), and *Applied Sport Management Skills* (Human Kinetics). One million students globally have used his books.



Lussier is active in the leadership of the Small Business Institute (SBI), where he annually presents papers at regional and national conferences. He received the Fellow Award, the highest honor given by the SBI, for service to the organization and for developing a national and international reputation for scholarly work.

Teaching in the Real World: Strategies to Survive and Thrive

By Dan Zukergood and Anne Marie Bettencourt
Pearson, 2009, Paperback, 226 Pages
ISBN-13: 978-0-13-159052-6



THROUGH AN E-MAIL JOURNAL, then-preservice teacher Anne Marie Bettencourt—a Springfield College graduate student—chronicled her challenges and struggles with Daniel Zukergood, Ph.D., associate professor of education. Zukergood, in kind, shared his experience and strategies for effective teaching. The correspondence captured reveals the world of urban education and the lessons that Bettencourt found useful as she

learned the ropes as a student-teacher. Bettencourt is now a teacher in the Springfield Public School system.

Shakespeare Explained: Macbeth

By Richard Andersen
Marshall Cavendish Benchmark, 2008, Paperback, 144 pages
ISBN: 978-0-7614-3029-2

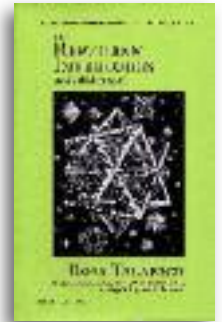


RICHARD ANDERSEN, professor of human services, has authored a book that makes Shakespeare's work relevant to young readers. Plot, character development, and language are all covered as Andersen dissects Macbeth in order to explore themes, motifs, symbols, and interpretations that help young readers appreciate the bard. Andersen is a former Fulbright professor, James Thurber Writer-in-Residence, and Karolyi Foundation Fellow.

The Reptilian Interludes (and a child's prayer)

By Ross Talarico
Bordighera Press, 2008, Paperback,
131 Pages
ISBN: 1-884419-93-3

IN HIS EPIC-LENGTH POEM, Talarico, as he puts it, "tries to see our evolutionary connection to technology." Talarico has published his poetry in numerous publications, including *The North American Review*, *The Atlantic Monthly*, *The American Poetry Review*, *Prairie Schooner*, *The Nation*, and *The Iowa Review*. He teaches writing and literature at the School of Human Services San Diego campus.



ALUMNI

BJ and the Amazing Doctor Directions

By Kurt Aschermann
AuthorHouse, 2008, Paperback, 163 pages
ISBN: 978-1-4343-7708-1

KURT ASCHERMANN '71 has authored a juvenile fiction book about two friends, BJ Emerson and Marcy Davenport, who become advocates for the environment. Through the characters and adventures that BJ and Marcy encounter, Aschermann teaches kids the importance of caring for the environment. He is the co-author of two other books about coaching youth in baseball, softball, and soccer, published by Simon and Schuster.



Positive Mind Set - Special Mind Set

By Milt Theodosatos
AuthorHouse, 2008, Paperback,
160 pages
ISBN: 978-1-4343-7321-2

THROUGH PERSONAL EXPERIENCES shared with the reader, Milt Theodosatos '59 instructs in ways to be a better coach, CEO, leader, parent, friend, or partner.



Little Blue Penguins: Tales for Making the Transition to Leadership

By Ted Baumhauer, Ed.D.
Xlibris, 2008, Hardback, 126 Pages
ISBN: 1-4363-3304-0

IN *LITTLE BLUE PENGUINS*, Baumhauer G'81, CAS'82, discusses how skill sets vary for star performers and effective leaders, and explains how individuals can make the transition from the former to the latter. The skills that make one a great performer can hinder one from becoming an effective leader, he says. This book presents a model of the skills needed in leadership, including the ability to encourage teamwork and to set goals.

VINTAGE SPRINGFIELD

Alumni Celebrate Festive Homecoming Weekend

ALUMNI AND FRIENDS numbering more than 1,200 returned home Oct. 17-19 for Homecoming '08 and Alumni College. A beautiful New England fall weekend set the stage for approximately thirty workshops, meetings, and events. The weekend began with Alumni College—which focused on Technology: The Cutting Edge, and included the 99th Annual Gymnastics Home Show. Also held were the Recognition Brunch, hosted by President and Mrs. Flynn to thank significant financial supporters of the institution, and the Alumni Awards and Athletic Hall of Fame Dinner.

Springfield College spirit was displayed by students and alumni at the Pep Rally held on Rally Hill, and at the annual Rope Pull—won for the second consecutive year by the alumni team. This contest even pitted one mother (Kim BeMiller Mihan '81) against her daughter (Elise Mihan '11). (They are pictured next page, top left, with President Flynn and Spirit.)

"The weekend can only be described as vintage Springfield College," says Alumni Director Tamie Kiddess-Lucey '81, G'82. "We are looking forward to our 125th Homecoming November 6-8, 2009."







Bob Hoffman '57, former Tarbell medallion winner, Alumni Council president, and former trustee, hosted a cruise from Boston to Nova Scotia in fall 2008 for Springfield College alumni who are retired YMCA professionals.



Alums gather at a pre-game tailgate party prior to the Springfield College vs. Husson University football game in Bangor, Maine, on October 11, 2008.



Barry Weinberg '73, center, head trainer of the St. Louis Cardinals baseball team, lectured to students in the athletic training and exercise science program in October 2008. With Weinberg, from left, are Charlie Redmond '68, G'71, dean of the School of Health, Physical Education, and Recreation; Mary Barnum, Ed.D., G'90, program director, athletic training education program; Sue Guyer, D.P.E.'03; and Tracey Dexter Matthews, G'95, D.P.E.'97, chair, exercise science and sport studies department.



Alumni meet at a social held Jan. 12 at the American Football Coaches Association Convention in Nashville, Tenn.



Alums at the Suncoast Alumni Association annual Holiday Luncheon Meeting and Wine Tasting event at Maggiano's, Orlando, Fla., in December, 2008.

LONGWOOD GARDENS

Annual Philadelphia Wilmington Alumni Association Yuletide Dinner at Longwood Gardens, Kennett Square, Penn., in December 2008



Alums enjoy the festive Yuletide dinner.



Nearly 100 alums and guests celebrated the season at the festively decorated Longwood Gardens.



Pam Citron, from left, Sam Citron '70, Harriet Dichiara, Fred Dichiara '64, Beryl Kemp '63, and Fred Carudo

NATIONAL STRENGTH AND CONDITIONING CONFERENCE

Annual National Strength and Conditioning Sport Specific Conference alumni social in Nashville, Tenn., in January



Alums reconnect during a break in the conference.



Rebecca Kimball '05 and Doug Jarro '04, head strength and conditioning coach for the Chicago Cubs baseball team

NATIONAL SOCCER COACHES CONVENTION

St. Louis, January 2009



Norm Riker '92, from left, Dr. Warren Swanson '58, and Tony DiCicco '70 at the alumni social held during the convention

RIAA TRINITY THEATRE

Rhode Island Alumni Association Annual event at the Trinity Repertory Theatre presentation of Charles Dickens' *A Christmas Carol* in Providence in December 2008



Ashley Stefanik, from left, Sandra Stefanik, Brian Stefanik G'92, Kim Collins '92, and Julia Collins



Alumni and families enjoy the post-theater luncheon at the Trinity Brew House.

CONNECTICUT RIVER CRUISE

Pioneer Valley and Connecticut alumni associations' annual Connecticut River Dinner Cruise in October 2008, in Middletown, Conn.

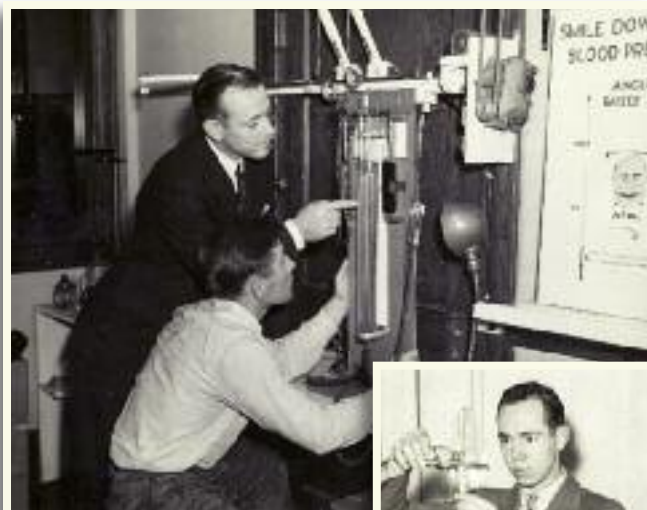


Kevin McLoughlin '90, from left, Russ Smith '73, Laurel Ford Smith '73, and Jennifer Whyte McLoughlin '90 enjoy cruising aboard the Lady Katharine.



Alums dance to the sounds of DJ Brian Nicks '99.

Note: The complete photo gallery, including downloadable photos, is available by visiting www.springfieldcollege.edu and clicking on "alumni," "alumni photos," and then the specific event.



Dr. Peter V. Karpovich '29, who enjoyed a distinguished career as a Springfield College faculty member from the 1930s until the 1970s, conducts research and experiments with students. The renowned father of exercise physiology and creator of such inventions as the electrogoniometer, used to measure the angles formed by human joints, was known to be a demanding and innovative instructor and researcher. Many Springfield College alumni will remember his lectures and experiments, in which they were frequent participants. His work over four decades covered subjects ranging from the

physiology of golf to the physical effects of cigarette smoking, and informs the wellness movement of today. He and his wife, Dr. Josephine L. Rathbone, were among the founders of the American College of Sports Medicine.

Each year, the Springfield College School of Health, Physical Education, and Recreation hosts the Karpovich Lecture in his honor and memory. (Read about two Karpovich Lectures on pages 15 and 17.) The lecture was first delivered in 1973.

In 2004, the Class of 1954 established the Peter V. Karpovich Chair in Wellness with their 50th Reunion class gift.

Photos courtesy of the Springfield College Archives and Special Collections.

Save the Date

April 24–25, 2009, Springfield, Mass.

Women's and Men's Soccer Reunion

May 2, 2009, Bath, Maine

Annual MEAA Luncheon Meeting

Noon–3 p.m.

May 16, 2009, San Diego, Calif.

Annual SDAA Padres Baseball Event

5–10 p.m. (PST)

June 4–7, 2009, Springfield, Mass.

Reunion

July 25, 2009, Philadelphia, Pa.

Annual PWAA Phillies Baseball Event

2:15–7 p.m.

July 26, 2009, Becket, Mass.

Annual PVAA Jacob's Pillow Dance Festival

Performance, 2:30–7 p.m.

August 2, 2009, Baltimore, Md.

Annual BWAA Orioles vs. Red Sox Baseball

Event, Noon–4:30 p.m.

August 8, 2009, Saratoga Springs, N.Y.

Annual Event at Saratoga Raceway

11 a.m. to 5 p.m.

August 22, 2009, Flushing, N.Y.

Annual GNYCAA, NJAA, CTAA Mets Baseball

Event, 7–10 p.m.

August 29, 2009, Manchester, N.H.

Annual NHAA Fisher Cats Baseball Event

5–10 p.m.

September 3, 2009, Tampa, Fla.

Annual Suncoast Rays Baseball Event

5–10 p.m.

September 19, 2009, Hartford, Conn.

Annual PVAA and CTAA Fall Cruise

5:30–10 p.m.

October 9–11, 2009, Springfield, Mass.

Family Weekend 2009

November 6–8, 2009, Springfield, Mass.

Homecoming Weekend

WHAT DO ICE HOCKEY PLAYERS AND RESIDENT ASSISTANTS/DIRECTORS HAVE IN COMMON?

Reunions are being planned for both! Alumni ice hockey players and resident directors or assistants won't want to miss out. Send your personal contact information to alumni@spfldcol.edu, including cell and home phone numbers, e-mail address, and graduation year, and we'll keep you in the loop.

WHAT UP?

What's Happening?

DUDE!

GET OUT!

For Real?

Imagine how your friends will respond to your news!

As much as we like to think the first things you read in *Triangle* are the thoughtful and provocative articles, we know you. We know how much you care about people and that you turn directly to the Class Notes and News section to read about your friends. (After all, it's the people who make Springfield College so special.)

So, make our work a bit more interesting. Rather than learning about your achievements in the newspaper, or through Internet searches, we would LOVE to get the information straight from the horse's mouth (that's you!). Let us know what you've been up to. Yes, we want to hear about your job, marriage, and children. BUT, we also want to know what cool trips you've taken, interesting volunteer work you do, and if you've bumped into other alums in exotic locales. We even want to hear about your pet chinchilla.

Your Name _____ Class Year _____

Maiden Name _____

Spouse/Partner Name _____ Class Year _____

Address _____

Telephone (Residence) _____ (Business) _____

E-mail Address _____

Your News _____



And, send us your pictures. We will try really hard to return them, but you must include return address information with the picture (careful not to damage the image with staples, paper clips, or pen).

Mail to:

Jane Johnson Vottero

Publications Director

Springfield College

263 Alden Street

Springfield, MA 01109-3797

You may also e-mail digital files and information to Jane Johnson Vottero at jvottero@spfldcol.edu.