



the silver panther

professors emeriti newsletter

Volume III, Issue 2

Spring Edition - 2010

Welcome to the "Silver Panther"

The newsletter by and for the professors emeriti of Florida Institute of Technology.

Volume III of the Silver Panther

Welcome to the spring 2010 issue of the biannual newsletter for Professors Emeriti. This is the third academic year that we have published *The Silver Panther*. The newsletter is intended to help keep you up-to-date on activities, events, and news of fellow emeriti.

Thanks to everyone who contributed photos and articles to this issue. You might notice that the news is often about the same people. That is because they are the ones who send me information regularly. I know you are all involved in interesting activities and we'd like to hear from more of you. Yes, most of us are very happy not to have deadlines and would rather spend our time playing golf in retirement. But for those professors emeriti who are reluctant to send news of their activities, we are not talking reviewed journal here. Dashing off an e-mail to a friend is more like it. So please do not hesitate to inundate me with information for the next newsletter. Send your comments, news items, interest articles, photos, and travelogues to Carol Philpot at drgender@cfl.rr.com.

Professor Emeritus Reception to Be Held on April 27

On Tuesday, April 27, there will be a reception in the Hartley Room in the Student Union Building to honor this year's new Professors Emeriti. They are:

Mr. Paul Davis, College of Aeronautics; **Dr. A. Thomas Hollingsworth**, College of Business; **Dr. V. Lakshmikantham**, Mathematical Sciences; **Dr. Russell Weigel**, Biological Sciences. Let's have a good turnout for this event. Let Janet Woodyard (321-254-4513) or (gwoodyard@cfl.rr.com) know you are coming by April 20.

Check Out the Professors Emeriti Web Page!

Be sure to visit the Florida Tech web site devoted to Professors Emeriti, updated by webmaster, Tom Stephens. Go to the quicklinks menu on the FIT home page and click on professors emeriti. You can also get there directly from the following address: <http://research.fit.edu/emergency/>

President Catanese Gives State of the University Address at Spring Luncheon

On February 18th, about thirty professors emeriti met for lunch in the Board of Trustees Room of the Denius Student Center. After a delicious meal, Dr. Anthony Catanese, gave an informative address, bringing the group up to date on the latest achievements and challenges of the university.



Anthony Catanese

Highlights of his address follow.

Enrollment is over 8,000 students, about 3,700 on the main campus, 1,200 on extended campus and almost 3,300 online students. The online program has grown exponentially in the past few years and rivals similar programs at much larger universities. Most of the online courses and degree programs are in the College of Business which is presently the largest college on campus with 48.7% of the students. The College of Engineering also has several online programs and the College of Psychology and Liberal Arts will be implementing an online program in applied psychology next year. Online learning is definitely the way of the future, according to Dr. Catanese. (See Dave Clapp's article, *Teaching in my Underwear*, pg. 3).

Eighty-seven percent of the students at Florida Tech come from the U.S. representing all fifty states. Thirteen percent come from 104 other countries.

Research funding at the end of 2009 fiscal year was \$34,814,077, much of which was brought in by the biology department in the College of Science. By the end of fiscal year 2010, that number will approach \$40,000,000.

Last fall four new buildings were completed on campus: The Funk Center for Textile Arts, the Scott Center for Autism Treatment, the Harris Center for Science and Engineering, and the Nathan M. Bisk College of Business. Dr. Catanese indicated that we have run out of space on our present property. The university has purchased University Plaza on the corner of Babcock and University and the Sugar Mill Apartments across Babcock Street with the intention of expanding. Dr. Catanese has also been negotiating with the Catholic Diocese in Orlando in an attempt to purchase the Melbourne Central Catholic High School Campus. At the present time Florida Tech is studying the possibility of adding a football team to the sports offered at Florida Tech, especially if we do acquire the Melbourne Central Catholic High School Campus which already has a stadium.

Other achievements mentioned by Dr. Catanese include 1) the doctoral program in industrial/organizational psychology rates second in the nation, 2) the university's Otega 0.8m telescope is the largest research telescope in Florida, 3) the ROTC program is ranked #1 in the nation by Washington Monthly College Rankings, 4) Florida Tech is listed among America's best colleges in U.S. News & World Report and among top southeastern colleges according to Princeton Review Rating. We count among the more than 50,000 alumni, a National Teacher of the Year recipient, a director of a NASA center, five astronauts who have flown on the Space Shuttle, the first female four-star general, two other four-star generals, a 1992 Olympic medalist, a major league pitcher, and a female pro golfer.

Dr. Catanese concluded his talk by mentioning the present emphasis on quality of life on campus, in particular the formation of a green campus subcommittee which is working on developing a recycling program.

Teaching in my Underwear

By Dave Clapp

I taught the first online course at Florida Tech in 1995. At that time there was a lot of faculty skepticism about online teaching (and I suspect some skepticism still exists). For the first course, I invited several faculty members to sit through the course. I recall that Gordon Patterson was one of those faculty members. That first course was basically an email course. We used a listserv so that students could easily exchange email with everyone in the class. It went very well and the student comments were favorable. I presented a seminar on campus summarizing the results of the experiment. I recall that Andy Revay attended and he reacted favorably. Since that time, online education has become a permanent segment of the educational offerings at Florida Tech.

I began my teaching career in 1969 at the University of Central Florida (then Florida Technological University). I have been teaching part-time or full-time ever since. The classical method of teaching which I experienced as a student is what I used as a university professor. In that model, the professor stands in front of the classroom and the students sit quietly and listen intently (we hope). Of course, that is an imperfect system. Professors vary in their skill at oral presentation, and students often are not attentive (or perhaps not even in attendance) during lectures. Professors generally rely on questions from students to gauge how the presentation is going over. Unfortunately, usually the best students are the most frequent responders and professors don't discover the level of understanding of all the students until exam time. When I began teaching at Florida Tech in 1990, as Director of the Orlando Graduate Center, I taught all my classes in the evening hours (5:30 PM to 8:30 PM). These were graduate classes and students were typically well qualified and motivated, but made it evident to me that they wished to leave the classroom as soon as possible. Often, these

evening students did not ask questions hoping the class period would be shortened.

As time went on in my teaching career, email became a major communication link between professor and students. I discourage my students from calling me on the telephone. It is just too inefficient. Usually students call at a bad time, cannot phrase their question well, and I often do not know the answer to their question on the top of my head. With email, students can contact me whenever a question occurs to them, at the time they are studying class materials. I promise students to reply within 24 hours. Importantly, I remove the student identifiers, add my response and send the question and my response to all the students in the class. Students often didn't know they wanted to ask that question, but they do find the response instructive.

From these email exchanges, I have learned that email communication changes the teaching model. The education process becomes more collective, and is no longer totally dependent solely on my lectures and interpretations. Students ask email questions that I never anticipate. Many times these same students would never ask these questions or make these suggestions during a class period. After teaching a course a few times, I develop my own way of interpreting and presenting the material, but many times questions from students cause me to go back and re-study the material based upon the student inquiry or suggestion. Students (graduate students in particular) often have unique experience in the material I am teaching. I encourage them to submit these experiences and share them with the class. It is the same principle that two heads are better than one; however in a typical class of 25 or 30 students, all those heads can potentially contribute far more content to a class than I could ever do on my own. I learn a lot from my students.

In my first online class, students submitted all their homework and assignments in electronic form. All students received all homework submissions. This was a big change from the days when students submitted written assignments to

me on paper, and I was the only one to review them. It wasn't feasible to photocopy and distribute homework to everyone. I have found that students learn so much from the homework of their peers. I can explain a solution or concept one way, but often students gain a better grasp from seeing another solution from their classmates.

In my online management classes, I require students to submit three short papers (called "minipapers") during the course. I firmly believe that students learn much more about a topic in my class if they write about it. Since all students see a copy of their classmates' papers, I ask them to peer review a subset of those papers. Their comments can be cogent and they provide the author with comments typically beyond those that I offer. In my professional career, peer review is a requirement for any publication, so this is a good experience for students, and authors highly value comments by their classmates.

Since that very first online course at Florida Tech in 1995, online education has vastly expanded both off campus and on campus. A major upgrade occurred when the university adopted the Blackboard learning management system (LMS). Blackboard included many features which enhanced the online experience for both the students and professor. This system allowed the professor to post assignments and materials (diagrams, photos, power point presentations, video, etc) on the "blackboard" so that students could access them at any time. A Discussion Board was included which permitted students to submit their assignments and contribute discussion of their classmates' assignments. A fairly crude chat room was included where students could meet and type responses in real time to the professor and other attendees. As the reach of online classes has expanded, Florida Tech is attracting students from across the United States and even other countries. Clearly, because of time zones, not all students can conveniently attend a real time chat, so chats can be archived and seen at any time.

A year or two ago, Blackboard was

replaced at Florida Tech by the Angel LMS. These systems are very similar, and recently both commercial companies have since merged into a single company. The Angel system is very similar to the Blackboard system, with a few unique features. Shortly following the transition to the Angel LMS an amazing addition was added to online learning tools: Adobe Acrobat Connect Pro Meeting. This is a separate chat room, independent from the Angel LMS. It provides a platform for faculty to present an illustrated lecture as a stand alone file which students can view (and re-review) at any time. My colleague Dr. Bob Loomis has prepared an excellent presentation which I regularly use to orient students into how to use the Adobe chat room. If interested, you can view Bob's lecture at:

<http://fit1.acrobat.com/p14257512/>

The chat room, of course, is available 24/7 and students may meet in the room with or without the professor present (only the professor can archive chats). This has been very useful for team projects in my courses. The chat room provides a very simple platform for faculty to develop narrated power point lectures for student viewing. While it is always possible to use web cameras to show student faces and instructor faces, I don't find "talking heads" useful. I am satisfied with students posting a photo of themselves on their personal pages in Angel. (Besides, I am often teaching "in my underwear!").

Florida Tech does provide iTunesU which is a repository of instructional videos to support classes. Many videos have been produced by other universities which are freely available to students at no charge. I personally have not used iTunesU but I understand it is a popular teaching medium.

Many resources are available to faculty beyond the resources at Florida Tech. I have made a number of You Tube videos. I have a small hand-held video camera where I can show diagrams, sketches, and tables while speaking at the same time. These presentations fall very short of a professional video, but they cost very little and students typically find them very

helpful. The publisher of the textbook for one of my classes has offered an "e-edition" for some time. These electronic texts are less expensive and often include additional electronic resources. Most publishers also offer web sites to accompany their textbooks with lots of supplementary resources.

Surely the future will bring many new innovations to classroom and online teaching. The Kindle and the new iPad offer new ways to provide textual material. Smart phones are changing the teaching environment. Newer smart phones such as the iPhone and Droid have larger screens and offer opportunities for comfortably viewing class materials and interacting with class activities anytime and almost anywhere. In the last Fall semester, my wife and I were on a cruise in Europe and during that entire period I was able to keep up with my classes with the wireless network on the cruise ship (not inexpensive).

The future looks very exciting for teaching in-class and online. Teaching will no longer be built solely around an articulate lecturer, but new technologies will provide students with a variety of methods to interact and learn which should increase the likelihood of success in their learning experience. It is a "new world" for both the student and the professor.

Silver Panthers on the Go

Morris and Wells on the Road Again: Destination Yucatan

During January, Gary and Beverly Wells, John and Kate Morris, and Charles Olander, Professor Emeritus from Jacksonville State, and his wife, Donna, embarked on a two week travel adventure to the Yucatan Peninsula of Mexico. Charles and Donna have taken students from Jacksonville State to the Yucatan several times so it was natural for them to be our travel guides. Our trip was designed to visit some of the Mayan ruins found throughout the peninsula.

Our merry group departed Orlando on one of the coldest days we had experienced in Central Florida in a several years. We were ready for the tropics and warmer weather. Our flight arrived in Cancun and our adventure began. We immediately faced our greatest task, putting six people, all of our luggage and supplies in a six-passenger van. With the task completed we left behind the expatriate Americans in Cancun and headed south along the Caribbean coast. It is amazing how flexible you can be at this age when it is necessary to fit into small spaces. We became progressively more efficient at repacking and increasing individual space as the trip progressed.

Our group was highly specialized; Donna was the driver, Kate and Gary were navigators, Charles was the translator and Beverly and John had the most important jobs --- we were the snack and water distributors.



**Charles, Donna, Kate, John, Gary,
Beverly**

Our travels took us to eight ruins as we traveled through the Mexican states of Quintana Roo along the Caribbean Sea, Campeche in the central interior and the Gulf of Mexico, Chiapas in the central interior, Tabasco in the south and Yucatan along the northern Gulf coast. All of the ruins we visited were spectacular and shared the characteristic of human occupation from 300 BC to 1200AD. This time period defines pre-classical, classical, and post classical Mayan culture in the Yucatan Peninsula of Mexico. They also share the characteristic of a collapse of the culture

between 1200 and 1300AD when these Mayan cities were abandoned. The major cities visited were Coba, Tulum, Xpuhl, Calakmul, Palenque, Uxmal, Kabah and Chichen Itza.



John Morris climbing pyramid at Coba



Sleeping quarters at Calakmul

One of the many highlights of the trip was returning to Uxmal and Chichen Itza after dark to view the light show on the temples and pyramids of these cities and to hear the story of their cultural development. While their architecture is certainly spectacular, we found the political, cultural and economic sophistication of the Mayan people, rich and complex, much more than what you would expect from a 300 BC civilization. We are looking forward to returning to the Yucatan and will announce the trip to the Emeriti in the event you want to join us on another adventure.

Don't forget the **Honors Convocation**,
April 10, 3:30 P.M. at Gleason
Auditorium



Observatory at Chichen Itza



Temple of Kukulcan at Chichen Itza

Juanita Baker Goes Birding in Ecuador

Dr. George Cruz at the wonderful 2008 Space Coast Birding Festival in Titusville gave a presentation of his outstanding photography about the excellent birding opportunities at his series of lodges at different elevations called the San Jorge's Magic Birding Circuit of Ecuador. Instead of a self-guided tour renting a car like we did in 2001, we decided to visit the various eco-lodges of Dr. Cruz having him arrange our family of 7 on an 8-day Galapagos cruise and our 5 days stay on mainland Ecuador within 4 hours of Quito.

In establishing the various eco-lodges Dr. Cruz, a renaissance veterinarian, has a vision to preserve the wonderful tropical cloud and rain forest habitats at different altitudes for the birds and wildlife that are being subjected to mining and development. He wants to teach local people that tourism to wilderness areas can be a productive and sustainable source of revenue rather than

clear cutting and farming, all within a 2-3 hour road trip from Quito in the Andes. He is dedicated and has an in-depth knowledge of birds and plants (their medicinal value handed down for generations), photography, digiscoping, and respect for the Ecuadorian people, their culture, and their cuisine, which he generously shares with his guests. He and his wife along with their staff have provided a unique experience that is rustic, rugged, and rigorous. Yes, there are steep climbs to get to his lodges, but the views! Spectacular!

Designed with the idea of providing basic necessities while bringing nature to the human, the lodges are not luxurious. In such a beautiful setting, one does not want to spend much time in the room, but would rather be up early for birding or out late owling at night, and viewing the exquisite plant life and varied flora and fauna at each lodge. The vegetation differs at each lodge because of the contrasting habitats. Each lodge had its charms and a different subset of the total 52 species of hummingbirds and 904 bird species found in this small area of Ecuador. The night sounds of the frogs were amazing.



Dr. George Cruz's Hacienda

In Quito, we stayed in a restored hacienda, at about 10,000 ft elevation, built in 1790 on the old Inca Trail about 20 minutes and a 600 plus ft rise up a bumpy dirt road above the 9,348 ft high airport in the middle of the city completely surrounded by many volcanoes. Dr. Cruz shared the history of the villa and his family's involvement for the last 20 years. He has replanted the mountainside acreage of the

former farm back to the native plants found in this area particularly those that grow insects and fruit that attract birds. The hacienda and rooms overlook the garden with feeders and various colors and shapes of beautiful hummingbirds.

In two hours we saw 32 species of birds. And beyond, far below, is the magnificent view of Quito the city, surrounded in the background by snow-capped volcanoes. Dr. Cruz is an expert bird guide, providing quick identification of their calls as well as their flashing visual images. The lodge is decorated with his art, paintings of bird life and murals depicting the local history and area sights. What an opportunity to experience the Ecuadorian cuisine, its unique sauces, soups, varied fruits, and always 4-5 courses while we watch birds on or near feeders.

On our way to Tandanyapa, we stopped at the Yanacocha Hummingbird Preserve, elevation 10,500 ft-with 11 bird species. What a view!

At the lower Tandanyapa lodge (5,500 ft elevation), we trekked up the steep mountain side to get to the lodge, on the high edge, of this cloud forest. The sight is spectacular and the bird life (53 species) and flora entirely different from Quito area. I kept saying, "all those 'exotic and beautiful leafed plants' in our Florida nurseries are growing wild here!" Our group ranged from our 9 year old grandson to 70 plus (us!), yet we all managed the extensive trails. It was great fun sharing the trip with our daughter and her family and my cousin, mostly a trip just for us.

The Milpe Lodge (elevation 3,280 ft) had 200 acres of subtropical rainforest, newly-built lodges, and seven miles of trails, including waterfalls and a hilltop overlooking farmland. There were many birds and a good chance for photography. We spent two days in this beautiful area, seeing 109 bird species. Gorgeous!

In the four days of intensive birding at differing elevations, we hiked 4-6 hours daily up and down narrow, cleared trails seeing about 165 different bird species, spending ample time viewing and

photographing them, stopping whenever needed to catch our breath, swimming at a waterfall, appreciating a plant, insect or butterfly that happened to be near, or spotting the White-throated Quail-Dove fleeing in the undergrowth. A tropical rain forest is a must-see in our wonderful world. If any one would like to go on a similar trip, we are arranging another one in the coming year as a few of our Audubon and plant-loving friends are interested in going with us there.

And oh, perhaps we could preserve more of paradise here in Florida through encouraging setting aside private lands for more intensive ecotourism...bird watching, native planters, orchid, butterfly specialists, artist and photographers.



Green-crowned Brilliant Hummingbird



Great Frigate

(It should be acknowledged that Juanita mentioned at least 35 species of birds as her favorites, but to conserve space, it was necessary to eliminate most of them. Two pictures are worth 2,000 words!)

News from the Silver Panthers

Jim Patterson writes that he has self-published *South of the Bear Lodge*. He says it's silly, but at his age he can get away with it. (Think I'll do that with my several unpublished novels!) He didn't tell us what it is about, but you can find it at:

<https://www2.xlibris.com/bookstore/bookdisplay.aspx?bookid+76145>.

Juanita Baker sends her publications for this last year:

Baker, J.N. (2009). Fairburn's Oxford Cognitive Behavior Therapy-Enhanced Treatment Manual. A review of Cognitive Behavior Therapy and Eating Disorders by Christopher G. Fairburn (2008).

PsycCRITIQUES-Contemporary Psychology: American Psychological Association review of books, 54, 10.

Baker, J.N. & Wolfeich, P.M. (2009). Problem Solved! Review of the DVD, Problem-solving therapy by Arthur M. Nezu and Christine Maguth Nezu (2008).

PsycCRITIQUES-Contemporary Psychology: American Psychological Association review of books, 54, 3.

Fortney, T., Baker, J. N. & Levenson, J. S. (2009). A Look in the Mirror: Sexual Abuse Professionals' Perceptions about Sex Offenders. *Journal of Victims & Offenders*, Volume 4, Issue 1, 2009, Pages 42 - 57.

Levenson, J. S., Fortney, T., and Baker, J. N. (2009). Views of Sexual Abuse Professionals about Sex Offender Notification Policies. *International Journal of Offender Therapy and Comparative Criminology*, Jan 8, 2009; V.0, pp. 1-19.© 2008 Sage Publications

10.1177/0306624X08327785 Retrieved January 31, 2009 from <http://online.sagepub.com>

John Morris, Have PH.D. : Will Travel A Profile



John G. Morris

Not many people get to design a career which allows them to do exactly what they love, but John Morris is such a man. When John was growing up in Kentucky, he loved the outdoors and wildlife, so when he attended the University of Louisville, biology, specifically ecology, seemed a perfect fit. Before finishing his Ph.D. at the University of Illinois in 1974, John answered an ad for a position in the new department of Biological Sciences at Florida Institute of Technology. Having just endured a harsh Illinois winter, he was easily seduced by his boathouse quarters in Melbourne Harbor, the soaring pelicans, and the 70 degree weather. He called his wife and told her that if he got an offer, she should start packing. So in 1972, John started teaching as a lecturer in the biology department and he stayed at Florida Tech until his retirement as Associate Professor 36 years later in 2008!

Because the department was just developing, John was able to create the courses he thought should be in a Department of Biological Sciences, in particular those courses he liked to teach, including such courses as Vertebrate Anatomy, Comparative Anatomy, General Ecology, Biology of Marine Mammals, Vertebrate Biology and Ecology, Population Ecology and Marine Mammalogy.

Since the University of Illinois from which he graduated in 1974, had offered field courses, John assumed all universities did, so he wasted no time convincing his department head that field ecology courses were needed here at Florida Tech. Little did he know such courses were not so common, nor that they would become a major draw for future biology students to our university. John started his first field course in 1974 when he took his class to the Smoky Mountains to study the vegetation and plant communities and compare their own observations with those of published ecologists. The courses became so popular that John expanded to other destinations and ecologies --- the Rocky Mountains, Belize, Costa Rica, and Africa. Students paid a lump sum for the trip and tuition, and the university found ways of transporting, housing, and feeding the students on a shoestring budget. Eventually other professors began offering similar field courses to Australia, Jamaica and the Bahamas. It was impossible to offer all the field courses in one year, so they were spaced out across years. However, John remembers times when he would arrive home from Gatlinburg one day and be on a plane to Costa Rica two days later. He joked that he had thought about building a widow's walk on his house for his abandoned wife. Students felt the hands-on experience was wonderful; they learned so much more in the field than in the classroom. Many of John's graduates have obtained faculty positions at other universities where they have initiated field experience programs, expanding the impact of his creative learning experience.

Lest you get the impression John didn't really work, it would be remiss not to mention that in addition to the courses he taught, John had many other duties. His major research emphasis over the years focused on critical habitat requirements and the impact of human activities on the population dynamics of selected endangered species of vertebrates, with an emphasis on marine mammals, in particular the West Indian manatee and the Atlantic Bottlenose

dolphin in the Indian River Lagoon. The research programs he developed provided valuable experience for both graduate and undergraduate students and led to many paper presentations at national meetings. Even after retirement, he supervised the research of his last three graduate students and felt a great deal of satisfaction that he “left no one hanging.” Some of his fondest memories were the winter weekend field trips for undergraduate students to Homosassa Springs where he directed 20-30 students conducting a survey on the manatees. As a result of his research he was in a unique position to work with local conservation groups in a scientific advisory capacity, serving on the steering committee of the Brevard County Save the Manatee Club and as chairperson of the Manatee Regulation Review Committee.

As Associate Department Head, John was the graduate coordinator, serving as committee chairman for the acceptance of new graduate students, reviewing files of all applicants, and developing and administering comprehensive exams. He represented the department in a community outreach program, giving lectures and workshops at local high schools.

Toward the end of his career, John and colleagues worked with colleagues in Hungary to develop ecotourism (similar to the Space Coast Wildlife Festival) to increase Hungary’s economic base under Dr. Nelson’s State Department Grant.

In his retirement, John is working toward improving relationships with the alumni, reconnecting through a newsletter and by offering them the opportunity to participate in ecotourism trips such as his recent trip to the Galapagos. His goal is to inform them about the big changes at Florida Tech since their graduation, in particular the presence of internationally known and respected faculty. John has also started a new company, a nature-based tour business with a colleague, for people who are interested in learning about nature as they travel. And he hopes to introduce his ecology field courses to other universities, as an adjunct.

Like so many others who started teaching at Florida Institute of Technology in a developing program, John appreciated the freedom he was given to create programs and courses, to control the direction of the department. He also enjoyed the colleagues in his department, particularly the department heads who recognized he had good ideas and trusted him to run with them. His biggest challenge in the early years was the lack of money for equipment. He found that producing good research experiences and designing labs on limited resources required a great deal of creativity on his part. At one point in his career, the tuition-driven university insisted that he take such a large number of students that he found it very hard to set up labor intensive labs to give all students a good experience. Another challenge had more to do with student attitude than Florida Tech per se. He found that many students came to his program with the idea that they were here to learn about marine biology, period. It took an effort on his part to get his students to recognize that the broader field of biology was their area of study and they should be happy to accept their training since they might not be so lucky as to find a job in marine biology.

When I asked John to tell me what the highlight of his career was, he found it difficult. What was important to him was to know he had made an impact on the students and that comes in a variety of rather private ways. A more public acknowledgement of his positive influence on students came the year the graduating seniors and graduate students gave him a plaque recognizing him as their best teacher and again when he received the teaching award at the Honors Convocation for his field courses. He’s proud that 95% of the students who went through his lab are now working in the fields of their choice. Even though he will probably be remembered by the university as the man who created the highly popular and effective ecology field courses that took students across continents, for John, as for most professors, it’s all about the student.

