

the legacy project

Kendall Starkweather

BY
JOHNNY
J MOYE

This is the second in a series of articles entitled The Legacy Project, which focus on the lives and actions of leaders who have forged our profession into what it is today. Members of the profession owe a debt of gratitude to these leaders. One simple way to demonstrate that gratitude is to recognize these leaders and some of their accomplishments.

The focus in this issue will be on Dr. Kendall Starkweather. Kendall has led the American Industrial Arts Association/International Technology Education Association/International Technology and Engineering Educators Association since 1980. He plans to retire later this year. Kendall has had a tremendous impact on our profession—his influence, and legacy, will remain with us long into the future.

Kendall was unaware of this article recognizing him; therefore, rather than responding to a series of questions, we asked some “heavy hitters” from the profession who have worked with Kendall to share some of their experiences pertaining to how Kendall has influenced them and our profession.

KENDALL N. STARKWEATHER, PH.D., DTE, CAE

AIAA/ITEA/ITEEA Executive Director 1980-2012

Place of Birth: Hettick, Illinois

Degrees:

- Ph.D., University of Maryland, College of Education
- M.A., Eastern Michigan University
- B.A., Western Illinois University

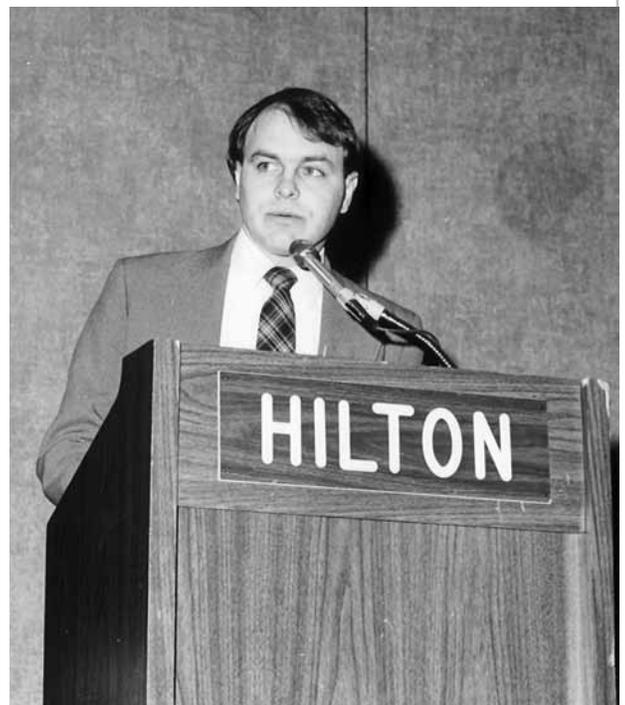
Occupational History:

- Executive Director, ITEEA, 1980-present
- University of Maryland, 1971-81
Associate Professor, Member of Graduate Faculty in College of Education
- Huron High School Technology Teacher, Ann Arbor (MI) Public Schools, 1968-71

Married to: Carolyn Starkweather

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He bridged three generations of teachers, teacher educators, and supervisors, and always maintained his ideals and professionalism.



WILLIAM E. DUGGER, JR., DTE

I had the pleasure and honor of working with Kendall Starkweather on the Technology for All Americans Project (TfAAP) from 1994 to 2005. I served as Project Director/Principal Investigator (PI), and Kendall was the Co-PI. The project was funded to ITEA by NSF and NASA. Kendall took the leadership and initiative to create the standards effort in technology education and worked closely with Tom Hughes and me in the development of the initial proposal in 1992-94. During these initial years, we spent a lot of time meeting with key decision-makers in Washington, DC to get their ideas of what the standards for technological literacy should include and how they should be developed and validated. The TfAA Project was funded in three phases. The first phase (1994-1996) was to develop the rationale and structure for the content of the standards. The second phase (1996-2000) was to develop the actual content standards for technological literacy. In the third phase (2000-2005), three additional sets of standards were developed for student assessment, professional development, and program enhancement.

During the 11 years of the project, Kendall always gave total support to the TfAAP and did not micromanage any of the activities and procedures. He was always available for us to call or meet with to get advice and counsel. Kendall was a supporter of all of our meetings and attended most of them. Additionally, he met with our staff on a regular monthly basis. A major benefit from having Kendall as Co-PI of the project was that he knew most of the key decision-makers in education in the Washington, DC area. He was a colleague and friend of most of the executive directors of national and international education associations. He also knew many of the key people at the federal agencies level, such as NSF and NASA. In retrospect, Kendall was a key person in making the Technology for All Americans Project successful. He never gave a bad piece of advice to me or to our project staff. We were indeed fortunate to have him on our team.

JOHN RITZ, DTE

For a young man who grew up on a farm in Illinois, many occupations looked rosier than the daily chores faced during this span of his life. Kendall often spoke of that dreaded work in the morning and afternoon tending to the hogs. However, Kendall liked working with tools, machines, and materials from his farm experiences, so he enrolled in technology education classes in high school. College was one way to escape farm work, so Kendall landed on the campus of Western Illinois University, majoring in technology education. Following graduation, he was hired to teach technology education in Michigan. Graduate study

furthered his interests in our teaching field. After some successful laboratory teaching, Kendall moved on to College Park, Maryland, where he learned the ropes of college teaching and professional commitment from Donald Maley at the University of Maryland. Don had a great influence on Kendall's professional life, as he has had on many others. For his dissertation, Kendall conducted interviews with the leading professionals of the time to predict future directions of the profession. This really established a strong professional network for him at an early age. These connections led Kendall to rise to the attention of other leaders of this era as the profession rapidly grew from industrial arts to technology education.

Kendall was one of the "youngsters" invited to participate in the Jackson's Mill curriculum study (1979-1982) for industrial arts education, one of the foundational components that led the profession's transition to technology education. I was the other "youngster" who participated. Kendall and I became lifelong friends since that work group began its study. Kendall and I actually authored the goals that guided programs that were developed based upon the Jackson's Mill Curriculum Theory. These were fun times in the profession as the wisdom from the mentors of this era became ingrained in our thinking.

During the early 1980s, the AIAA Executive Director's position became available when Don Rathburn retired. Kendall took interest and was selected to lead the association. During his 30+ years in this leadership role, all types of fantastic opportunities arose for our profession. There were historic publications such as *Technology Education: A Perspective on Implementation* (1985), *Technology: A National Imperative* (1988), *A Conceptual Framework for Technology Education* (1990), *Technology for All Americans: A Rationale and Structure for the Study of Technology* (1996), and *Standards for Technological Literacy: Content for the Study of Technology* (2000/2002/2007). The technology education profession got involved with teacher accreditation with its partnership with the Council on Technology Teacher Education (CTTE) and National Council for the Accreditation of Teacher Education (NCATE). The ITEEA + STEM Center for Teaching and Learning and its Engineering byDesign™ curriculum are now available for teacher professional development and teaching technology and engineering courses across the nation.

LEONARD STERRY

Like many movements in education and elsewhere, it is sometimes difficult to point to any single event that has made a significant difference. So is the case with my relationship with Kendall Starkweather. During my more than half century in the

profession, I've worked with several AIAA executive directors, so I have known Dr. Starkweather for all of the time he has served in that position. And over that time and with Kendall's leadership, our association's name has been an evolving event. While this might not appear to be a big deal, a lot of collective thought has gone into those changes, and I believe that is significant. AIAA became ITEA, and more recently, ITEEA. Along with many others, I'm happy to have been an association member and a small part of this movement for several reasons.

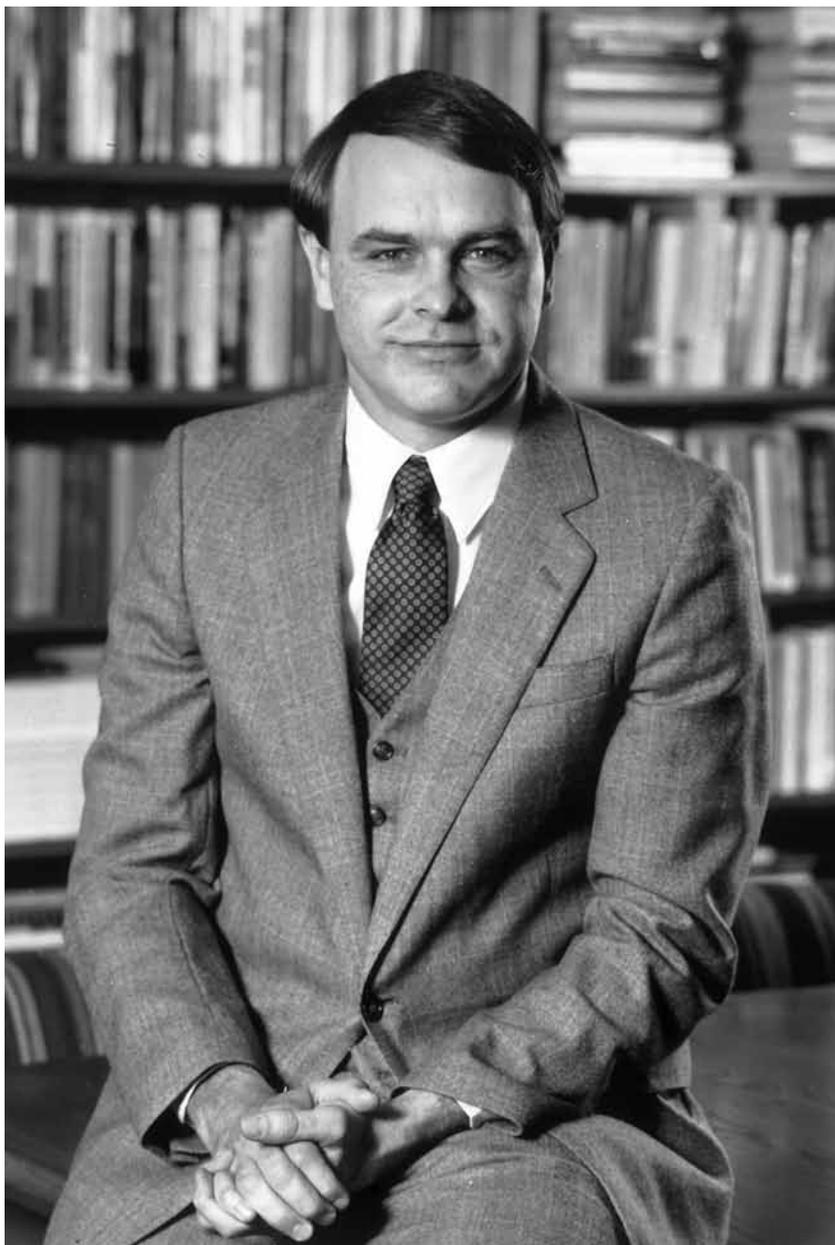
More has changed than just the name. For example, "American" became "International" in the name. With Kendall's leadership, and that of others, our association envisioned "globalization." The term "Industrial" became "Technology," broadening the content base of our field—our standards for example. And just reflect for a moment on the invention, innovation, and technological change since that name change. But with the change to technology, we haven't lost the "Industrial." It has just been included in the broader concept. More recently, "Engineering" has been added as an initiative and part of our evolving name. So although these events may appear to be just name changes, they have redefined the scope of our field. Yes, implementation is always a challenge, but we're working on it.

Over the years and with Kendall's leadership, we've been correctly moving forward in concept. And we could get a bit more philosophical, but now might not be the right time. So I'll resist the temptation. But on a personal note, I greatly appreciate my relationship with Kendall Starkweather over many years, my three years in Reston with ITEEA, discussions during that time with Kendall nearly every day over lunch, and working with ITEEA's outstanding office staff. Best wishes Kendall, my friend!

BARRY BURKE, DTE

A unique perspective on 40 years from a colleague and friend.

My association with Dr. Starkweather goes back 40 years to the University of Maryland, College Park. As a graduate assistant and disciple of Dr. Donald Maley, Kendall received unique training and was always referred to in public places as one of Doc's



"Boys." At the University of Maryland, Kendall began working with undergraduate students (of whom I was one) on special projects. One of those special projects was elementary education. During the early 70s he was responsible for sending teams of future secondary teachers into elementary classrooms to run design-and-build activities. Interestingly enough, some of those elementary students later became my middle school students, and they held those design/build lessons as something they enjoyed and really learned from. It is this same focus on the profession that leads one to believe that Kendall's contributions to the profession fall into two categories, (1) His impact on people, and (2) His impact on the profession.



Impact on People

Over time Kendall has mentored many. He always encouraged leaders in the profession to “run for office.” His tagline was that nobody really wins the first time you run, so you may need to be on the ballot a couple of times to “get in!” Those who won the first time through the elections process have remarked that, in retrospect, he was—being the jokester that he is—being encouraging and at the same time sensitive so as to not damage fragile egos. In his role as Executive Director, he mentored approximately four or five new Board of Directors each year. When one reflects on Kendall’s longevity as Executive Director, it is due in part to the fact that those who were on the Board found a connection with someone who encouraged them. Once on the Board, he was able to work closely with them because he was always able to communicate responses to difficult questions, even when they were not the most popular opinion. His

ability to be frank and honest was a reflection of knowing the profession, keeping in tune with the landscape, and the ability to find compromise where few thought it could be done. Those who served on the Board with him—of whom there have been approximately 150 or more—have been the leaders-in-waiting until encouraged and mentored by Kendall.

Impact on the Profession

In addition to those who served on the Board of Directors, Kendall was always in search of those people who, with that extra element of encouragement, would step up to the plate and serve the profession. He was encouraging and demanding, helping those with rough skill sets to develop and display them on the international stage. He had the consummate “get on the phone and get ‘er done” mentality—even during the email revolution of the last twenty years. As Executive Director of the Association and a leader of the profession, he guided and mentored people to take leadership to move the profession forward. He was always very clear in his convictions—“do what is right for the Profession, and the Association will be better off for it.” Towards that mission, he traveled and published extensively to talk and write about where the profession has been as well as its current state and an outlook for the future. Never at a loss for words, Kendall was strong in his convictions and his ideals (attributed to his Doctoral Advisor, Dr. Maley), and had unlimited energy to get his point(s) across. As a participant in the Jackson’s Mill (Jackson’s Mill Curriculum Theory, Snyder & Hales, 1981) and the Technology for All Americans projects, he has been involved in what many consider to be the two most critical documents in the history of the profession.

He bridged three generations of teachers, teacher educators, and supervisors and always maintained his ideals and professionalism. In closing, it is difficult to put into words the difference that Dr. Kendall Starkweather made during his 35 years in the profession. His legacy will certainly show that he came in at time when the profession (Industrial Arts) was at a peak—that over time, it evolved to Technology Education, and then to Technology and Engineering. His legacy is one of determination, honesty, energy, and leadership to a profession that has changed more than any other. His impact on people and his leadership to those around him speaks volumes about his impact to the profession.

JERRY STREICHLER, DTE

I am confident that the remarks of other colleagues will outline Kendall Starkweather’s extraordinary leadership and execu-

tive talents and his many impressive accomplishments for our profession. Thus, I focus my remarks on his understanding and actions connected to the role of Epsilon Pi Tau (EPT), the International Honor Society for Professions in Technology, and its relationship to the the organization that he has so effectively led.

Dr. Starkweather has been a long-time member of EPT. He was awarded the Laureate Citation on March 28, 1984, and on March 9, 1998, the EPT Board of Directors awarded him the Distinguished Service Citation, EPT's highest recognition, for his achievement of a superlative body of leadership work. Throughout his tenure, he was motivated to work with and support EPT, particularly in activities that also enriched the annual conferences of the organization he led. Undoubtedly, he believed there ought to be a natural connection between an honor society for the profession and a professional organization like ITEEA. A good part of that posture is due to the fact that he was aware that EPT is an academic honor society, honoring undergraduate and graduate students, AND an honor society that also recognizes active professionals in practice in technology and engineering occupations. He was also keenly aware of the emotional, dramatic connection between EPT and ITEEA—that Dr. William E. Warner, a professor at The Ohio State University, who, in the late 1930s, not only took the initiative that led to the creation of the American Industrial Arts Association that was to become ITEEA, but was also the originator and first Executive Secretary of EPT, the honor society that serves the programs, faculty, students, and practitioners in technology, business, industry, and education.

While this connection certainly played a role, Kendall seemed to recognize that the extremely important benefits to the two organizations and their members, many of whom were members of both, warranted a strengthening of the relationship. This he did with quiet, decisive, consistent, and nurturing care. When Kendall began his career as Executive Director, EPT relationships with AIAA/ITEA were already strong, in part because it had been recognized as the official honor society of those organizations and remains so for ITEEA.

He did much to insure that EPT's roles at annual conferences contributed and enriched conference programs. This was ac-

complished via EPT's separate advertising about the conference that informed all of its members, which at one time numbered more than 20,000, about the conference and EPT and programs therein, including EPT Board of Directors meetings, an Initiation Ceremony, and a Saturday morning breakfast program featuring a prominent speaker that had become a conference tradition established by Dr. Warner himself. Kendall lent quiet but effective support of all this. His staff accommodated EPT's "booth" at the conference, thus facilitating communication with members and queries about EPT from nonmembers. EPT events were always clearly listed in the conference program and were scheduled on the days and times requested. During conferences, his style was to suddenly appear at EPT events, quietly inquire if things were going well, and just as quietly retreat to attend to other conference business. Over the many years that I arranged and then participated in EPT meetings and events at AIAA/ITEA/ITEEA conferences, the EPT Board of Directors was always gratefully impressed by the hospitality and care extended and was conscious of whom to thank: Dr. Kendall N. Starkweather, a distinguished technology educator.

Thank you to those who told a story about Dr. Kendall Starkweather. These are only a few of the very many stories that exist. Our profession is where it is today in large part because of Kendall's leadership and genuine care. We wish him fair winds and following seas as he sails off into the waters of retirement.

The Legacy Project has now highlighted two very influential technology and engineering education leaders. It is very beneficial to current (and future) leaders to remember the issues that existed and how they were addressed "back in the day." In a few months the next interview will appear in this journal. If you have a suggestion of a leader to recognize, contact the author with that person's name and contact information.



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