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## LIFE ON A SCHOOL BOARD

### Lessons learned on the football field

Dan Schlafer

I became a football junkie at age 2. My big brother gave me a helmet, shoulder pads, and a bright red jersey for Christmas that year, and I was hopelessly hooked.

My brother was my first coach. It didn't take me long to conclude that teaching others the game I loved the way he taught me was my dream job, my destiny.

With my playing days over after college graduation, my high school coaching career began. For five years, I was an

assistant, knowing deep in my heart that I could steer the ship if given the chance.

That chance dropped into my lap when the head man unexpectedly retired. The moment I had planned for more than 20 years was at hand. What a rush! I would make Vince Lombardi look like a neophyte. After all, I had forgotten more football than most folks will ever know. I would make an immediate difference.

Signs were placed all over campus. *Are you big enough? Are you tough*

*enough? Are you strong enough? Are you quick enough? If you've got what it takes to play a man's game, meet me in the locker room after school on Friday!*

He was a thalidomide baby, this freshman I'd seen on campus. Those who aren't old and gray like me won't remember thalidomide. Those of you who are, do. It was a morning sickness drug that played cruel tricks on unborn babies back in the 1960s. Grotesquely deformed children became its calling card.

There was no question that he was a thalidomide baby, a point never argued by those who talked about and pointed at him. He was deaf, had no external ears, and one leg was significantly longer than the other. He walked with a pronounced limp. Watching him try to run was too painful for words.

He also had no forearms. Attached at his elbow were four tiny fingers, no thumbs.

It was time for the after-school meeting. The thalidomide baby showed up first. What's more, he walked up to me and in his unique voice said, "Coach, I want to play football!"

I stood in stunned silence. Clearly, this wasn't in his best interest or mine. I considered the liability issues. I'd be held responsible for that single, well-placed blow that certainly would render him more handicapped than he already was.

Quick thinker that I was, I bounced it right back at him: "You know what? I need a good manager! How about it?"

"NO COACH! I WANT TO PLAY!" was his retort.

I'd had a psychology course in college. "What a waste of my time. I'll never use this in real life," was my rationale as I went through the motions to earn the credit.

Suddenly, I realized I could use that stuff. I could make him see this was a bad idea and even couch it in such a

## READINGS AND REPORTS

# From administrators to technology plans

way that he'd think the decision to abandon the bad idea was his. After all, I was a college graduate. He was a mere ninth-grader.

"What position do you want to play?" I asked. "Quarterback?" (He had no forearms or hands.) "Linebacker?" (He was small and weak.) "Running back?" (He couldn't run.)

I wasn't prepared for the response. "NO COACH! NOT QUARTERBACK! NOT LINEBACKER! NOT RUNNING BACK! I CAN KICK!"

Guess what? He could. Remember that "one leg longer than the other" thing? That's what made him so good. He planted the short leg and used physics on the long one. When his foot hit the ball, it sounded like a shotgun blast.

You could hear it a mile away. He couldn't.

He still holds the school records for most consecutive extra points and longest field goal. When he graduated, he had two words after his name that I could only fantasize about as a player—All-American.

Who was taught the lesson? Who was it that made a difference?

The story doesn't end there. After all, others needed to be taught a lesson, too.

He got a job. Not just any job, mind you, but as a draftsman. Go ahead, read it twice. He drew for a living. Putting his pencil between the two withered fingers on his right hand, he was an architectural wizard.

Next time you feel sorry for yourself or think you've got it rough, consider the thalidomide baby. You'll feel better instantly.

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### Administrator study [www.nces.gov](http://www.nces.gov)

School principal positions now are equally divided between men and women, a change that reflects two decades of growing numbers of females taking over the top job, according to a report by the National Center for Education Statistics (NCES). The report, based on the federal Schools and Staffing Survey, notes that men held 75 percent of principal positions in 1988. Also, NCES has released four additional reports based on data from the survey, focusing on public school districts, secondary schools, libraries/media centers, and teachers.

### Charter management [www.usc.edu](http://www.usc.edu)

Growing numbers of charter schools are operating as networks through nonprofit groups called Charter Management Organizations, or CMOs, according to a national study by the University of Southern California's Center on Educational Governance. CMOs provide an umbrella structure under which three or more charter schools operate, and strike a balance between oversight and independence of the schools, the study says.

### Florida vouchers [www.floridaschoolchoice.org](http://www.floridaschoolchoice.org)

Students in Florida's school voucher program are performing no better or no worse than their counterparts in public schools, according to a state-commissioned study. But the study, which reviewed changes in scores from 2006-07 to 2007-08, says at least one more year of data is needed before it can be deter-

mined whether the program is working.

### GLBT students [www.nea.org](http://www.nea.org)

Gay, lesbian, bisexual, and transgender (GLBT) students are missing classes, underachieving academically, or dropping out due to bullying, harassment, or physical abuse they suffer at school, according to a new report issued by the National Education Association (NEA). The report, part of an NEA series on underserved groups in education, also shows that GLBT students experience a higher rate of homelessness because of their families' hostility to their sexual orientation or gender identity.

### How charter schools perform <http://credo.stanford.edu>

More than one third of charter schools nationwide delivers learning results that are significantly worse than would have been realized by traditional public schools, according to a Stanford University study that is the first national assessment of charter school impacts. The study, which looks at more than 70 percent of the students in charter schools in the U.S., says 17 percent of them provide superior education opportunities for students, but nearly half have results that are no different from those of traditional public schools.

### Independent study schools [www.wested.org](http://www.wested.org)

California's high school students are enrolling more frequently in independent study programs to meet district curriculum and graduation requirements, a study by WestEd says. The report says the programs offer students

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