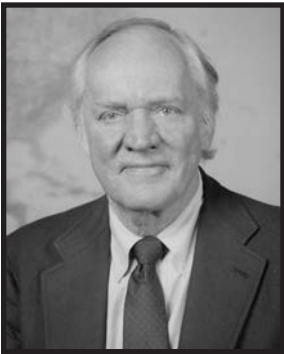


## THE PASSING OF A VISIONARY: G. CARL BALL, 1921 - 2004



It is with profound sadness and deepest regrets that we announce the death of G. Carl Ball, former CEO and Chairman of Geo. J. Ball, Inc and founder of the Ball Foundation. After an extended illness,

Mr. Ball died on Sunday evening, September 19 at his home. He was surrounded by his children Dexter, Anna Caroline, and George Ball, Jr.

Funeral services were held on Thursday, September 23, 2004 at the First Congregational Church of Glen Ellyn.

G. Carl Ball, and his late wife Vivian, founded the Ball Foundation in 1975. Mr. Ball was an active member of the foundation's Board of Directors at the time of his death. Career Vision, a division of the Ball Foundation, continues to be a leader in the field of aptitude-based career counseling.

Education Initiatives, a second division of the foundation, promotes improving schools in Illinois, Michigan, and California. Mr. Ball spearheaded the creation of charter schools in Chandler and Phoenix, Arizona, and Springfield, Illinois. These successful schools continue to operate as Ball schools and promote the Ball legacy.

"The purposes of education are at least threefold: the development of the individual, the needs of an informed citizenry, and the economic one - to prepare our young people to have the ability to achieve our goals in the world economy."

*G. Carl Ball*

The life of Carl Ball was a celebration of good will, innovation, optimism, and achievement. As we mourn his passing let us also cherish our memories of a friend who inspired all of us to go farther and do better than we might otherwise have done. ■

## EULOGY FOR G. CARL BALL

*The following passages are excerpts and adaptations from the eulogy for G. Carl Ball that was delivered by his son, George Ball, at the memorial service held on September 23, 2004 at the First Congregational Church of Glen Ellyn, Illinois.*

Amongst the lovely flowers set about the altar, the leaf green colored panels of the coffin quietly stand out. This is the coffin of a plantsman, a horticulturist, a man who both loved the leaves of trees, and many things more.

Dad worked for Grandpa, George J., up on Hawthorne Boulevard in the cut flower fields and greenhouses set on the slope that faced south and west for maximum sunlight. Cut flowers—meaning weddings and funerals—are relatively depression-proof, so Dad's early life was relatively happy. He was the youngest, and thus followed his brothers in the family business and, as each took his turn, Dad watched, learned and practiced his considerable skills, based on a broad set of talents, which he applied later to the business to great success for himself and others.

The war interrupted his Kenyon College education and [Carl joined the service]. After learning flying and while logging time for his [pilot's] license, he met my mother on a prop plane stop near her home in Ware Shoals, South Carolina while visiting Park Seed, a friendly competitor.

After the war, Carl re-entered the family business to join his three brothers—George K., or Sonny, Victor, and Robert. He began in late 1947, after finishing college on the GI Bill at the University of Illinois with a bachelor's degree in business administration.

Dad worked for 20 years—one decade each—for two of his brothers, the first being George K., or Sonny, until 1960. Dad not only managed the national sales force, but also expanded it to penetrate better the booming coast-to-coast post-war cut flower

markets. Bedding plants were comparatively marginal products in the marketplace, but Dad noticed their potential.

With the support of his brothers, Dad invented F<sub>1</sub> hybrid seed marketing, [and continued his work by developing] the first hybrid impatiens seed in North America. The impatiens boom began and lasted from the mid-60s to today.

Dad accomplished these many breakthroughs, and others like them, by talking with his customers as well as his employees. He became a “breakthrough artist,” expanding the definitions and the boundaries of the Ball Company's community of employees whose lives he helped to illuminate through his management, and of its vendors and customers whose businesses he helped to prosper for three decades.

He respected a lot of healthy debate, which was brilliant, because “outside air” would always be coming in the room, and the quality of our decisions would always remain very high. He experimented, drove himself, pushed himself—and others, fortunate to work with him—to the limit of their potential.

### **The Ball Foundation**

The Ball Foundation is a 29-year-old non-profit operating foundation that conducts programs in two areas, Career Vision and Education Initiatives. The foundation also undertakes research to ensure the continuous improvement of its programs and practices. The foundation's mission is to help individuals recognize and develop their potential.

### **Board Members**

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George Ball, Jr.	Paul Schneider
Joanna Ball	

Obviously, Dad loved life. He loved how it worked: the good, the bad, the world, knowledge, truth, wisdom. He was a seeker. He wanted lots of truth, great quantities of it. His curious intellect led him to dozens of subjects. He analyzed, probed, and discussed practically everything. He rarely made a professional or personal decision without “consulting the world,” like others might consult a friend or an associate.

In the early 70’s he discovered a new challenge, perfectly suited for not merely a second career, but an entire second life: psychological research and aptitude measurement. He actually wanted to find out what made people really tick, the real truth of human beings. What a goal!

He established the Ball Foundation with my mother in 1975 when he was just 54. Dad’s softer side was his dream of doing good and giving back. Some of his charity work is legendary—the Columbia and Vanderbilt Universities’ education productivity and school-reform consortiums are still quoted and used daily throughout the nation by education scholars and policymakers. And characteristically, his education interests were based on his stint, while in his late 60’s, of substitute teaching 3<sup>rd</sup> and 5<sup>th</sup> grade classes in West Chicago. His notions of education productivity and reform continue to be both explored and applied in philanthropic programs in schools in Illinois, California, and Arizona. [These efforts] produced not just results, but a legacy of positive change.

Dad “thought outside” all the boxes. Someone said, “Your father made his own compasses.” He had not only a multifaceted genius, but also a personality that could carry it off.

He left the legacy, not for us, but because he loved what he was doing. He loved life. He

loved us. He bestowed these loves in the form of wealth to his entire family, a company to several industries, and a charity to many communities.

I’m here to tell you and also you, Dad—frustrated choir master, the Bill Gates of horticulture—that the best choices you made were to marry Mother and to join the family business. Your decision enabled you, with her at your side, to use a greater palette of the colors of human life with which to create your many masterpieces, as well as more, and more diverse, voices with which to create the exultant choirs that continue to be, Dad, your family, your business, and your charity.

A leader, you led, and led many very far,  
Teacher, and life-long student,  
Loving, but a fighter when needed,  
Talented, but committed to increasing the  
talents of others,  
Fortunate, but generous with his fortune,  
A master, but a servant to all.  
For your great life and for helping us with  
ours, you’ll live in our hearts forever.

*George Ball*

## TESTIMONIALS TO GREATNESS:

### Stories and Memories of G. Carl Ball

Carl's legacy includes Ball Horticultural Company and the Ball Foundation, but for me, his greatest gifts were lessons learned through his example. I was in awe of his abundance of energy and his dedication to his beliefs. By example, he demonstrated love and devotion in his relationship with his wife, Vivian. He demonstrated a work ethic that we should all strive to emulate. Carl lived life to the fullest, never passing up an opportunity to do more than he was already doing.

Jane Mann  
Carl Ball's niece and  
intern at the Ball Foundation

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I knew him after his stroke, but, as I mentioned many times, it was always clear that this was a physical impairment and did not in any way constrain a powerful intelligence, a persistent curiosity and a quick and deep understanding of complex ideas. In my work with the Ball Foundation, I learned about Carl's love of learning, his belief in experimentation and his commitment to pursuing new and varied means to find innovative solutions to persistent problems. One of the highlights of any Ball Foundation meeting was watching Carl's face brighten with delight at hearing an original idea or a new approach. Carl was a leader and his life was an inspiration.

Robert Kronley  
Kronley & Associates

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Carl was a force of nature -- intelligent, determined, serious, gracious and generous. It will not be the same without him and we are all better for having known and worked with him.

Denis Doyle  
Ball Foundation Board Member

Carl was a friendly, gentle man and gave respect to all who entered his world and made them feel important.

Carl's passing only heightens our plans and commitments to the foundation. Our ability to succeed in our efforts will ensure his and Vivian's legacy. Let his passing reignite our effort to make his dream a reality.

James Pearson  
Ball Foundation Board President

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When I think back over my memories of him, what stands out most clearly was the value he placed on learning, both for himself and for others. He enjoyed finding out new things and getting to quiz interesting experts, and he wanted others to have the opportunity to learn what they needed for successful lives.

Betsy Bizot  
Former Ball Foundation staff member

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I am privileged to be a part of extending Mr. Ball's vision for excellence in public education. Although I never had the opportunity to meet Mr. Ball, I am so thankful for his dedication to the lives of our children.

Anita Flynn  
Teacher, Northview Public Schools

(continued on page 8)

## **PARTNERSHIP NEWS**

Rex Babiera

### **Springfield (IL) District 186**

The Ball Foundation Springfield partnership welcomes nine new schools: all three high schools (Lanphier, Southeast, and Springfield), two middle schools (Jefferson and Washington), and four elementary schools (Fairview, Laketown, Pleasant Hill, and Southern View). Teams from the new schools are now participating in leadership training institutes held by foundation staff and Focus on Results consultants. Teams composed of the first seven partnership schools and the Department of Instruction (DOI) are currently in their second year of leadership training institutes.

This August, the foundation held a community of practice formation event to assist the district in facilitating its administrators' meeting - the first of the new school year. 130 administrators engaged in peer-to-peer learning experiences, deepened their relationships, and were introduced to a variety of promising practices in use district-wide to close the achievement gap.

Cindy Baugher, Ball partnership coordinator, will act as trainer and mentor for staff from the DOI as they take responsibility for facilitating most of the schools.

### **Chula Vista (CA) Elementary School District**

The first cohort of the Ball Community of Schools is transitioning into a new phase of work. The five original partnership schools are training to be coaches for each other and other schools in the partnership. These schools are leading the foundation's onsite efforts to build a community of practice in Chula Vista.

The foundation and Focus on Results are helping the district reorganize the

Instructional Services Department, whose staff is being trained on walkthroughs and becoming coaches for school leaders. All principals in the district are engaged in literacy training

### **Northview (MI) Public Schools**

Northview's foundation-supported data warehouse initiative has made student information available to all teachers and staff to assist them in designing successful learning experiences for all children. This work has been intensified through active engagement in the foundation's global community of practice.

Foundation and district co-planning of new strategies is currently underway. The following are the purposes of these new strategies:

- to provide teachers and staff with access to data and skills in data management that result in increased student achievement, effective career choices based on skills and aptitudes, and increased self-awareness as a pathway to career/education plans
- to enable all staff to apply new knowledge generated by student data to change their delivery system to better meet the needs of students
- to create a continuous improvement process for Northview Public Schools
- to create a body of knowledge for dissemination on the use of data as a tool for school improvement
- to deepen understanding of change processes within a district educational setting
- to demonstrate the relationship of partnership and productive systems to student achievement ■

## THE JOURNEY TO 2012: Education Initiatives' Strategic Plan

Srik Gopalakrishnan

For as long as the Ball Foundation has been in existence, the board and employees have talked about a *sunset date* by which the foundation's activities would wind down. In the spring of 2003, the board set a definite date of 2012 based on the current financial position. Consequently, starting September 2003, the members of the Education Initiatives (EI) division of the foundation have been involved in an intensive strategic planning exercise to map out a new theory of change and a strategic work plan to execute and implement it.

By definition, strategic planning exercises in most organizations tend to be top-down, hierarchical and sequential. However the Ball Foundation believes that organizations are *living systems* and hence have a tendency to be "creative, adaptive, self-organizing and meaning seeking" (*A Simpler Way*, Wheatley and Rogers, 1996).

EI's planning exercise paid allegiance to the notion that "spontaneous emergence of order... is one of the hallmarks of life" (*Creativity and Leadership in Learning Communities*, Capra, 1997). Continuing down a certain path in its conversations, other possibilities began to emerge for the EI team. All team members came to appreciate the critical role that inquiry, reflection and continuous improvement play in the development of the strategic plan.

A watershed event in this timeframe was the staff-board retreat in May 2004. The design of the retreat was created to bring together

two groups of people who had the same interest in mind, but differing roles and capacities. The work of EI was explored through a series of rich conversations between the board and staff. After the retreat, a smaller ad-hoc group of staff and board members further refined the work and crystallized the vision, mission and goals of EI, which were approved by the board in June 2004.

The EI team then worked on defining the action steps to give life to the strategic plan. The core beliefs that lie at the center of our work were mapped out and guiding principles that undergird all of our actions were identified. The team laid out six strategies, which were seen as strategic choices that EI was making out of an array of possible options, in getting to the overall goals. There were other major components to the strategic plan as well – organizational effectiveness and evaluation – that were considered a critical part of executing each of the six strategies.

The next steps in this process include further revising the theory of change and developing a comprehensive evaluation plan with indicators at each level. The EI team sees the strategic plan as a living document that mirrors the way its work evolves and grows. The evaluation process as well as the team's and the foundation's partners' constant quest for clarity, coherence and effectiveness will help make this happen.

The Ball Foundation believes that organizations are *living systems* and hence have a tendency to be "creative, adaptive, self-organizing and meaning seeking."  
(*A Simpler Way*, Wheatley and Rogers, 1996)

## EDUCATION INITIATIVES STRATEGIC PLAN 2004-05

**VISION:** The Ball Foundation envisions a high performance education system in which all children learn at high levels regardless of race, national origin, socio-economic status, native language or culture.

**MISSION:** The mission of the Ball Foundation, a partner in transforming schools, is to release the power within educators to improve student achievement and create highly productive schools.

### CORE BELIEFS:

1. We believe that all children are capable of attaining high levels of academic achievement.
2. We believe that competencies of educators, both professional and cultural, directly impact the opportunity for and probability of all students attaining high levels of academic achievement.
3. We believe that educators, parents and policymakers are capable of leading transformational change.
4. We believe that external organizations can provoke and support leaders of educational transformation.
5. We believe that achieving sustainable educational transformation requires a systemic rather than a programmatic or piecemeal approach.
6. We believe that the learning required for systemic transformation occurs in a social context.

### GUIDING PRINCIPLES:

1. We invest in strategic partnerships to produce sustainable improvement in student achievement.
2. We build trustful relationships with our partners.
3. We build a shared vision and engage in collaborative learning with our partners.
4. We implement adaptive models in a continuous process of co-discovery, co-creation and co-intervention.
5. We ground our work in research-based practices.
6. We create connections among practitioners within and across partnerships.
7. We practice ongoing reflection, evaluation and evidence-based conversations with our partners.
8. We honor our obligation to share our learning and to learn from others who work for school transformation.

**GOAL #1:** EI will develop and sustain effective partnerships that will achieve significant and sustainable improvement in student performance as measured by mutually agreed upon indicators of student improvement in literacy.

**GOAL #2:** EI will function as a productive learning organization and develop the capacity in our partners to become productive learning organizations as evidenced by research-based measures of school effectiveness.

**GOAL #3:** EI will disseminate a replicable approach to school transformation that significantly impacts K-12 education as evidenced by its sustainability in the partner districts and its transferability to other districts and other organizations that support school transformation.

**STRATEGY #1:** Support educational leaders at all levels to establish and support initiatives that accelerate systemic change.

**STRATEGY #2:** Build communities of practice within and across partnerships.

**STRATEGY #3:** Facilitate continuous improvement processes in service to quality instruction.

**STRATEGY #4:** Develop school staff capacity to assimilate understanding of the cultural habits and norms of students and families into classroom practice.

**STRATEGY #5:** Collaborate with organizations engaged in similar work.

**STRATEGY #6:** Share the Ball Foundation story with a broader audience.

**ORGANIZATIONAL EFFECTIVENESS:** Improve EI's organizational effectiveness in delivering the six strategies.

**EVALUATION:** Conduct ongoing formative and summative evaluation at all levels.

The Ball Foundation

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## **TESTIMONIAL TO GREATNESS:** (continued from page 4)

### **Stories and Memories of G. Carl Ball**

For those of you who had the opportunity to meet Carl at his best, you know that he was a visionary who wanted every child to become a well educated adult. While he wasn't always sure of the best path to accomplish this task, he was unswerving in his commitment to it.

He came to the work as the result of his wife, Vivian. Tired of hearing him complain about the educational quality of many applicants for positions in his business, Vivian suggested that until he put his money where his mouth was and did something about it, he was not allowed to discuss the topic at home. Not inclined to stop talking, Carl used a portion of his personal fortune to create the Education Initiatives division of the Ball Foundation. What followed was a story that has touched the lives of many people.

Carl could be the most frustrating person I have ever known. He would read a book and then bring in the authors and basically ask

them to go through their books almost line by line and explain their thinking. He would write down your words verbatim and then later challenge you by quoting you. He asked question after question after question.

On any school tour, he would disappear and finally be located sitting in some corner with one or two students talking about what they were learning and what they thought school should really be like.

He never stopped working -- or talking. In the end, he changed the life of every adult who spent time with him. Carl made you better, because he expected so much of himself and so much from you -- on behalf of children.

Carl Ball will be greatly missed.

Sue Dole  
Deputy Superintendent  
Springfield School District #186