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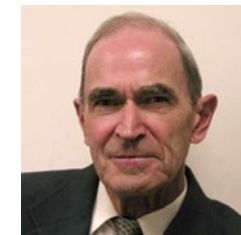
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Remembering Thomas R. Knapp

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The measurement community lost a prolific contributor and esteemed educator last year with the passing of Thomas R. Knapp, Professor Emeritus at the University of Rochester and The Ohio State University in January 2025. Knapp was a graduate of the University of Rochester (AB, 1952; Ed.M., 1954; AM, 1957) and Harvard University (Ed.D., 1959). His career spanned over 40 years before his retirement in 2000, and he continued his professional work afterward. He held lengthy tenured appointments at the University of Rochester and The Ohio State University.

The two of us were former doctoral students of his and value Knapp's contributions to our careers. Other than that, we have no special authority to comment on his work, but are appreciative of this opportunity to express some of the esteem and indeed debt we owe to him.

Knapp's scholarly work spanned both theory and practice. He was primarily a methodologist who was able to communicate complex topics clearly to others. He was also

careful to be perfectly correct in everything he did, including accuracy and propriety, but never dull or "preachy." We trust that all his other former students, and there are many, would agree.

A detailed list of Knapp's contributions to applied statistics and measurement practice would become tedious. He would be the first to abhor something like that. But still, as a memorial piece in remembrance of his academic contributions, we deem it proper to briefly summarize his major research interests as well as some issues that he had been concerned with.

He had a wide interest in issues related to measurement and applied statistics. If we were asked to mention just one topic as his primary interest, it would be classical test theory, and particularly reliability. His work emphasized the problem of individual item reliability (Knapp, 1977a), Cronbach's alpha (Knapp, 1991), and guiding authors regarding how to report reliability information of test instruments in scholarly journals (Knapp, 2011). His insights in this area were eventually gathered into a

book entirely devoted to reliability. Since he was constantly updating the book, it remained, unfortunately, an unpublished manuscript that used to be freely accessible on the website he maintained (Knapp, 2009). He was relatively less concerned with the issue of validity, but did develop work related to it from the multitrait-multimethod matrix (MTMM) approach (Ferketich et al., 1991; Figueredo et al., 1991).

His interest in statistics was very broad. His dissertation was related to bimodality. One of his better-known works was on illustrating that many parametric statistical methods are special cases of the canonical correlation (Knapp, 1978). For some graduate students, this paper was among one of the required readings in a multivariate statistical analysis course. His concerns often regarded proper ways to analyze data, ranging from how to work with proportions (Knapp & Tam, 1997), gain score *t* test versus ANCOVA (Knapp & Schafer, 2009), to the unit-of-analysis problem (Knapp, 1977b) and analysis of correlations (Knapp & Swoyer, 1967).

In a dynamic field such as ours, it is common that fundamental questions are debated among both theoreticians and practitioners. Knapp's approach was to try to resolve a controversy through a unique outlook. For example, he shared his view towards treating ordinal scales as interval scales in a sequence of papers (Knapp, 1990, 1993). He also attempted to suggest a middle-of-the-road approach to the null hypothesis significance testing (NHST) problem (Knapp, 1999).

Knapp greatly enjoyed teaching. He was energetic in class, asking probing questions to guide his students to look more deeply at issues. He contributed to the literature on statistics education by writing on various topics, including percentage (Knapp, 2009), Simpson's paradox (Knapp, 1985), regression to the mean (Knapp, 1980), and learning statistics through playing cards (Knapp, 1996).

One of us is especially appreciative of a discussion of a topic in class, raising a question that eventually became a dissertation topic

and was an early example of a Monte-Carlo study. Much later, he sent an email to that same person on a similar topic that resulted in a joint publication after we both had retired. That is an example of something else, his continuing to keep up with former students personally and professionally through regular correspondence.

Knapp was careful to maintain a formal relationship with students while he still held a power position in relation to them. But Tom, as he preferred we call him following graduation, was always kind. Furthermore, he was generous towards students, especially full-time students and those from foreign countries. Knowing that they were tight on financial budgets, he offered to use his car to take them to conferences. Both of us were among those who had the opportunity to ride with him to attend a conference. Along the way, he would chit-chat and play a cassette of the Carpenters, his favorite. (Yes - one of us is too old to remember that last.)

He remained optimistic in the face of life's unfortunate mishaps. One year, while teaching at The Ohio State University, he took a vacation with his wife. Upon returning, they found that their house had burned down. With no complaints to colleagues or students, he simply rebuilt his house and lived on as usual.

We clearly value the mentorship as well as the friendship provided to us by Knapp. We hope this remembrance helps others who benefited from his association to take a pause and fondly remember his contributions to their lives.

On some occasions, after he had finished a spirited academic discussion with his colleagues, or after he had composed a scholarly piece on a topic that interested him, he would say, "It's been fun for me." That was his spirit; this was Tom we used to know.

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